Orange Public Schools

Office of Curriculum & Instruction

2019-2020 Mathematics Curriculum Guide

6th Grade Mathematics

Illustrative Mathematics - Unit 1: Area and Surface Area

September 9, 2019 – October 11, 2019

Board Approved: 1.14.2020

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From the New Jersey Student Learning Standards:

In **Grade 6**, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

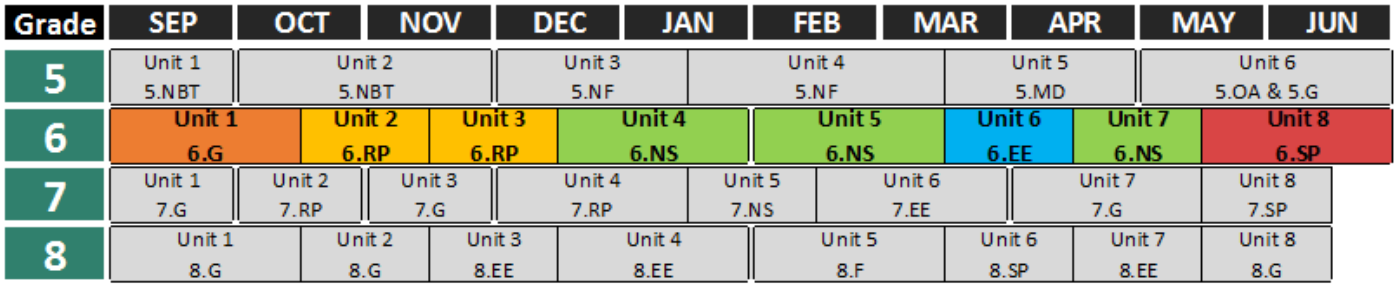
(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data New Jersey Student Learning Standards for Mathematics 40 distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Yearlong Pacing Guide
Grade 6



Unit 1 **Geometry:** Area and Surface Area

Unit 2 **Ratios & Proportional Relationships:** Introducing Ratios

Unit 3 **Ratios & Proportional Relationships:** Unit Rates & Percentages

Unit 4 **Number System:** Dividing Fractions

Unit 5 **Number System:** Arithmetic in Base Ten

Unit 6 **Expressions & Equations:** Expressions & Equations

Unit 7 **Number System:** Rational Numbers

Unit 8 **Statistics & Probability:** Data Sets and Distributions

2019-2020 Grade 6 (iM)							
Quarter 1		**Quarter 2**		**Quarter 3**		**Quarter 4**	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6.G.1(S) 6.G.4(S)	6.RP.1(M) 6.RP.3a(M)	6.RP.2(M) 6.RP.3(M) 6.RP.3b(M) 6.RP.3c(M) 6.RP.3d(M)	6.NS.1(M) 6.G.2(S)	6.NS.3(A) 6.NS.2(A)	6.EE.6(M) 6.EE.5(M) 6.EE.7(M) 6.EE.4(M) 6.EE.2(M) 6.EE.3(M) 6.EE.1(M) 6.EE.9(M)	6.NS.5(M) 6.NS.6(M) 6.NS.7(M) 6.EE.8(M) 6.NS.8(M) 6.NS.4(A) 6.G.3(S)	6.SP.1(A) 6.SP.5(A) 6.SP.4(A) 6.SP.2(A) 6.SP.3(A)
22 Days	19 Days	19 Days	20 Days	18 Days	20 Days	20 Days	21 Days
Oct. 11	Nov. 15	Dec. 19	Jan. 31	Mar. 6	Apr. 9	May 19	Jun. 19

Major Work Supporting Content Additional Content

Table of Contents

References

"Illustrative Mathematics" *Open Up Resources.* 2018 <https://auth.openupresources.org/register/complete>

I. Unit Overview

Grade 6 begins with a unit on reasoning about area and understanding and applying concepts of surface area. In grade 6, students extend their reasoning about area to include shapes that are not composed of rectangles. Doing this draws on abilities developed in earlier grades to compose and decompose shapes, for example, to see a rectangle as composed of two congruent right triangles. Students build on these abilities and their knowledge of areas of rectangles to find the areas of polygons by decomposing and rearranging them to make figures whose areas they can determine.

Students will learn strategies for finding areas of parallelograms and triangles, and develop formulas for these areas, using geometric properties to justify the correctness of these formulas. They use these formulas to solve problems. They understand that any polygon can be decomposed into triangles, and use this knowledge to find areas of polygons. Students will also find the surface areas of polyhedra with triangular and rectangular surfaces. They study, assemble, and draw nets for polyhedra and use nets to determine surface areas.

Essential Questions
• How can you derive a formula for the area of a parallelogram? • How can you derive a formula for the area of a triangle? • How can you find the area of the entire surface of a prism? • How can you use a net to find the surface area of a pyramid? • How can you find the volume of a rectangular prism with fractional edge lengths?
Enduring Understanding
• Reason about area to include shapes that are not composed of rectangles. • The area of a rectangle is composed of two congruent right triangles. • Understand the area of a triangle is half of the product of one of its side-lengths and its corresponding height. • The areas of polygons can be found by decomposing and rearranging them to make figures whose areas can be determined. • Polyhedra nets can be used to determine the surface area.

II. Pacing Guide

Activity	New Jersey State Learning Standards (NJSLS)	Estimated Time (Blocks)
Unit 1 Pre-Unit Diagnostic Assessment *Optional*	3.MD.C.7, 5.OA.A.2, 5.NF.B.4, 4.G.A.1,4.G.A.2, 5.NBT.A.2	**1/2**
Lesson1: Tiling the Plane	6.G.A.1	1
Lesson 2: Finding Area by Decomposing & Rearranging	6.G.A.1	1
Lesson 3: Reasoning to Find Area	6.G.A.1	1
Lesson 4: Parallelograms	6.G.A.1	1
Lesson 5: Bases and Heights of Parallelograms	6.G.A.1, 6.EE.A.2a, 6.EE.A.2c	1
Lesson 6: Area of Parallelograms	6.G.A.1, 6.EE.A.2c	1
Lesson 7: From Parallelograms to Triangles	6.G.A.1	1
Lesson 8: Area of Triangles	6.G.A.1	1
Lesson 9: Formula for the Area of a Triangle	6.G.A.1, 6.EE.A.2a, 6.EE.A.2c	1
Lesson 10: Bases and Heights of Triangles	6.G.A.1, 6.EE.A.2c	1
Unit 1 Mid-Unit Assessment *Optional*	6.G.A.1, 6.EE.A.2a, 6.EE.A.2c	**1**
Lesson 11: Polygons	6.G.A.1	1
Lesson 12: What I Surface Area	6.G.A.4	1
Lesson 13: Polyhedra	6.G.A.4	1
Lesson 14: Nets and Surface Area	6.G.A.4	1
Lesson 15: More Nets, More Surface Area	6.G.A.2, 6.G.A.4	1
Lesson 16: Distinguishing Between Surface Area & Volume	6.G.A.4	1
Lesson 17: Squares & Cubes	6.EE.A, 6.EE.A.1	1
Lesson 18: Surface Area of a Cube	6.EE.A.1, 6.EE.A.2a, 6.G.A.4	1
Lesson 19: Designing a Tent ***(Project Based Learning)***	6.G.A.1, 6.G.A.4	1
Unit 1 End-of-Unit Assessment *Optional*	6.G.A.1, 6.G.A.4, 6.EE.A.1, 6.EE.A.2a, 6.EE.A.2c	**1**
Performance Task 1		**1/2**
Total Time		**22 Blocks**

Major Work Supporting Content Additional Content

III. Pacing Calendar

Please complete the pacing calendar based on the suggested pacing (*see Pacing Guide on page 1)*.

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**					

Please complete the pacing calendar based on the suggested pacing (*see Pacing Guide on page 1)*.

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

IV. NJSLA Assessment Evidence Statements

Type I Type II Type III

NJSLS	Evidence Statement	Clarification	Math Practices	Calculator ?
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.	-	MP.1 MP.2 MP.5 MP.7	Yes
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.	-	MP.1 MP.4 MP.5	Yes
6.EE.1	Write numerical expressions involving whole-number exponents.	i) Tasks involve expressing b-fold products $a \cdot a \cdot \ldots \cdot a$ in the form ab, where a and b are non-zero whole numbers ii) Tasks do not require use of the laws of exponents	MP.8	No
6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.	i) Tasks do not have a context. ii) Numerical values in these expressions may include whole numbers, fractions, and decimals.	MP.8	Yes

6.EE.2c	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. 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).	i) Tasks do not have a context. ii) Numerical values in these expressions may include whole numbers, fractions, and decimals. iii) Task will not require operations on negative numbers.	MP.7	Yes
6.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements.	i) Tasks may have scaffolding, if necessary, in order yield a degree of difficulty appropriate to Grade 6.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
6.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A.	i) Tasks may have scaffolding, if necessary, in order yield a degree of difficulty appropriate to Grade 6.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes

V. Differentiated Instruction

Supporting English Language Learners

There are four design principles for promoting mathematical language use and development in curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central mathematical ideas of each unit.

The design principles are:
- Design Principle 1: Support sense-making
- Design Principle 2: Optimize output
- Design Principle 3: Cultivate conversation
- Design Principle 4: Maximize linguistic and cognitive meta-awareness

These four principles are intended as guides for curriculum development and planning and execution of instruction, including the structure and organization of interactive opportunities for students, and the observation, analysis, and reflection on student language and learning. The design principles motivate the use of mathematical language routines (MLRs).

These eight routines are:
- MLR1: Stronger and Clearer Each Time
- MLR2: Collect and Display
- MLR3: Critique, Correct, and Clarify
- MLR4: Information Gap
- MLR5: Co-Craft Questions and Problems
- MLR6: Three Reads
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Supporting Students with Disabilities

Lessons are designed to maximize access for all students, and include additional suggested supports to meet the varying needs of individual students. While the suggested supports are designed for students with disabilities, they are also appropriate for many children who struggle to access rigorous, grade-level content. Teachers should use their professional judgment about which supports to use and when, based on their knowledge of the individual needs of students in their classroom.

The inclusion of additional supports for students with disabilities offers additional strategies for teachers to meet the individual needs of a diverse group of learners. Lesson and activity-level supports for students with disabilities are aligned to an area of cognitive functioning and are paired with a suggested strategy aimed to increase access and eliminate barriers. These lesson specific supports help students succeed with a specific activity without reducing the mathematical demand of the task. All of the supports can be used discreetly and are designed to be used as needed.

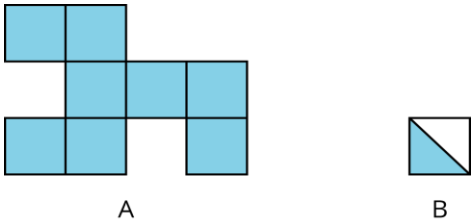
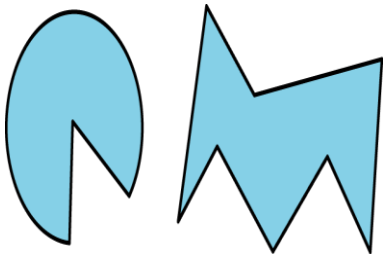
Suggestions for supports fall under the following categories:

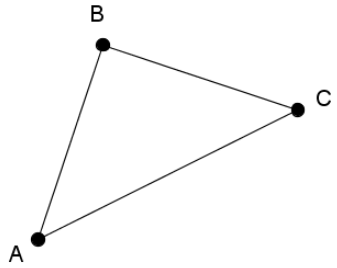
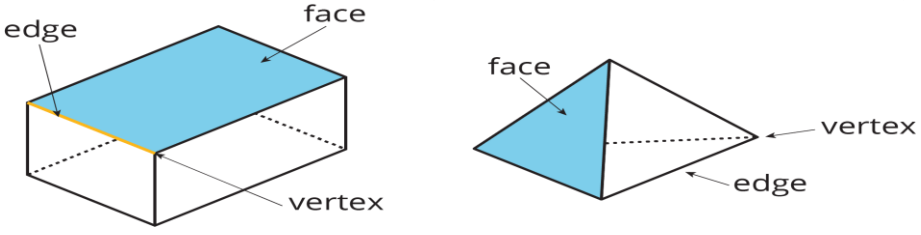
Eliminate Barriers
Processing Time
Peer Tutors
Assistive Technology
Visual Aids
Graphic Organizers
Brain Breaks

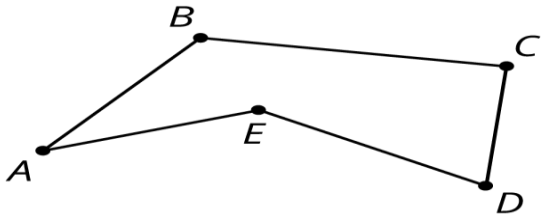
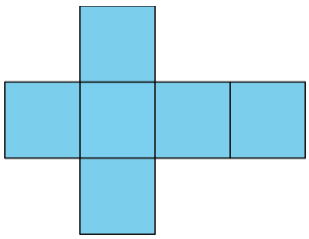
For a more descriptive account of these supports, reference the following:

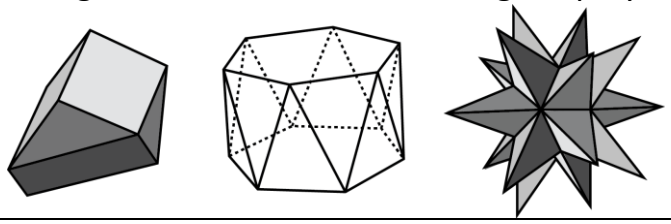
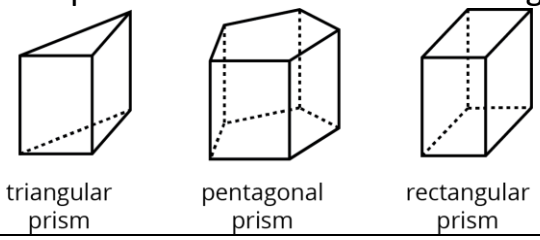
https://im.openupresources.org/6/teachers/teacher_course_guide.html - supporting-students-with-disabilities

VI. VOCABULARY

Term	Definition
Area	The area of a two-dimensional region, measured in square units, is the number of unit squares that cover the region without gaps or overlaps. The side length of each square is 1 centimeter. The area of the shaded region A is 8 square centimeters. The area of shaded region B is 1/2 square centimeters. 
Region	Examples of two-dimensional regions include the interior of a circle or the interior of a polygon. Here are two examples of two-dimensional regions. Are is a measure of two-dimensional regions.  Examples of a three-dimensional region include the interior of a sphere or the interior of a cube.
Rearrange	When we decompose a figure into pieces and put them back together in a different way, we are rearranging the pieces.
Compose / Decompose	Compose means “put together” and decompose means “take apart.” We use the word “compose” to describe putting several geometric figures together to make a new figure.
Parallelogram	A parallelogram is a four-sided polygon with two pairs of parallel sides.

Base/Height of a Parallelogram	Any of the four sides of a parallelogram can be chosen as a base. The term *base* can also refer to the length of this side. Once we have chosen a base, then a perpendicular segment from a point on the base of a parallelogram to the opposite side will always have the same length. We call that value the height.
Opposite Vertex	When you choose a side to be the base in a triangle, the vertex that is not an endpoint of the base is the opposite vertex. Point A is the opposite vertex to the base BC. 
Base/Height of a Triangle	Any of the three sides of a triangle can be chosen as a base. The term *base* can also refer to the length of this side. Once we have chosen a base, the corresponding height is the length of a perpendicular segment from the base to the vertex opposite it. The opposite vertex is the vertex that is not an endpoint of the base.
Quadrilateral	A quadrilateral is a four-sided polygon.
Vertex (vertices)	A vertex is a point where two edges meet in a polygon or a polyhedron.
Edge	A line segment in a polygon is called an edge (it is also called a side). A line segment where two faces meet in a polyhedron is also called an edge. 

Side	A line segment in a polygon is called a side (it is also called an edge). Sometimes the faces of a polyhedron are called its sides.
Polygon	A polygon is a two-dimensional figure composed of a sequence of straight line segments, connected end-to-end, with the last one connecting back to the first. We call the line segments the edges or sides of the polygon. We call a point where the edges connect a vertex. The edges of a polygon never cross each other. The plural of vertex is vertices. A polygon always encloses a two-dimensional region. Here is a polygon with five vertices A, B, C, D, and E and five edges (or sides): AB, BC, CD, DE, and EA. 
Surface Area	The surface area (in square units) is the number of unit squares it takes to cover all the surfaces of a three-dimensional figure without gaps or overlaps.
Face	Any flat surface on a three-dimensional figure is a face.
Net	A net is a two-dimensional representation of a polyhedron. It can be cut out and folded to make a model of the polyhedron. Here is a net for a cube. 

Polyhedron (Polyhedra)	A polyhedron is a three-dimensional figure with faces that are polygonal regions (filled-in polygons). Each face meets one and only one other face along a complete edge. The points where edges meet are called vertices. The plural of polyhedron is polyhedra. A polyhedron always encloses a three-dimensional region. Here are some drawings of polyhedra. 
Prism	A prism is a type of polyhedron with two parallel faces that are identical copies of each other (called bases) connected by rectangles. A prism is named for the shape of its bases; for example, if its base is a pentagon, then it is called a "pentagonal prism." Here are some drawings of some prisms. 
Pyramid	A pyramid is a type of polyhedron that has one special face called the base. All of the other faces are triangles that all meet at a single vertex. A pyramid is named for the shape of its base; for example, if its base is a pentagon, then it is called a "pentagonal pyramid."
Square of a Number / Squaring a Number	An expression with an exponent of 2 is sometimes called a square. The reason s^2 is called the square of s is that a square whose edge has length s has area s^2.
Cube of a Number / Cubing a Number	An expression with an exponent of 3 is sometimes called a cube. The reason s^3 is called the cube of s is that a cube whose edge has length s has volume s^3.
Exponent	When we write an expression like 7^n, we call n the exponent.

VII. Assessment Framework

Unit 1 Assessment Framework				
Assessment	**NJSLS**	**Estimated Time**	**Format**	**Graded ?**
Pre-Unit Diagnostic Assessment (Beginning of Unit – Optional) *Illustrative Mathematics*	6.G.A.1, 6.G.A.4, 6.EE.A.1, 6.EE.A.2a, 6.EE.A.2c	½ Block	Individual	Yes (No Weight)
Mid-Unit Assessment (After Lesson 10-Optional) *Illustrative Mathematics*	6.G.A.1, 6.EE.A.2a, 6.EE.A.2c	1 Block	Individual	Yes
End-of-Unit Assessment (End of Unit – Optional) *Illustrative Mathematics*	6.G.A.1, 6.G.A.4, 6.EE.A.1, 6.EE.A.2a, 6.EE.A.2c	1 Block	Individual	Yes

Unit 1 Performance Assessment Framework				
Assessment	**NJSLS**	**Estimated Time**	**Format**	**Graded ?**
Unit 1 Performance Task 1 (Early October) *Areas of Right Triangles*	6.G.A.1	½ Block	Individual w/ Interview Opportunity	Yes; Rubric
Unit 1 Performance Task Option 1 (Optional) *Nets, Pyramids and Prisms*	6.G.A.4	Teacher Discretion	Teacher Discretion	Yes, if administered
Extended Constructed Response (ECR)* (click here for access)	Dependent on unit of study & month of administration	Up to 30 minutes	Individual	Yes; Rubric

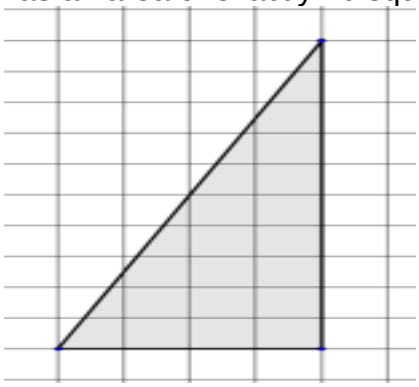
* Use the following links to access ECR protocol and district assessment scoring documents:

- *Assessment & Data in Mathematics Bulletin*
- *Extended Constructed Response Protocol*

Name _____ Block _____ Date _____

Areas of Right Triangles (NJSLS 6.G.A.1)

A. Explain why the right triangle shown has an area of exactly 20 square units.



B. The "legs" of a right triangle are the two sides that form the right angle. If one leg of a right triangle is 5 units long, explain what else would have to be true about the right triangle in order for its area to be 30 square units.

C. Here are leg measurements for more right triangles. What is the area of each?

i. 6 and 3

ii. 12 and 4 1/2

iii. 3 and 7

iv. 6.5 and 9

D. Explain in words how you can find the area of a right triangle when you know the lengths of its legs.

E. Let *a* represent the length of one leg of a right triangle and *b* represent the length of the other leg of the right triangle. Write a mathematical expression for the area of the right triangle in terms of *a* and *b*.

Unit 1 Performance Task 1 PLD Rubric

SOLUTION

A. Completing the rectangle with sides of length 4 and 10 and arguing that half of its area must be 20 square units.

B. The other leg would have to measure 12 units in length.

C. i) 9 ii) 27 iii) 21/2 or 10 ½ or 10.5 iv) 29.25 or 117/4

D. Answers may vary. Examples: Multiply the lengths of the legs together, and then divide by 2. One half of the product of the lengths of the legs.

E. ab/2, 1/2ab , a×b÷2 , or equivalent

Level 5: Distinguished Command	**Level 4: Strong Command**	**Level 3: Moderate Command**	**Level 2: Partial Command**	**Level 1: No Command**
All parts are correct. Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • complete justification of a conclusion with minor computational error	4 parts are correct. Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • complete justification of a conclusion with minor conceptual error	3 parts are correct. Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical, but incomplete, progression of steps • minor calculation errors • partial justification of a conclusion • a logical, but incomplete, progression of steps	2 parts are correct. Constructs and communicates an incomplete response based on concrete referents provided in the prompt such as: diagrams, number line diagrams or coordinate plane diagrams, which may include: • a faulty approach based on a conjecture and/or stated assumptions • An illogical and Incomplete progression of steps • majr calculation errors • partial justification of a conclusion	1 part correct or no parts are correct. The student shows no work or justification.

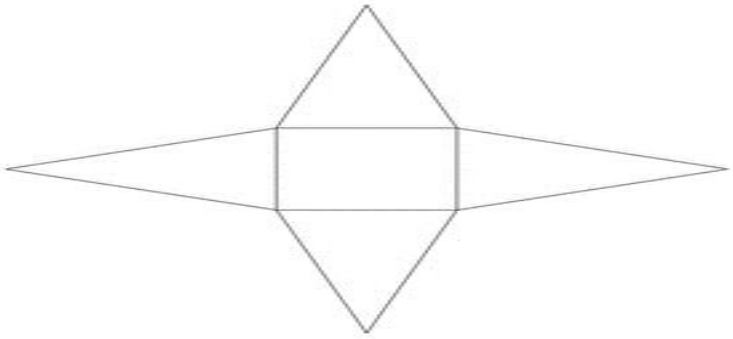
6th Grade: Unit 1 Performance Task Option 1

Name _____ Block _____ Date _____

Nets, Pyramids and Prisms (NJSLS 6.G.A.4)

Task

a. Below is a net for a three dimensional shape:



The inner quadrilateral is a square and the four triangles all have the same size and shape.

i. What three dimensional shape does this net make? Explain.

ii. If the side length of the square is 2 units and the height of the triangles is 3 units, what is the surface area of this shape?

b. Draw a net for a rectangular prism whose base is a one inch by one inch square and whose faces are 3 inches by 1 inch.

i. Is there more than one possible net for this shape? Explain.

ii. What is the surface area of the prism?

IX. Modifications

Special Education/ 504:	English Language Learners:
-Adhere to all modifications and health concerns stated in each IEP. -Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. -Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time -Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or writing , such as Read-Draw-Write -Provide breaks between tasks, use positive reinforcement, use proximity -Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives -Implement supports for students with disabilities (click here) - Make use of strategies imbedded within lessons -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 17-18) - Strategies for students with 504 plans	- Use manipulatives to promote conceptual understanding and enhance vocabulary usage - Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction - During i-Ready lessons, click on “Español” to hear specific words in Spanish - Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information - Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems - Utilize program translations (if available) for L1/ L2 students - Reword questions in simpler language - Make use of the ELL Mathematical Language Routines (click here for additional information) -Scaffolding instruction for ELL Learners -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 16-17)
Gifted and Talented:	**Students at Risk for Failure:**
- Elevated contextual complexity - Inquiry based or open ended assignments and projects - More time to study concepts with greater depth - Promote the synthesis of concepts and making real world connections - Provide students with enrichment practice that are imbedded in the curriculum such as: ● Application / Conceptual Development ● Are you ready for more? - Provide opportunities for math competitions - Alternative instruction pathways available - Common Core Approach to Differentiate Instruction: Students with Disabilities (pg. 20)	- Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum - Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Peer Support - Constant parental/ guardian contact - Provide academic contracts to students & guardians - Create an interactive notebook with samples, key vocabulary words, student goals/ objectives. - Plan to address students at risk in your learning tasks, instructions, and directions. Anticipate where the needs will be, then address them prior to lessons. -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 19)

21st Century Life and Career Skills:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

https://www.state.nj.us/education/cccs/2014/career/9.pdf

- **CRP1**. Act as a responsible and contributing citizen and employee.
- **CRP2**. Apply appropriate academic and technical skills.
- **CRP3**. Attend to personal health and financial well-being.
- **CRP4**. Communicate clearly and effectively and with reason.
- **CRP5**. Consider the environmental, social and economic impacts of decisions.
- **CRP6**. Demonstrate creativity and innovation.
- **CRP7**. Employ valid and reliable research strategies.
- **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9**. Model integrity, ethical leadership and effective management.
- **CRP10**. Plan education and career paths aligned to personal goals.
- **CRP11**. Use technology to enhance productivity.
- **CRP12**. Work productively in teams while using cultural global competence.

Students are given an opportunity to communicate with peers effectively, clearly, and with the use of technical language. They are encouraged to reason through experiences that promote critical thinking and emphasize the importance of perseverance. Students are exposed to various mediums of technology, such as digital learning, calculators, and educational websites.

Technology Standards:

All students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information, and ideas.
https://www.state.nj.us/education/cccs/2014/tech/

8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.
B. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
C. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
D. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
E. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use of information.
F. **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. **The Nature of Technology: Creativity and Innovation-** Technology systems impact every aspect of the world in which we live.
B. **Technology and Society:** Knowledge and understanding of human, cultural, and societal values are fundamental when designing technological systems and products in the global society.
C. **Design:** The design process is a systematic approach to solving problems.
D. **Abilities in a Technological World:** The designed world in a product of a design process that provides the means to convert resources into products and systems.
E. **Computational Thinking: Programming-** Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Interdisciplinary Connections:	
English Language Arts:	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.

X. Core Instruction & Supplemental Resources

Core Instruction

ILLUSTRATIVE MATHEMATICS V. 2019
(OPEN UP RESOURCES)

GRADE	TEACHER RESOURCES	STUDENT RESOURCES
6	• **Teacher Edition: Unit 1-9** • Online Course Guide	• Student Workbook Set: Unit 1-9 • Online Student Access (Digital Applets)
7	• **Teacher Edition: Unit 1-9** • Online Course Guide	• Student Workbook Set: Unit 1-9 • Online Student Access (Digital Applets)
8	• **Teacher Edition: Unit 1-9** • Online Course Guide	• Student Workbook Set: Unit 1-9 • Online Student Access (Digital Applets)

5 Practices for Orchestrating Productive Mathematics Discussions

Anticipate

Consider how students might mathematically interpret a problem, the array of strategies—both correct and incorrect—that they might use to tackle it, and how those strategies and interpretations might relate to the mathematical concepts, representations, procedures, and practices that you would like the students to learn.

- Solve the problem yourself first. If possible work with colleagues.
- Ask yourself the following questions:
  - What strategies have students used in the past?
  - What representations are students most likely to use?
  - What incorrect or unproductive strategies are students likely to try?
  - What things might get in the way of students being able to engage with the problem? How can you remove those barriers?
  - What questions will you ask those who struggle?

Monitor

Pay close attention to students' mathematical thinking and solution strategies as they work on the task.

- Create a list of strategies the students may produce.
- Circulate the room. Watch and listen to students as they work.
- If any students use strategies you anticipated, write their name or group number on your list.
- Ask questions that will help students make their thinking visible.
- Ask questions that will help students clarify their thinking.
- Press students to consider aspects of the task to which they need to attend.

Select

Select particular students to share their work with the rest of the class to get specific mathematics into the open for discussion. The selection of particular students and their solutions is guided by the previously anticipated strategies and your assessment of how each approach will contribute to that goal.

- Based on the previously anticipated strategies and the mathematical goal of the activity, decide which student strategies to highlight.
- Select students who will share their work with the class.

Sequence

Make purposeful choices about the order in which students' work is shared to maximize the chances of achieving the mathematical goals for the discussion.

- Based on the mathematical goal, decide on the purpose for the sequence of work. For example: least efficient to most efficient, concrete to abstract, misconceptions to conceptions, or building representations.
- Decide in which order students will present their work.

Connect

Help students draw connections between their solutions and other students' solutions as well as the key mathematical ideas in the lesson. Help students to make judgments about the consequences of different approaches for the range of problems that can be solved, one's likely accuracy and efficiency in solving them, and the kinds of mathematical patterns that can be most easily discerned. Know where you want the discussion to "land" and make choices that are likely to get you there. If necessary, you may have to demonstrate an approach that students didn't come up with themselves.

- As students share, ask questions to elicit and clarify student thinking.
- After each student shares, ask questions to connect it to previously shared work or ask a student to summarize what another student said in their own words.
- Ask students to compare and contrast strategies or representations during the discussion.
- If students did not come up with an approach that you need them to see in order for the discussion to "land," demonstrate this approach and connect it to the work that students did.

IDEAL MATH BLOCK

Whole Group Instruction	55min	INSTRUCTION (Grades 3 – 8) Daily Routine: Mathematical Content or Language Routine (7 – 10 min) Anchor Task: Anticipate, Monitor, Select, Sequence, Connect Tech Integration: Digital applets embedded within lessons designed to enhance student learning Collaborative Work* Guided Learning/Guided Practice Independent Work (Demonstration of Student Thinking) Additional Activities / Let's Practice		
Rotation Stations (Student Notebooks & Chromebooks Needed)	1-2X 30 min	STATION 1: Focus on current Grade Level Content STUDENT EXPLORATION* Independent or groups of 2-3 Emphasis on MP's 3, 6 (Reasoning and Precision) And MP's 1 & 4 (Problem Solving and Application) TOOLS/RESOURCES Practice Problems Extra Practice/Enrichment Are you ready for more? Put Your Thinking Cap On	STATION 2: Focus on Student Needs TECH STATION Independent TECH INTEGRATION iReady - *i-Ready* delivers online lessons driven by student data to provide tailored instruction that meets students where they are in their learning trajectory. Dreambox (ELL) – Adaptive online learning platform.	TEACHER STATION: Focus on Grade Level Content; heavily scaffolded to connect deficiencies TARGETED INSTRUCTION 4 – 5 Students TOOLS/ RESOURCES Homework Manipulatives Reteach Workbook Transition Guide *all students seen in 2 weeks
Closure	5 min	INSTRUCTION Exit Ticket (Demonstration of Student Thinking) TOOLS/RESOURCES Notebooks or Exit Ticket Slips		

* Promotes discourse and collaboration

Supplemental Resources

Achieve the Core

Tasks - https://achievethecore.org/category/416/mathematics-tasks

Coherence Map - https://achievethecore.org/page/1118/coherence-map

Embarc

https://embarc.online/

Engage NY

https://www.engageny.org/ccss-library/?f%5B0%5D=field_subject%253Aparents_all%3A13601

iReady Digital Platform

https://login.i-ready.com/

Illustrative Mathematics

Content Standard Tasks - https://tasks.illustrativemathematics.org/content-standards

Practice Standard Tasks - https://tasks.illustrativemathematics.org/practice-standards

Open Up Resources - https://access.openupresources.org/sign_in

iM Additional Resources - https://bit.ly/imshare

Khan Academy

https://www.khanacademy.org/math/illustrative-math

NJDOE Digital Item Library

https://nj.digitalitemlibrary.com/home?subject=Math

Ready Teacher Toolbox

https://teacher-toolbox.com/