



1st Quarter

Resources: Mc Graw Hill Mathematics,

Week	Unit/Lesson	Learning Objectives	Reporting Categories
<p>Week 1</p>	<ul style="list-style-type: none"> - Welcome - Survey – getting to know you - Collect & log Supplies received - Classroom Rules - Curriculum overview 	<p>5.2) Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.</p> <p>5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations to solve problems with efficiency and accuracy.</p> <p>5.4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>5.5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.</p> <p>5.6) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume.</p> <p>5.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.</p> <p>5.8) Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane.</p> <p>5.9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p>5.10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security</p>	



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Week 2	Rational Numbers and the Coordinate Plane	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms.</p> <p>(6.3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.</p>	<p>Supporting Standards:</p> <p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>6.2(B) Identify a number, its opposite, and its absolute value</p> <p>6.2(C) Locate, compare, and order INTEGERS and rational numbers using a number line</p> <p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>6.3 (F) represent benchmark fractions and percent such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers</p>
Week 3	Rational Numbers and the Coordinate Plane (cont'd)	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>6.2(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;</p> <p>6.2(C) locate, compare, and order integers and rational numbers using a number line;</p> <p>6.2(D) order a set of rational numbers arising from mathematical and real-world contexts; and</p> <p>6.2(E) extend representations for division to include</p>



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			fraction notation such as $\frac{a}{b}$ represents the same number as $a \div b$ where $b \neq 0$. 6.4(G) generate equivalent forms of fractions, decimals, and percent using real-world problems, including problems that involve money
Week 4	Rational Numbers and the Coordinate Plane (cont'd)	(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. (6.2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. (6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.	6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 6.2(A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers; 6.2(C) locate, compare, and order integers and rational numbers using a number line; 6.2(D) order a set of rational numbers arising from mathematical and real-world contexts; and 6.2(E) extend representations for division to include fraction notation such as $\frac{a}{b}$ represents the same number as $a \div b$ where $b \neq 0$. 6.4(G) generate equivalent forms of fractions, decimals, and percent using real-world problems, including problems that involve money.
Week 5	Chapter Review and Reflect		
Week 6	Multiply and Divide Rational Numbers	(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. (6.3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.	6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 6.3(B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or



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			less than one; 6.3(E) multiply and divide positive rational numbers fluently
Week 7	Multiply and Divide Rational Numbers (Cont'd).	(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. (6.3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions	6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 6.3(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values; 6.3(E) multiply and divide positive rational numbers fluently.
Week 8	Chapter Review & Reflect		
Week 9	Hands-On Labs & Project		



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
Week 1	Operations with Integers	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>6.3(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms;</p> <p>6.3(D) add, subtract, multiply, and divide integers fluently</p>
Week 2	Operations with Integers Cont'd	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.3) Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>6.3(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms;</p> <p>6.3(D) add, subtract, multiply, and divide integers fluently.</p>
Week 3	Chapter Review and Reflect		
Week 4	Understand Proportions	<p>Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>6.4(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world</p>



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
		(6.5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships	problems involving ratios and rates
Week 5	understand Proportions Cont'd	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p> <p>(6.5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>6.4(B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;</p> <p>6.4(H) convert units within a measurement system, including the use of proportions and unit rates.</p> <p>6.5(A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions</p>
Week 6	Chapter Review and Reflect		
Week 7	Applying Proportions to Percent	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>6.4(E) represent ratios and percent with concrete models, fractions, and decimals;</p> <p>6.4(F) represent benchmark fractions and percent such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids,</p>



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
			<p>strip diagrams, number lines, and numbers;</p> <p>6.4(G) generate equivalent forms of fractions, decimals, and percent using real-world problems, including problems that involve money</p>
<p>Week 8</p>	<p>Applying Proportions to Percent (Cont'd)</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p> <p>(5) Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships.</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>6.4(E) represent ratios and percent with concrete models, fractions, and decimals;</p> <p>6.4(F) represent benchmark fractions and percent such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers</p> <p>6.5(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and 6.5(C) use equivalent fractions, decimals, and percent to show equal parts of the same whole.</p>
<p>Week 9</p>	<p>Chapter Review & Reflect Bench Mark Hands-On Labs & Project</p>		



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
<p>WEEK 1</p>	<p>Multiple Presentations</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>6.6(A) identify independent and dependent quantities from tables and graphs</p> <p>6.6(B) write an equation that represents the relationship between independent and dependent quantities from a table; and</p> <p>6.6(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.</p>
<p>Week 2</p>	<p>Multiple Presentations (Cont'd)</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.</p> <p>(6.6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships.</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>6.4(A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ to differentiate between additive and multiplicative relationships;</p> <p>6.6(A) identify independent and dependent quantities from tables and graphs;</p> <p>6.6(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.</p>



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
Week 3	Chapter Review & Reflect		
Week 4	Algebraic Expressions	<p>6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations.</p> <p>(6.9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>6.7(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization</p> <p>6.7(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and</p> <p>6.7(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.</p> <p>6.9(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;</p>
Week 5	Algebraic Expressions (Cont'd)	<p>6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace</p> <p>6.7(A) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;</p>



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
		equations.	<p>6.7(C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and</p> <p>6.7(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.</p>
Week 6	Chapter Review & Reflect		
Week 7	Equations and Inequalities	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:</p> <p>(6.8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems.</p> <p>(6.9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations.</p> <p>(6.10) Expressions, equations, and relationships.</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>6.7(B) distinguish between expressions and equations verbally, numerically, and algebraically;</p> <p>6.8(C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers; and</p> <p>6.9(A) write one-variable, one-step equations and inequalities to represent constraints or conditions</p>



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
		<p>The student applies mathematical process standards to use equations and inequalities to solve problems.</p>	<p>within problems;</p> <p>6.9(B) represent solutions for one-variable, one-step equations and inequalities on number lines; and</p> <p>6.10(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts;</p> <p>6.10(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>
<p>Week 8</p>	<p>Equations and Inequalities (Cont'd)</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:</p> <p>(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems.</p>	<p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>6.9(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems;</p> <p>6.9(B) represent solutions for one-variable, one-step equations and inequalities on number lines;</p> <p>6.10(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and</p> <p>6.10(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>
<p>Week 9</p>	<p>Chapter Review & Reflect</p>		



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
<p>Week 1</p>	<p>Represent Geometry with Algebra</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems.</p> <p>(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems.</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems.</p> <p>(6.10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems.</p>
<p>Week 2</p>	<p>Statistical Measures and Displays</p>	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems.</p>	<p>6.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p> <p>6.12(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots; 6.12(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;</p> <p>6.12(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of</p>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
Week 3	Statistical Measures and Displays Cont'd.	<p>(6.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(6.12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems.</p> <p>(6.13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems.</p>	<p>spread), and use these summaries to describe the center, spread, and shape of the data distribution</p> <p>6.1(A) apply mathematics to problems arising in everyday life, society, and the workplace</p> <p>6.12(A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots;</p> <p>6.12(B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;</p> <p>6.12(C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution</p> <p>6.13(A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots</p>
Week 4	Chapter Review & Reflect		
Week 5	Personal Financial Literacy	<p>(6.14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.</p>	<p>6.14(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions;</p> <p>6.14(B) distinguish between debit cards and</p>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories
			credit cards; 6.14(C) balance a check register that includes deposits, withdrawals, and transfers; 6.14(D) explain why it is important to establish a positive credit history; 6.14(E) describe the information in a credit report and how long it is retained 6.14(G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and 6.14(H) compare the annual salary of several occupations requiring various levels of postsecondary education or vocational training and calculate the effects of the different annual salaries on lifetime income
Week 6	Chapter Review & Reflect		
Week 7	End of Year Review		
Week 8	End of Year Testing & Project		
Week 9	End of Year Activities & Award Ceremony		