Twin Rivers School District
Grade Six Common Core Math Pacing
2017-2018

Trimester 1

Pretest (optional) **August 9**
• **Trimester 1 Pretest Exam** Use the information as an additional pacing tool to guide instruction.
Beyond the Basic Facts
• **BTBF is recommended to be done daily.** In trimester 1, students will be focusing on multiplication.

Unit 1: The Number System

Instructional Window (20 days): August 10 – September 7
Standard(s)
6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.4: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. 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 factor. *For example, express 36 + 8 as 4 (9 + 2).*
Go Math Lessons: 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.5, 2.7

Go Math Lesson	Lesson Topic * = optional lesson **(c)** = combine lessons	Standard	Lesson Focus	T.E. pg. #

m-major cluster, *s*-supporting cluster, *a*-additional cluster

1.6	**Lesson 1** Add and Subtract Decimals (a)	6.NS.3	C	5
1.6	**Lesson 2 (c)** Add Decimals (a)	6.NS.3	P	13
1.6	**Lesson 3** (**c)** Subtract Decimals (a)	6.NS.3	P	25
N/A	**Lesson 4** Add and Subtract Decimals (a)	6.NS.3	MT	37
1.7	**Lesson 5*** Multiply Decimals by Whole Numbers and by Decimals (a)	6.NS.3	C	43
1.7	**Lesson 6** Multiply Decimals by Whole Numbers (a)	6.NS.3	P	57
1.7	**Lesson 7** Multiply Decimals (a)	6.NS.3	P	69
N/A	**Lesson 8** Linking Division Strategies to the Division Algorithm (a)	6.NS.3	C	81
1.8	**Lesson 9** Divide with a Single-Digit Divisor (a)	6.NS.2	P	91
1.8	**Lesson 10** Multi-Digit Division (a)	6.NS.2	P	103
1.8	**Lesson 11 (c)** Divide Decimals by Whole Numbers (a)	6.NS.3	C	113
1.8	**Lesson 12 (c)** Divide Decimals by Whole Numbers (a)	6.NS.3	P	123
1.9	**Lesson 13** Divide Decimals by Decimals (a)	6.NS.2, 3	P	135
N/A	**Lesson 14** Multiply and Divide Decimals (a)	6.NS.3	MT	147
1.4	**Lesson 15** Greatest Common Factor (a)	6.NS.4	C	153
1.4	**Lesson 16** Greatest Common Factor (a)	6.NS.4	P	161
1.3	**Lesson 17** Least Common Multiple (a)	6.NS.4	P	173
1.3	**Lesson 18** Least Common Multiple (a)	6.NS.4	C	181
2.1	**Lesson 19*** Fractions as Decimals (a)	6.NS.2	P	193
2.5, 2.7	**Lesson 20** Divide Fractions by Fractions *(m)*	6.NS.1	C	203
2.7	**Lesson 21** Divide Fractions by Fractions *(m)*	6.NS.1	P	213
N/A	**Lesson 22** Divide Fractions by Fractions *(m)*	6.NS.1	MT	225
***Suggested* Unit 1 Assessment Date – September 8 & 11**				

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Unit 2: Rational Numbers

Instructional Window (17 days): September 12 – October 4

Standard(s)

6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

6.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, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.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. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers 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. c. 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.

6.NS.7: Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements

Go Math Lessons:

3.1, 3.3, 3.4, 3.5, 3.6

Go Math Lesson	Lesson Topic * = optional lesson **(c)** = combine lessons	Standard	Lesson Focus	T.E. pg. #
3.1	**Lesson 1** Rational Numbers: Elevation & Temperature *(m)*	6.NS.5, 6a	C	233

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3.1	**Lesson 2 (c)** Rational Numbers: Elevation *(m)*	6.NS.5, 6a	P	243
3.1	**Lesson 3 (c)** Rational Numbers: Temperature *(m)*	6.NS.5, 6a	P	255
3.1	**Lesson 4** Rational Numbers: Credit & Debit, Electric Charge *(m)*	6.NS.5, 6a	C	267
3.1	**Lesson 5 (c)** Rational Numbers: Credit and Debit *(m)*	6.NS.5, 6a	P	277
3.1	**Lesson 6 (c)** Rational Numbers: Electric Charge *(m)*	6.NS.5, 6a	P	289
N/A	**Lesson 7** Understanding Rational Numbers *(m)*	6.NS.5, 6a	MT	301
3.3	**Lesson 8** Rational Numbers and Number Lines *(m)*	6.NS.5, 6a	C	307
3.3	**Lesson 9 (c)** Rational Numbers and Number Lines *(m)*	6.NS.6a	P	315
3.3	**Lesson 10 (c)** Rational Numbers and Number Lines *(m)*	6.NS.6a	P	325
3.4	**Lesson 11 (c)** Compare Rational Numbers *(m)*	6.NS.7ab	C	335
3.4	**Lesson 12 (c)** Compare Rational Numbers *(m)*	6.NS.7ab	P	345
3.3	**Lesson 13** Compare Rational Numbers in Real World Situations *(m)*	6.NS.6a, 7ab	P	357
N/A	**Lesson 14** Understanding Rational Numbers and Number Lines *(m)*	6.NS.6a, 7ab	MT	369
3.3, 3.4, 3.5	**Lesson 15** Absolute Value *(m)*	6.NS.7c	C	375
3.6	**Lesson 16** Absolute Value *(m)*	6.NS.7cd	P	383
N/A	**Lesson 17** Applying Rational Numbers *(m)*	6.NS.7cd	MT	395
***Suggested* Unit 2 Assessment Date – October 5 & 6**				

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Unit 3: Graphing

Instructional Window (14 days): October 9 – October 26

Standard(s)

6.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. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers 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. c. 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.

6.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.

6.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 these techniques in the context of solving real-world and mathematical problems.

Go Math Lessons:

3.7, 3.8, 3.9, 3.10, 10.9

Go Math Lesson	Lesson Topic * = optional lesson **(c)** = combine lessons	Standard	Lesson Focus	T.E. pg. #
3.7	**Lesson 1 (c)** Ordered Pairs and the Coordinate Plane *(m)*	6.NS.6c	C	403
3.7	**Lesson 2 (c)** Ordered Pairs and the Coordinate Plane *(m)*	6.NS.6c	P	411
3.8	**Lesson 3** Ordered Pairs and the Coordinate Plane *(m)*	6.NS.6c	P	421
3.8	**Lesson 4 (c)** Symmetry and the Coordinate Plane *(m)*	6.NS.6b	C	431
3.7, 3.8	**Lesson 5 (c)** Symmetry and the Coordinate Plane *(m)*	6.NS.6b	P	443
N/A	**Lesson 6** Quadrants, Symmetry, and the Coordinate Plane *(m)*	6.NS.6bc	MT	453
3.7	**Lesson 7** Rational Numbers and the Coordinate Plane *(m)*	6.NS.6c	P	459

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3.7-3.9	**Lesson 8** Draw a Coordinate Plane and Points on the Plane *(m)*	6.NS.6bc, 8	C	469
3.7-3.9	**Lesson 9** Draw a Coordinate Plane and Points on the Plane *(m)*	6.NS.6bc, 8	P	485
3.9	**Lesson 10 (c)** Absolute Value and the Coordinate Plane *(m)*	6.NS.8	C	499
3.9	**Lesson 11 (c)** Absolute Value and the Coordinate Plane *Um)*	6.NS.8	P	507
3.10, 10.9	**Lesson 12** Polygons on the Coordinate Plane *(m)*	6.NS.8, 6.G.3	C	517
3.10, 10.9	**Lesson 13** Polygons on the Coordinate Plane *(m)*	6.NS.8, 6.G.3	P	531
N/A	**Lesson 14** Absolute Values and Polygons on the Coordinate Plane *(m)*	6.NS.8, 6.G.3	MT	547
Suggested OPTIONAL Unit 3 Assessment Date – October 27 & 30				

End of Trimester 1 Assessments

Suggested Review Day **for Trimester 1 Benchmark Date – November 1** ***Suggested*** **Trimester 1 Cumulative Benchmark Date – November 2 & 3** **Performance Task – November 6 & 7**

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