

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

**Trimester 3**

<b>Pretest (optional)</b>	<b>February 2</b>	<b>1</b>
<ul style="list-style-type: none"> <li><b>Trimester 3 Pretest Exam</b> Use the information as an additional pacing tool to guide instruction.</li> </ul>		
<b>Beyond the Basic Facts</b>		
<ul style="list-style-type: none"> <li><b>BTBF is recommended to be done daily.</b> During trimester 3, students will continue to work on multiplication/division fluency.</li> </ul>		

**Unit 6: Rate & Ratio**

<b>Instructional Window (24 days):</b>		<b>February 22 – April 5</b>		
<b>Standard (s)</b>				
<p><b>6.RP.1:</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>				
<p><b>6.RP.2:</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p>				
<p><b>6.RP.3:</b> 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> <ol style="list-style-type: none"> <li>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.</li> <li>Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ol>				
<b>T.E. pg. #</b>	<b>SJ pg. #</b>	<b>Lesson Topic</b> * = optional lesson (c) = combine lessons	<b>Standard</b>	<b>Lesson Focus</b>

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster, *discovery*-possible discovery lesson

2	1	<b>Lesson 1 (c)</b> Understanding Ratios ( <i>m</i> )	6.RP.1	C
12	5	<b>Lesson 2 (c)</b> Ratios ( <i>m</i> )	6.RP.1	P
22	11	<b>Lesson 3</b> Understanding Unit Rates ( <i>m</i> )	6.RP.2	C
34	15	<b>Lesson 4</b> Unit Rates ( <i>m</i> )	6.RP.2	P
44	21	<b>Lesson 5</b> Finding Equivalent Ratios: Reasoning	6.RP.3a	C
54	25	<b>Lesson 6</b> Change Equivalent Ratios	6.RP.3a	C
64	29	<b>Lesson 7*</b> Equivalent Ratios ( <i>m</i> )	6.RP.3a	P
76	37	<b>Lesson 8</b> Finding Equivalent Ratios: Tape Diagram ( <i>m</i> )	6.RP.3a	C
86	41	<b>Lesson 9</b> Finding Equivalent Ratios: Double Number Line ( <i>m</i> )	6.RP.3a	C
96	45	<b>Lesson 10</b> Finding Equivalent Ratios: Tape Diagram and Double Number Line ( <i>m</i> )	6.RP.3a	P
108	53	<b>Lesson 11</b> Graphing Equivalent Ratios ( <i>m</i> )	6.RP.3a	C
126	59	<b>Lesson 12</b> Graphing Equivalent Ratios ( <i>m</i> )	6.RP.3a	P
138	67	<b>Lesson 13</b> Solving Unit Rate Problems ( <i>m</i> )	6.RP.3b	C
146	71	<b>Lesson 14</b> Solving Unit Rate Problems ( <i>m</i> )	6.RP.3b	P
156	77	<b>Lesson 15</b> Introduction to Percentage ( <i>m</i> )	6.RP.3c	C
166	81	<b>Lesson 16*</b> Understanding Percentages ( <i>m</i> )	6.RP.3c	C
178	85	<b>Lesson 17</b> Percent: Percent Bar ( <i>m</i> )	6.RP.3c	C
188	89	<b>Lesson 18</b> Percent: Percent Bar ( <i>m</i> )	6.RP.3c	P
200	97	<b>Lesson 19</b> Percentage of a Number ( <i>m</i> )	6.RP.3c	P
210	103	<b>Lesson 20</b> Percentage of a Number: Word Problems ( <i>m</i> )	6.RP.3d	P
220	109	<b>Lesson 21</b> Understanding Measurement Ratios ( <i>m</i> )	6.RP.3d	C
230	115	<b>Lesson 22</b> Measurement Ratios ( <i>m</i> )	6.RP.1, 3acd	P
240	123	<b>Lesson 23</b> Real World Ratios and Unit Rate ( <i>m</i> )	6.RP.1, 3acd	MT

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**Suggested Unit 6 Assessment Date – April 6 & 9**

**Unit 7: Geometry**

**Instructional Window (13 days): April 10 – April 26**

**Standard (s)**

**6.G.1:** Find the area of right triangles, other triangles, special 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.

**6.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, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

**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.

**6.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.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
246	125	<b>Lesson 1 (c)</b> Polygons on a Coordinate Plane ( <i>s</i> )	6.G.3	C
262	131	<b>Lesson 2 (c)</b> Polygons on a Coordinate Plane ( <i>s</i> )	6.G.3	P
276	141	<b>Lesson 3 (c)</b> Finding Area of Quadrilaterals ( <i>s</i> )	6.G.1	C
290	145	<b>Lesson 4 (c)</b> Finding Area of Quadrilaterals ( <i>s</i> )	6.G.1	P
302	153	<b>Lesson 5 (c)</b> Finding Area of Triangles ( <i>s</i> )	6.G.1	C
314	157	<b>Lesson 6 (c)</b> Finding Area of Triangles ( <i>s</i> )	6.G.1	P
326	165	<b>Lesson 7 (c)</b> Finding Area of Polygons ( <i>s</i> )	6.G.1	C
340	169	<b>Lesson 8 (c)</b> Finding Area of Polygons ( <i>s</i> )	6.G.1	P

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352	177	<b>Lesson 9</b> Volume of a Prism with Fractional Lengths Using Unit Cubes ( <i>s</i> )	6.G.2	C
368	183	<b>Lesson 10</b> Volume of a Prism with Fractional Lengths Using Algorithm ( <i>s</i> )	6.G.2	P
380	191	<b>Lesson 11</b> Find the Surface Area Using Nets ( <i>s</i> )	6.G.2	C
392	195	<b>Lesson 12</b> Find the Surface Area Using Nets ( <i>s</i> )	6.G.2	P
406	203	<b>Lesson 13</b> Coordinate Plane, Area, Volume, Surface Area ( <i>s</i> )	6.G.1-4	MT
<b>Suggested Unit 7 Assessment Date – April 27 &amp; 30</b>				

## Unit 8: Statistics & Probability

<b>Instructional Window (15 days): May 1 – May 21</b>				
<b>Standard(s)</b>				
<p><u>6.SP.1</u>: 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><u>6.SP.2</u>: 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><u>6.SP.3</u>: 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><u>6.SP.4</u>: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>				
<p><u>6.SP.5</u>: Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> <li>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ol>				
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416	207	<b>Lesson 1 (c)</b> Statistical Questions ( <i>a</i> )	6.SP.1	C
424	211	<b>Lesson 2 (c)</b> Statistical Questions ( <i>a</i> )	6.SP.1	P
436	219	<b>Lesson 3</b> Describing Shapes of a Line Plot ( <i>a</i> )	6.SP.2,4,5a-b	C
450	227	<b>Lesson 4</b> Measure of Center ( <i>a</i> )	6.SP.2,3,4,5a-c	C
464	231	<b>Lesson 5</b> Measure of Center ( <i>a</i> )	6.SP.3, 4,5a-c	P
478	239	<b>Lesson 6</b> Mean Absolute Deviation ( <i>a</i> )	6.SP.3	C
488	243	<b>Lesson 7</b> Mean Absolute Deviation ( <i>a</i> )	6.SP.3	P
498	249	<b>Lesson 8 (c)</b> Measure of Variability ( <i>a</i> )	6.SP.2, 3	C
510	253	<b>Lesson 9 (c)</b> Measure of Variability ( <i>a</i> )	6.SP.2, 3	P
524	261	<b>Lesson 10</b> Summarizing Data ( <i>a</i> )	6.SP.2, 3, 4, 5c-d	MT
530	265	<b>Lesson 11</b> Histograms ( <i>a</i> )	6.SP.2, 3, 4, 5c	C
544	271	<b>Lesson 12</b> Histograms ( <i>a</i> )	6.SP.2, 3, 4, 5a-c	P
560	279	<b>Lesson 13</b> Box Plots ( <i>a</i> )	6.SP.4, 5	C
582	287	<b>Lesson 14</b> Box Plots ( <i>a</i> )	6.SP.4, 5	P
596	295	<b>Lesson 15</b> Analyzing Data ( <i>a</i> )	6.SP.5c-d	MT
<b><i>Suggested OPTIONAL Unit 8 Assessment Date – May 22 &amp; 23</i></b>				

### End of Trimester 3 Assessments

<p><b><i>Suggested Review Day for Trimester 3 Benchmark Date – May 24</i></b>  <b><i>Suggested Trimester 3 Cumulative Benchmark Date – May 25 &amp; 29</i></b>  <b><i>Performance Task – May 30 &amp; 31</i></b></p>
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