|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  6th Grade Math Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** |
| **The Number System** | **Apply and extend previous understandings of multiplication and division to divide fractions by fractions.** | 6.NS.1  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? | I can . . . - use a visual model to represent the division of a fraction by a fraction. - justify the quotient of a division problem by relating it t a multiplication problem. - solve real world problems involving the division of fractions and interpret the quotient in the context of the problem. - create story contexts for problems involving the division of a fraction by a fraction. | Glencoe 2A, B, C, D, E  3 A, B, C, D, E | reciprocal |
| **The Number System** | **Compute fluently with multi-digit numbers and find common factors and multiples.** | 6.NS.2  2. Fluently divide multi-digit numbers using the standard algorithm. | I can . . . - use the standard algorithm to fluently divide multi-digit numbers. | We need to gather resources for this one. | fluently,  multi-digit, algorithm |
| 6.NS.3  3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | I can . . . - fluently add/ subtract/ multiply/ divide multi-digit decimals using the standard algorithm. | Street Smart 2 1-1C 1-1E 1-2C 1-2E | fluently,  algorithm |
| **The Number System** | **Compute fluently with multi-digit numbers and find common factors and multiples.** | 6.NS.4 **Compute fluently with multi-digit numbers and find common factors and multiples.** 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). | I can . . .  - find all factors of any given number, less than or equal to 100. - find the greatest common factor (GCF) of any two numbers less than or equal to 100. - create a list of multiples for any number less than or equal to 12.  - find the least common multiple (LCM) of any two numbers less than or equal to 12. - use the distributive property to rewrite a simple addition problem when the addends have common factors. | Start Smart 3 5-2B 5-2C Additional Lesson 4 | distributive property |
| **Apply and extend previous understandings of numbers to the system of rational numbers.** | 6.NS.5 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. | I can . . . - describe and give examples of how positive or negative numbers are used to describe quantities having opposite directions or values. - explain that the number zero is the point at which direction or value will change. | Glencoe 7-3A, B | integer negative integer positive integer absolute value |
| **The Number System** | **Apply and extend previous understandings of numbers to the system of rational numbers.** | 6.NS.6a 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. | I can . . . - find the opposite of any given number including zero. - show and explain why every rational number can be represented by a point on a number line. - plot a number and its opposite on a number line. | Glencoe 7-3B | integer negative integer positive integer absolute value |
| 6.NS.6b 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. 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. | I can…  - recognize the signs of both numbers in an ordered pair indicate which quadrant of the coordinate plane the ordered pair will be located. - reason that when only the x value in a set of ordered pairs are opposites, it creates a reflection over the y axis, e.g., (x,y) and (x,-y). - recognize that when only the y value in a set of ordered pairs are opposites, it creates a reflection over the x axis, e.g., (x,y) and (x,-y). - reason that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes, e.g., (-x,-y) and (x,y). | Glencoe 7-3C | quadrants |
| **The Number System** | **Apply and extend previous understandings of numbers to the system of rational numbers.** | 6.NS.6c 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. 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. | I can… - find and position integers and  other rational numbers on a  horizontal or vertical number line  diagram. - find a position pairs of integers  and other rational numbers on a  coordinate plane. | Glencoe 7-3B, C | integer negative integer positive integer absolute value quadrants |
| 6.NS.7a 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. | I can… - interpret statements of  inequality as statements about  relative position of two numbers  on a number line diagram. | Glencoe  Additional Lesson 5 | absolute value,  rational numbers, inequality, relative position, |
| 6.NS.7b 7. Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC. | I can… - write, interpret, and explain  statements of order for rational  numbers in real-world contexts. | Glencoe Additional Lesson 5 | rational number |
| **The Number System** | **Apply and extend previous understandings of numbers to the system of rational numbers.** | 6.NS.7c 7. Understand ordering and absolute value of rational numbers. 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. | I can… - identify absolute value of  rational numbers. - interpret absolute value as  magnitude for a positive or  negative quantity in a real-world  situation. | Glencoe 7-3A, B | integer negative integer positive integer absolute value |
| 6.NS.7d 7. Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars. | I can… - distinguish comparisons of  absolute value from statements  about order and apply to real  world contexts. | Glencoe 7-3A, B | integer negative integer positive integer absolute value |
| 6.NS.8 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. | I can.. - calculate absolute value. - graph points in all four  quadrants of the coordinate  plane. - solve real-world problems by graphing  points in all four quadrants of a coordinate  plane. - calculate the distances between two points  with the same first coordinate or the same  second coordinate using absolute value, given only coordinates. | Glencoe 7-3C Additional Lesson 6 | quadrants |