

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|--|--|--|--|
| <p>Unit: 1</p> <p>Number System Fluency</p> <p>Estimated Teaching Time:</p> <p>20-25 days</p> | <p>MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</p> <p>MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100. a. Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example: $36 + 8 = 4(9 + 2)$ b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.</p> | <p>MGSE6.NS.1 I can interpret what the quotient represents in mathematical and real-world problems.</p> <p>I can understand that multiplication and division are inverse operations.</p> <p>I can divide fractions procedurally using the multiplicative inverse.</p> <p>MGSE6.NS.4 I can, using numbers 1-100, understand what a factor is (a whole number that divides without a remainder into another number).</p> <p>I can, using numbers less than or equal to 12, understand what a multiple is (a whole number that is a product of two factors).</p> <p>I can calculate greatest common factor using multiple methods.</p> <p>I can calculate least common multiple using multiple methods.</p> <p>I can, using the distributive property, decompose numbers into a common factor times a sum.</p> <p>I can solve real-world problems utilizing greatest common factor and least common multiple.</p> | <p>MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> | <p>MGSE6.NS.2 I can understand place value of multi-digit numbers and use it when dividing.</p> <p>I can apply the rules of division to solve multi-digit problems.</p> <p>I can know that division is the inverse of multiplication.</p> <p>I can use compatible numbers to estimate the reasonableness of answers.</p> <p>I can relate division to repeated subtraction.</p> <p>I can develop fluency with the standard algorithm for division of multi-digit whole numbers.</p> <p>MGSE6.NS.3 I can understand decimal place value.</p> <p>I can fluently add, subtract, multiply and divide multi-digit decimal numbers.</p> <p>I can recall estimation strategies for adding, subtracting, multiplying and dividing decimals.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|--|---|--|---|
| <p>Unit: 2</p> <p>Rate, Ratio and Proportional Reasoning Using Equivalent</p> <p>Estimated Teaching Time:</p> <p>15-20 days</p> | <p>MGSE6.RP.3</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations</p> | <p>MGSE6.RP.3</p> <p>I can identify equivalent ratios.</p> <p>I can create a table using equivalent ratios.</p> <p>I can find missing values of a table using equivalent ratios.</p> <p>I can plot pairs of values on a coordinate plane.</p> <p>I can create and solve real-world ratio problems.</p> <p>I can understand the meaning of unit pricing and constant speed.</p> <p>I can solve unit rate problems using tape diagrams or double number line diagrams.</p> <p>I can explain how ratio and percent are related.</p> <p>I can know percents are a special rate where a part is compared to a whole and the whole always has a value of 100.</p> <p>I can write a percent as a rate over 100 including percents greater than 100 and less than 1.</p> | <p>MGSE6.RP.1</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>MGSE6.RP.2</p> <p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship.</p> | <p>MGSE6.RP.1</p> <p>I can identify a ratio.</p> <p>I can describe a ratio between quantities.</p> <p>I can explain a ratio by drawing a picture.</p> <p>I can write a ratio in different forms (fraction, colon, word form).</p> <p>I can compare two quantities using a ratio.</p> <p>I can explain that a ratio is a fraction which is also a division problem.</p> <p>I can use tape diagrams or a double- number line diagrams to model a unit rate.</p> <p>I can interpret a rate from tape diagrams and double number line diagrams.</p> <p>I can write a ratio using letters $a:b$, a/b, a to b – where b is not equal to 0 according to the definition of ratio.</p> <p>MGSE6.RP.2</p> <p>I can define and explain what a unit rate is.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|---|---|--|---|
| | | <p>I can represent the relationship of part to a whole to describe percents using models.</p> <p>I can solve problems involving finding the whole, given a part and the percent. I can convert units using multiplication and division. · Convert measurement</p> <p>nonnegative rational</p> | | <p>I can calculate a unit rate.</p> <p>I can understand rate as a ratio that compares two quantities with different units of measure.</p> <p>I can understand that unit rates compare two quantities with different units of measure, where the second term means “one” like 60 miles per one hour.</p> <p>I can interpret rate language with the @ symbol and with the words per, each, etc.</p> |
| <p>Unit: 3</p> <p>Expressions</p> <p>Estimated Teaching Time:</p> <p>20-25 days</p> | <p>MGSE6.EE.2c: Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1\frac{1}{2}$</p> | <p>MGSE6.EE.2c: I can evaluate expressions for given values of variables using the order of operations when appropriate.</p> <p>I can evaluate expressions that arise from formulas used in real-world problems.</p> | <p>MGSE6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>MGSE6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.</p> <p>MGSE6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more</p> | <p>MGSE6.EE.1 I can represent exponents as repeated multiplication.</p> <p>I can write numbers using exponents and write numerical expressions using exponents.</p> <p>I can calculate the value of numbers written in exponential form.</p> <p>I can evaluate numerical expressions containing whole number exponents.</p> <p>I can discover any base to the power of 0 is 1.</p> <p>MGSE6.EE.2a I can recognize that variables represent unknown quantities.</p> <p>I can translate verbal expressions into numerical</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|--|--|
| | | | <p>parts of an expression as a single entity.</p> <p>MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions.</p> <p>MGSE6.EE.4 Identify when two expressions are equivalent(i.e., when the two expressions name the same number regardless of which value is substituted into them).</p> | <p>expressions and numerical expressions into verbal expressions</p> <p>MGSE6.EE.2b I can identify the parts of an algebraic expression using mathematical terms (sum, term, product, factor, quotient, coefficient).</p> <p>I can view one or more parts of an expression as a single entity.</p> <p>I can recognize that mathematical symbols represent mathematical operations.</p> <p>MGSE6.EE.3</p> <p>I can know what each of the following 7 Properties of Operations are: Associative, Commutative, & Identity Properties of Addition & Multiplication, and the Distributive Property.</p> <p>I can apply the properties of operations to generate equivalent expressions.</p> <p>I can understand that the properties used with numbers also apply to expressions with variables.</p> <p>MGSE6.EE.4 I can determine when two expressions are equivalent.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|--|---|--|--|
| | | | | <p>I can use substitution to create equivalent expressions.</p> <p>I can combine like terms in expressions accurately.</p> |
| <p>Unit: 4</p> <p>One-Step Equations and Inequalities</p> <p>Estimated Teaching Time:</p> <p>20-25 days</p> | <p>MGSE6.EE.7: Solve real world mathematical problems by writing and solving equations of the form $x+p=q$ and $px=q$ for cases in which p, q, and x are all nonnegative rational numbers.</p> | <p>MGSE6.EE.7: I can solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> | <p>MGSE6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>MGSE6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>MGSE6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. Represent and analyze quantitative relationships between</p> | <p>MGSE6.EE.5 I can use precise mathematical vocabulary among expressions, equations, and inequalities.</p> <p>I can understand solution(s) are values that make the equation or inequality true & they are found by using substitution.</p> <p>I can understand that the solution to equations is a singular value that makes the equation true and solutions to inequalities is a range of values that make the inequality true.</p> <p>I can use substitution as a method to reason which value(s) from a given set make the equation or inequality true.</p> <p>MGSE6.EE.6 I can understand variables are letters or symbols that represent unknown numbers or a specified set of numbers.</p> <p>I can represent real-world situations with variable expressions, identifying what the variable represents.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|--|--|
| | | | <p>dependent and independent variables.</p> <p>MGSE6.EE.9</p> <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another. a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. b. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d=65t$ to represent the relationship between distance and time. Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>MGSE6.RP.3</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>MGSE6.RP.3a</p> <p>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> | <p>MGSE6.EE.8</p> <p>I can discover that a variable can represent an infinite number of solutions in inequalities.</p> <p>I can graph inequalities on a number line.</p> <p>I can write inequalities to solve real-world mathematical problems.</p> <p>I can check by substitution to determine if the graph of an inequality is correct.</p> <p>MGSE6.EE.9</p> <p>I can use variables to represent two quantities.</p> <p>I can identify relationships between tables, graphs, and equations.</p> <p>I can recognize that a change in the independent variable creates a change in the dependent variable such as the following: As x changes, y also changes.</p> <p>I can write an equation to express the quantity in terms of the dependent and independent variables.</p> <p>MGSE6.RP.3a</p> <p>I can identify equivalent ratios.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|--|--|
| | | | <p>MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>MGSE6.RP.3c Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means 30/100 times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.</p> <p>MGSE6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?</p> | <p>I can create a table using equivalent ratios.</p> <p>I can find missing values of a table using equivalent ratios.</p> <p>I can plot pairs of values on a coordinate plane.</p> <p>I can create and solve real-world ratio problems.</p> <p>MGSE6.RP.3b I can understand the meaning of unit pricing and constant speed.</p> <p>I can solve unit rate problems using tape diagrams or double number line diagrams</p> <p>MGSE6.RP.3c I can explain how ratio and percent are related.</p> <p>I can know that percents are a special rate where a part is compared to a whole and the whole always has a value of 100.</p> <p>I can write a percent as a rate over 100 including percents greater than 100 and less than 1.</p> <p>I can represent the relationship of part to a whole to describe percents using models.</p> <p>I can solve problems involving finding the whole, given a part and the percent.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|---|---|--|--|
| | | | | <p>MGSE6.RP.3d I can convert units using multiplication and division.</p> <p>I can convert measurement units using ratio reasoning within customary units and within metric units.</p> <p>I can convert measurement units using ratio reasoning between customary units and metric units.</p> |
| <p>Unit: 5</p> <p>Area and Volume</p> <p>Estimated Teaching Time:</p> <p>20-25 days</p> | <p>MGSE6. G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths ($\frac{1}{2}$ u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> | <p>MGSE6.G.2 I can model volume by filling a rectangular prism with unit cubes of fractional lengths and use the model to determine the volume of the prism.</p> <p>I can discover that filling a prism with cubes and counting the number of cubes in the prism is the same as using the volume formula.</p> <p>I can reason that finding the volume is the same process and uses the same formulas if the edge lengths are whole units or fractional units.</p> <p>I can solve real-world problems where one of the edge lengths is a fractional unit.</p> | <p>MGSE6. G.1 Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>MGSE6. G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> | <p>MGSE6. G.1 I can apply the formulas to find the area of various polygons.</p> <p>I can find the area of irregular polygons by composing and decomposing into rectangles and triangles and other shapes.</p> <p>I can find areas of right, equilateral, isosceles, and scalene triangles, and special quadrilaterals.</p> <p>I can model composition and decomposition of shapes using manipulatives.</p> <p>I can solve problems from the real-world using composite figures to model real-world examples such as the size of a lake or a crater on the moon.</p> <p>MGSE6. G.4 I can visualize how nets relate to three-dimensional figures.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---|--|---|--|
| | | | | <p>I can understand how area of two-dimensional figures relates to surface area of three-dimensional figures.</p> <p>I can use nets made up of rectangles and triangles to find the surface area of three-dimensional figures. Solve real-world and mathematical problems to determine the surface area of figures</p> |
| <p>Unit: 6</p> <p>Statistics</p> <p>Estimated Teaching Time:</p> <p>20-25 days</p> | <p>MGSE6. SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> | <p>MGSE6. SP. 3 I can determine the mean, median, mode, and range.</p> <p>I can model with examples the difference between measures of center and measures of spread. I can determine appropriate center and variation for various data sets.</p> | <p>MGSE6. SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p> <p>MGSE6. SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>MGSE6. SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>MGSE6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the</p> | <p>MGSE6. SP.1 I can identify the difference between statistical and nonstatistical questions.</p> <p>I can formulate and write simple statistical questions that provide differences in responses.</p> <p>I can recognize that statistical questions generate variability.</p> <p>MGSE6. SP.2 I can understand that data collected to answer statistical questions can be analyzed by their distribution.</p> <p>I can calculate median, mode, and range.</p> <p>I can describe a data set using its center (mean, median and mode), spread (range), and overall shape.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|--|--|
| | | | <p>nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range). d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p> | <p>MGSE6. SP.4 I can represent given data on the most appropriate graph (dot plot, histogram, or box plot).</p> <p>I can interpret data represented on dot plots, box plots, and histograms for given situations.</p> <p>MGSE6. SP.5a I can understand that observations are recorded as numerical or quantitative data.</p> <p>I can create tables (including intervals), lists, plots, and histograms using data from recorded observations.</p> <p>I can use data displays to answer questions about the data set.</p> <p>MGSE6. SP.5b I can identify how and why data was collected for investigation and if biased, random, or representative.</p> <p>I can summarize numerical data sets in relation to how it was measured and its units of measurement.</p> <p>I can label all parts of data display with appropriate units of measure.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---|--|---|--|
| | | | | <p>MGSE6. SP.5c I can use data to find the five-number summary and create box-and-whisker plot.</p> <p>I can create, read, and interpret graphical representations of numerical data.</p> <p>I can find the interquartile range and know that IQR is at 50% and not affected by outliers.</p> <p>I can identify outliers.</p> <p>I can understand how outliers affect the measures of central tendency.</p> <p>MGSE6. SP.5d I can identify which measure of center and variability best represents data set.</p> <p>I can relate choice of measure in data to the context of its collection.</p> |
| <p>Unit: 7</p> <p>Rational Explorations: Numbers and their Opposites</p> <p>Estimated Teaching Time:</p> | <p>MGSE6. NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts,</p> | <p>MGSE6. NS. 5 I can understand that zero represents a position on the number line and that every negative integer is less than zero. \</p> <p>I can understand the meaning of zero on a number line and in different real-world situations.</p> <p>I can use positive and negative numbers to represent quantities in</p> | <p>MGSE6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>MGSE6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the</p> | <p>MGSE6.NS.6a I can use vertical and horizontal number lines to show integers.</p> <p>I can understand the meaning of the term opposite and plot opposites on a number line.</p> <p>I can reason that the opposite of the opposite of the number is the number itself (e.g., $-(-3)$), and zero is its own opposite.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|------------|--|--|---|---|
| 15-20 days | explaining the meaning of 0 in each situation. | <p>the real world (ex. temperatures above and below zero).</p> <p>I can represent real world scenarios using integers (bank accounts, temperature, and sea level).</p> | <p>opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>MGSE6.NS.6b Understand signs of number in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>MGSE6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>MGSE6.NS.7 Understand ordering and absolute value of rational numbers.</p> <p>MGSE6NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>MGSE6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>MGSE6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line;</p> | <p>I can describe quantities having opposite value.</p> <p>MGSE6.NS.6b I can understand that the signs of numbers in ordered pairs represents a singular location on the coordinate plane.</p> <p>I can understand that an ordered pair is composed of two parts: The first coordinate refers to the x-axis, and the second coordinate refers to the y-axis.</p> <p>I can recognize the signs of all ordered pairs on the coordinate plane: Quadrant I (+, +); Quadrant II (-, +); Quadrant III (-, -); Quadrant IV (+, -).</p> <p>I can discover that changing the sign of one or both numbers in the ordered pair will create a reflection of the point.</p> <p>I can find reflections of points across both axes.</p> <p>MGSE6.NS.6c I can plot coordinates in all four quadrants of a coordinate plane.</p> <p>I can plot integers and other rational numbers on a number line (vertically and horizontally) and on a coordinate plane.</p> <p>I can find the position of integer pairs and other rational numbers (including fractions and decimals)</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|--|--|
| | | | <p>interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p>MGSE6.NS.7d Distinguish comparisons of absolute value from statements about order.</p> <p>MGSE6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>MGSE6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply those techniques in the context of solving real-world mathematical problems.</p> | <p>on a coordinate plane.</p> <p>MGSE6NS.7a I can order rational numbers on a number line.</p> <p>I can compare rational numbers using inequality symbols and justify the inequality symbol used.</p> <p>I can order rational numbers on a number line.</p> <p>I can compare integers using inequality symbols and justify the inequality symbol used.</p> <p>MGSE6NS.7b I can write an inequality to show the relationship between rational numbers in real-world situations.</p> <p>I can explain statements of order for rational numbers in real-world contexts.</p> <p>MGSE6NS.7c I can define, identify and understand absolute value as the distance from zero on the number line.</p> <p>I can recognize the symbol $$ as representing absolute value.</p> <p>I can use absolute value to represent the size, amount, distance, or magnitude in real-world applications.</p> <p>I can model absolute value with number lines.</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|--|---------------------|--|----------------------|---|
| | | | | <p>MGSE6NS.7d</p> <p>I can explain that as the value of a negative, rational number decreases, its absolute value (distance from zero) increases.</p> <p>I can develop understanding of absolute values within real-world contexts.</p> <p>MGSE6NS.8</p> <p>I can graph points in all four quadrants of the coordinate plane.</p> <p>I can solve real-world mathematical problems by graphing points in all four quadrants of a plane (maps, shapes, pictures).</p> <p>I can understand that a line segment from one coordinate pair to another represents a distance.</p> <p>I can understand that if two coordinates have the same x- or y-value, they are on the same line.</p> <p>I can understand that the distance from a point on a coordinate plane to an axis is an absolute value.</p> <p>I can use the coordinate plane to represent real-world scenarios, such as streets of a map.</p> <p>I can model solutions to real-world problems on a coordinate plane.</p> <p>MGSE6. G.3</p> |

| | Essential Standards | Essential Standard (s) Learning Targets | Supporting Standards | Supporting Standard (s) Learning Targets |
|---|---------------------|--|----------------------|---|
| | | | | <p>I can draw polygons on a coordinate plane given coordinates for the vertices.</p> <p>I can discover how to find the length of sides of polygons using the coordinates of the vertices having the same first or second coordinate and generalize a technique that will always work.</p> <p>I can determine the length of the sides of polygons, by counting, in a coordinate plane given the same first or second coordinate.</p> |
| <p>Unit: 8</p> <p>Show What We Know</p> <p>Estimated Teaching Time:</p> <p>15-20 days</p> | All | | | |