

Ganado Unified School District

Math/6 Grade

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
QUARTER ONE				
Q1 – 6-7 days • enVision • 1-1 • *2-1 • 2-6 • 3-5 • 4-4 (later) • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm. Pretest <i>Include the different ways how to write multiplication/division</i> 1-1 Place Value 3-5 Dividing Whole Numbers • Partial Quotients • Double Down • Traditional Method *2-1 Using Variables to Write Expressions 2-6 Evaluating Expressions 4-4 Solving Multiplication and Division Equations (later) Post Test	Bloom: Application Hess: DOK Level 2 EQ: • What are whole numbers place values? • How can whole numbers be written, compared, and ordered? • What are algebraic expressions and how can they be written and evaluated? • What arithmetic number relationships, called properties, are always true?	I will be able to: • divide multi-digit numbers • use standard algorithm •	• expanded form • trillion • period • variable • coefficient • algebraic expression • evaluate • substitution • divisor • dividend • quotient • partial quotients • Double Down • Traditional method •

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		How are sums, differences, products, and quotients involving decimals estimated and found?		
Q1 – 8-10 days - enVision 1-4 1-5 1-6 3-1/3-2 3-3/3-4 3-6 3-7 - A+ - Galileo - Singapore Math - Buckle Down - Hands-On Equations - Versa-Tiles - Manipulatives	6.NS.B.3 Fluently add , subtract , multiply , and divide multi-digit decimals using the standard algorithm for each operation. Pretest 1-4 Decimal Place Value 1-6 Comparing and Ordering Decimals 3-1 Estimating Sums and Differences 3-2 Adding and Subtracting Decimals 1-4 Decimal Place Value (Review) 1-5 Multiplying and Dividing by 10, 100, and 1,000 3-3 Estimating Products and	Bloom: Application Hess: DOK Level 2 EQ: - What are whole numbers/decimal place values? - How can whole numbers/decimals be written, compared, and ordered? - How are sums, differences, products, and quotients involving decimals estimated and found?	I will be able to: - add multi-digit decimals - subtract multi-digit decimals - multiply multi-digit decimals - divide multi-digit decimals - use standard algorithm	- decimal - tenths - hundredths - thousandths - periods - estimate - rounding - compatible numbers

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• Worksheets • Games •	Quotients 3-4 Multiplying Decimals 3-6 Dividing by a Whole Number 3-7 Dividing Decimals Post Test			
Q1 – 5-6 days	DIVISIBILITY RULES Pretest Day 1 – 2, 5, 10 Day 2 – 3, 9, 6 Day 3 – 4, 8 Day 4 – Challenge and Review Post Test			
Q1 – 8-9 days • enVision • 5-1 • 5-2 • 5-3 • 5-7 • 7-2 • A+	6.NS.B.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 with no common factor.	Bloom: Application Hess: DOK Level 2 EQ: • How can numbers be broken apart into factors?	I will be able to: • find the GCF of 2 whole numbers ≤ 100 • find the LCM of 2 whole numbers ≤ 12 • use the distributive property to express the sum of 2 whole numbers •	• factor • multiple • divisible • prime number • composite number • prime factorization • factor tree

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- Galileo - Singapore Math - Buckle Down - Hands-On Equations - Versa-Tiles - Manipulatives - Worksheets - Games	For example, express $36 \div 8$ as $4(9 \div 2)$. Pretest 5-1 Factors, Multiples, and Divisibility 5-2 Prime Factorization 5-3 GCF x2 days 7-2 LCM x2 days Post Test	- How can fractions be represented and simplified? - What are standard procedures for estimating and finding sums and differences of fractions and mixed numbers?		- greatest common factor (GCF) - common multiple - least common multiple (LCM)
Q1 – 15-17 days - enVision 5-4 5-5 5-6 6-1 6-2 6-3 6-4 9-1 9-2 9-3 9-4/9-5	6.NS.A.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. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$) How much chocolate will each</i>	Bloom: Application Hess: DOK Level 2 EQ: - How can numbers be broken apart into factors? - How can fractions be represented and simplified? - How are decimals and fractions related?	I will be able to: - interpret quotients of fractions - compute quotients of fractions - solve word problems involving division of fractions by fractions	- fraction - numerator - denominator - equivalent fractions - simplest form; lowest terms; simplifying; reducing - proper fraction - improper fraction - mixed number - terminating decimal

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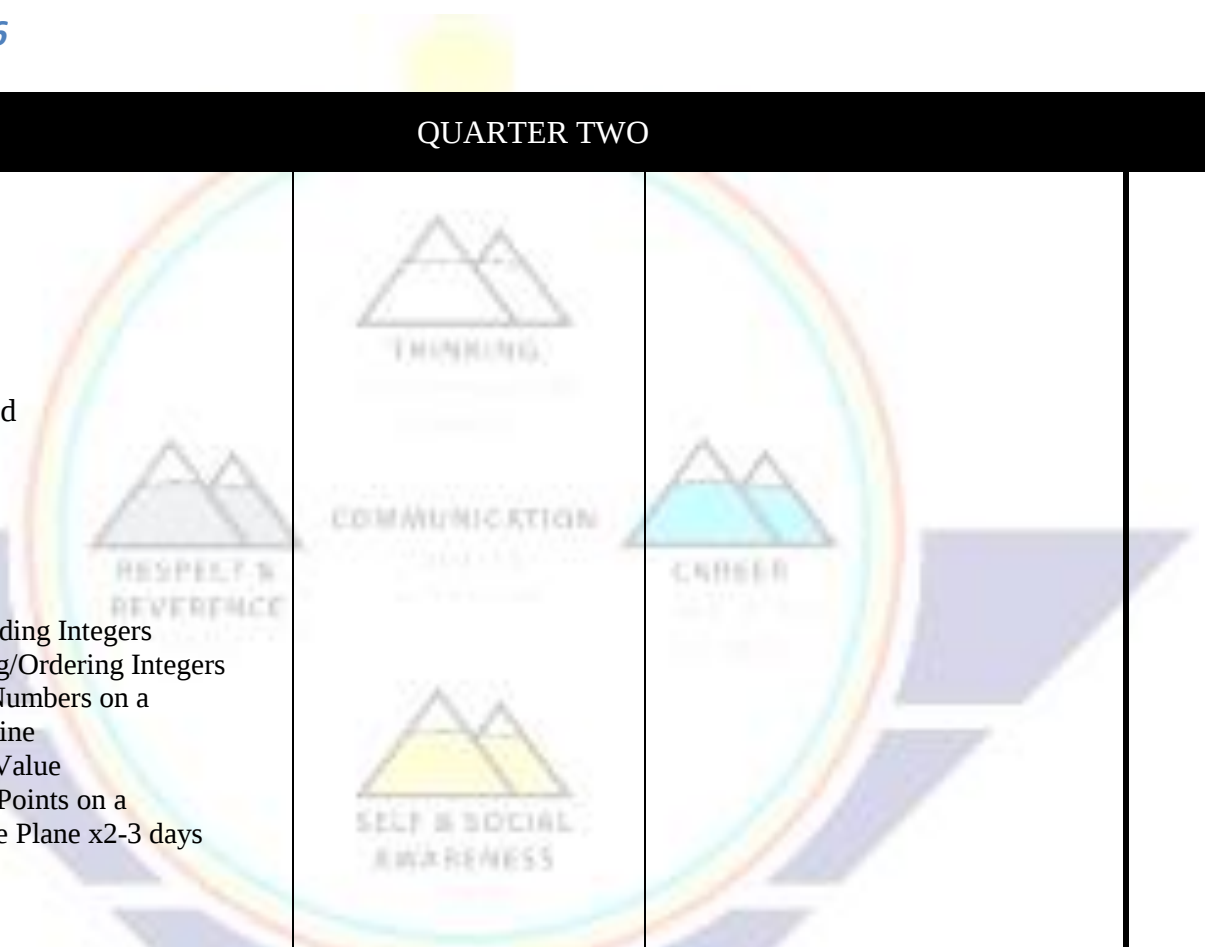
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• A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Cuisenaire Rods • Worksheets • Games •	<i>person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?</i> Pretest 5-4 Understanding Fractions x2 days 5-5 Equivalent Fractions 5-6 Fractions in Simplest Form 6-1 Fractions and Division 6-2 Fractions and Decimals 6-3 Improper Fractions and Mixed Numbers x2 days 6-4 Decimal Forms of Fractions and Mixed Numbers 9-1 Understanding Division of Fractions 9-2 Dividing a Whole Number by a Fraction 9-3 Dividing Fractions 9-4 Estimating Quotients 9-5 Dividing Mixed Numbers Post Test	• What are standard procedures for estimating and finding <u>products</u> of fractions and mixed numbers? • What are standard procedures for estimating and finding <u>quotients</u> of fractions and mixed numbers? •		• repeating decimal • like denominators • unlike denominators • least common denominator (LCD) • reciprocals •
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QUARTER TWO				
Q2 – 6-7 days - enVision 10-1/10-2 10-3 10-8 10-9 - A+ - Galileo - Singapore Math - Buckle Down - Hands-On Equations - Versa-Tiles - Manipulatives - Worksheets - Games	<u>Combine:</u> 6.NS.C.5 6.NS.C.6 a, b, c 6.NS.C.7 a, b, c, d 6.NS.C.8 Pretest 10-1 Understanding Integers 10-2 Comparing/Ordering Integers 10-3 Rational Numbers on a Number Line 10-8 Absolute Value 10-9 Graphing Points on a Coordinate Plane x2-3 days Post Test			
Q2 - enVision 10-1	6.NS.C.5 Understand that positive and negative numbers are used together to describe	Bloom: Application & Comprehension Hess: DOK Level 2	I will be able to: understand that +/- numbers are used to describe	- opposites - integers - absolute value

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• A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	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. 10-1 Understanding Integers	EQ: • How are integers related to whole numbers? • 	quantities having opposite directions or values • use +/- numbers to represent quantities in real-world context • explain the meaning of 0 in each situation •	•
Q2 • enVision • 10-1 • 10-3 • 10-9 • A+ • Galileo • Singapore Math • Buckle Down • Versa-Tiles • Manipulatives • Worksheets • Games	6.NS.C.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.	Bloom: Application & Comprehension Hess: DOK Level 2 EQ: • How are integers related to whole numbers? •	I will be able to: • understand a rational number as a point on the number line • extend number line diagrams and coordinate axes familiar from previous grades •	• opposites • integers • absolute value • rational number • coordinate plane • x-axis • y-axis • quadrants • ordered pair • origin •

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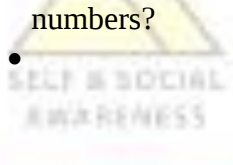
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Q2 • enVision • 10-1 • 10-8 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.NS.C.6 a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the 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.	Bloom: Comprehension Hess: DOK Level 2 EQ: • How are integers related to whole numbers? •	I will be able to: • recognize opposite signs of numbers indicating locations on opposite sides of 0 • recognize that the opposite of the opposite of a number is the number itself •	• opposites • integers • absolute value •
Q2 • enVision • 10-8 • 10-9 • A+ • Galileo	6.NS.C.6 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	Bloom: Comprehension Hess: DOK Level 2 EQ: • How are integers related to whole numbers?	I will be able to: • 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	• coordinate plane • x-axis • y-axis • quadrants • ordered pair • origin •

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• Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	reflections across one or both axes.		points are related by <u>reflections</u> across one or both axes	
Q2 • enVision • 10-1 • 10-3 • 10-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.NS.C.6 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.	Bloom: Application Hess: DOK Level 1 EQ: • How are integers related to whole numbers? 	I will be able to: • find integers on a horizontal or vertical number line • position integers on a horizontal or vertical number line • find pairs of integers and other rational numbers on a coordinate plane • position pairs of integers and other rational numbers on a coordinate plane	• opposites • integers • absolute value • rational number • coordinate plane • x-axis • y-axis • quadrants • ordered pair • origin •

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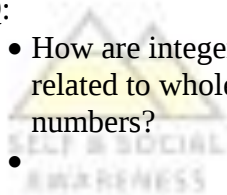
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Q2 • enVision • 10-1 • 10-2 • 10-3 • 10-8 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.NS.C.7 Understand ordering and absolute value of rational numbers.	Bloom: Comprehension Hess: DOK Level 2 EQ: • How are integers related to whole numbers? •	I will be able to: • understand ordering of rational numbers • understand absolute value of rational numbers •	• opposites • integers • absolute value • rational number •
Q2 • enVision • 10-2 • 10-3 • A+ • Galileo	6.NS.C.7 a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located</i>	Bloom: Application Hess: DOK Level 2 EQ:	I will be able to: • interpret statements of inequality as statements about the relative position of two numbers on a number line •	• rational number •

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• Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	<i>to the right of -7 on a number line oriented from left to right.</i>	• How are integers related to whole numbers? • 		
Q2 • enVision • 10-2 • 10-3 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.NS.C.7 b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.</i>	Bloom: Application Hess: DOK Level 2 EQ: • How are integers related to whole numbers? • 	I will be able to: • write statements of order for rational numbers in real-world context • interpret statements of order for rational numbers in real-world context • explain statements of order for rational numbers in real-world context •	• rational number •

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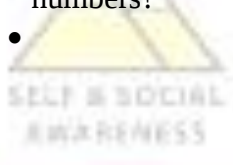
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Q2 • enVision • 10-1 • 10-8 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.NS.C.7 c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	Bloom: Comprehension & Application Hess: DOK Level 2 EQ: • How are integers related to whole numbers? •	I will be able to: • understand the absolute value of a rational number as its distance from 0 on a number line • interpret absolute value as magnitude for a +/- quantity in a real-world situation •	• opposites • integers • absolute value •
Q2 • enVision • 10-8 • A+ • Galileo • Singapore Math	6.NS.C.7 d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	Bloom: Application & Comprehension Hess: DOK 2 EQ:	I will be able to: • distinguish comparisons of absolute value from statements about order • •	• absolute value •

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• Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		• How are integers related to whole numbers? • 		
Q2 • enVision • 10-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.NS.C.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	Bloom: Application Hess: DOK Level 2 EQ: • How are integers related to whole numbers? • 	I will be able to: • solve real-world problems by graphing points in all four quadrants of the coordinate plane • solve mathematical problems by graphing points in all four quadrants of the coordinate plane • include use of coordinates to find distances between points with the same first coordinate or the same second coordinate • include use of absolute value to find distances between points with the same first coordinate or the same second coordinate •	• coordinate plane • x-axis • y-axis • quadrants • ordered pair • origin •

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Q2 – 2-3 days • enVision • 1-3 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. Pretest 1-3 Exponents and Place Value Post Test	Bloom: Application & Evaluation Hess: DOK Level 2 & 3 EQ: • What are whole numbers and decimal place values? • How can whole numbers and decimals be written, compared, and ordered? •	I will be able to: • write numerical expressions involving whole-number exponents • evaluate numerical expressions involving whole-number exponents •	• base • exponent • power • exponential form • squared • cubed •
Q2 – 10-11 days • enVision • 2-1 • 2-2 • 2-3 • 2-4 • 2-5 • 2-6	<u>Combine:</u> 6.EE.A.2 a, b, c 6.EE.A.3 Pretest			

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• 2-7 • 3-8 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	2-1 Using Variables to Write Expressions (Review) 2-2 Properties of Operations 2-3 Order of Operations x2 days 2-4 The Distributive Property 2-5 Mental Math 2-6 Evaluating Expressions 2-7 Using Expressions to Describe Patterns 3-8 Evaluating Expressions Post Test			
Q2 • enVision • 2-1 • 2-6 • 2-7 • A+ • Galileo • Singapore Math • Buckle Down	6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	Bloom: Application & Evaluation Hess: DOK Level 2 EQ: • What are algebraic expressions and how can they be written and evaluated?	I will be able to: • write expressions in which letters stand for numbers • read expressions in which letters stand for numbers • evaluate expressions in which letters stand for numbers •	• variable • term • variable term • constant term • coefficient • algebraic expression • evaluate • substitution • input/output table •

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• Hands-On Equations • Versa-Tiles • Manipulatives <i>bookmarks</i> • Worksheets • Games •		• What arithmetic number relationships, called properties, are always true? •		
Q2 • enVision • 2-1 • 2-6 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.EE.A.2 a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	Bloom: Application Hess: DOK Level 2 EQ: • What are algebraic expressions and how can they be written and evaluated? • What arithmetic number relationships, called properties, are always true? •	I will be able to: • write expressions that record operations with numbers and with letters standing for numbers •	• variable • term • variable term • constant term • coefficient • algebraic expression • evaluate • substitution •
Q2	6.EE.A.2 b. Identify parts of an expression	Bloom: Comprehension	I will be able to:	• factor • variable

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- enVision 2-1 2-6 - A+ - Galileo - Singapore Math - Buckle Down - Hands-On Equations - Versa-Tiles - Manipulatives - Worksheets - Games	using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms</i>	Hess: DOK Level 1 EQ: - What are algebraic expressions and how can they be written and evaluated? - What arithmetic number relationships, called properties, are always true?	- identify parts of an expression using mathematical terms - view one or more parts of an expression as a single entity	- term - variable term - constant term - coefficient - algebraic expression - evaluate - substitution
Q2 - enVision 2-6 3-8 - A+ - Galileo - Singapore Math - Buckle Down	6.EE.A.2 c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no	Bloom: Evaluation & Application Hess: DOK Level 3 EQ: What are algebraic expressions and how can they be	I will be able to: - evaluate expressions at specific values of their variables - include expressions that arise from formulas used in real-world problems - perform arithmetic operations, including those involving whole-number	- evaluate - substitution

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• Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	parentheses to specify a particular order (Order of Operations). <i>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 $s = \frac{1}{2}$</i>	written and evaluated? • What arithmetic number relationships, called properties, are always true? • How are sums, differences, products, and quotients involving decimals estimated and found? •	exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations) •	
Q2 • enVision • 2-2 • 2-3 • 2-4 • 2-6 • A+ • Galileo • Singapore Math	6.EE.A.3 Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	Bloom: Application Hess: DOK Level 2 EQ: • What are algebraic expressions and how can they be written and evaluated? • What arithmetic number	I will be able to: • apply the properties of operations to generate equivalent expressions •	• Commutative Property of Addition • Commutative Property of Multiplication • Associative Property of Addition • Associative Property of Multiplication

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• Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		relationships, called properties, are always true? • 		• Identity Property of Addition • Identity Property of Multiplication • Order of Operations • Distributive Property • evaluate • substitution • equation
Q2 – 7-8 days • enVision • 2-1 • 3-9 • 4-1 • 4-2 • 4-4 • 9-6 • 15-1 • A+ • Galileo • Singapore Math	<u>Combine:</u> 6.EE.A.4 6.EE.B.6 6.EE.B.7 Pretest 2-1 Using Variables to Write Expressions (Review) 3-9 Solutions for Equations 4-1 Properties of Equality			

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• Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	4-2 Solving Addition and Subtraction Equations 4-4 Solving Multiplication and Division Equations 9-6 Solving Equations 15-1 Equations with More Than One Operation Post Test			
Q2 • enVision • 4-1 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.EE.A.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). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	Bloom: Comprehension Hess: DOK Level 2 EQ: • What procedures can be used to solve equations? •	I will be able to: • identify when two expression are equivalent •	• equation • Addition Property of Equality • Subtraction Property of Equality • Multiplication Property of Equality • Division Property of Equality •
Q2 • enVision	6.EE.B.6 Use variables to represent numbers and write expressions when solving a	Bloom: Comprehension & Application	I will be able to: • use variables to represent numbers	• variable • coefficient

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• 2-1 • 3-9 • 4-2 • 4-4 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	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 specific set.	Hess: DOK Level 2 EQ: • What are algebraic expressions and how can they be written and evaluated? • What arithmetic number relationships, called properties, are always true? • How are sums, differences, products, and quotients involving decimals estimated and found? • What procedures can be used to solve equations? •	• write expressions when solving a real-world • write expressions when solving mathematical problem • understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specific set •	• algebraic expression • inequality • inverse relationship •
Q2 • enVision • 4-1	6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and px	Bloom: Application Hess: DOK Level 2	I will be able to: • solve real-world problems by writing equations of the form $x + p = q$ and $px = q$	• equation • Addition Property of Equality

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• 4-2 • 4-4 • 9-6 • 15-1 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	$= q$ for cases in which p , q and x are all nonnegative rational numbers.	EQ: • What procedures can be used to solve equations? • What are standard procedures for estimating and finding quotients of fractions and mixed numbers? • How can equations be graphed? • What patterns can be found in the graphs of equations? •	for cases in which p , q and x are all nonnegative rational numbers • solve mathematical problems by <u>solving</u> equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers •	• Subtraction Property of Equality • Multiplication Property of Equality • Division Property of Equality • inverse relationship •
Q2 – 7 days • enVision • 3-9 • 15-2 • 15-3 • 15-4 • 15-5 • 15-6	<u>Combine:</u> 6.EE.B.5 6.EE.B.8 6.EE.B.9 Pretest			

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• A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	3-9 Solutions for Inequalities (Review) 15-2 Patterns and Equations 15-3 More Patterns and Equations 15-4 Graphing Equations 15-5 Graphing Equations with More Than One Operation 15-6 Understanding Inequalities Post Test	 THINKING		
Q2 • enVision • 3-9 • 4-2 • 4-4 • 15-6 • A+ • Galileo • Singapore Math • Buckle Down	6.EE.B.5 Understand solving an equation or <u>inequality</u> 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.	Bloom: Comprehension & Application Hess: DOK Level 2 EQ: • How are sums, differences, products, and quotients involving decimals estimated and found?	I will be able to: • understand solving an equation or inequality as a process of answering a question • use substitution to determine whether a given number in a specified set makes an equation or inequality true •	• inequality • inverse relationship •

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• Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		• What procedures can be used to solve equations? • How can equations be graphed? • What patterns can be found in the graphs of equations? •		
Q2 • enVision • 15-6 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.EE.B.8 Write an <u>inequality</u> 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	Bloom: Application & Comprehension Hess: DOK Level 2 EQ: • How can equations be graphed? • What patterns can be found in the graphs of equations? •	I will be able to: • 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 •	• inequality •
Q2 • enVision	6.EE.C.9 Use variables to represent two quantities in a real-world problem that	Bloom: Application & Analysis	I will be able to: • use variables to represent two quantities in a real-	• formula • T-table • linear equation

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• 15-2 • 15-3 • 15-4 • 15-5 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>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.</i>	Hess: DOK Level 3 EQ: • How can equations be graphed? • What patterns can be found in the graphs of equations? •	world problem that change in relationship to one another • write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable • analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation •	• dependent variable • independent variable •
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QUARTER THREE			
Q3 – 9-10 days	<u>Combine:</u>		
• enVision • 8-5 • 10-10 • 11-1 • 11-2 • 11-4 • 11-5 • 17-2 • 17-3 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.G.A.1 6.G.A.3 Pretest 8-5 P.S. – Multiple-Step Problems 10-10 P.S. – Use Reasoning 11-1 Basic Geometric Ideas 11-2 Measuring/Drawing Angles 11-4 Triangles 11-5 Quadrilaterals 17-2 Area of Rectangles and Irregular Figures x2 days 17-3 Area of Parallelograms and Triangles x2 days Post Test	  	

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Q3 • enVision • 10-10 • 11-1 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.G.A.3 Draw polygons in the <u>coordinate plane</u> 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.	Bloom: Application Hess: DOK Level 2 EQ: • How are integers related to whole numbers? • How can angles be measured, drawn, and classified? • What are special shapes and how can they be described and compared? •	I will be able to: • 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 •	• point • line • ray • line segment • congruent line segments • midpoint • intersecting lines • plane • parallel lines • perpendicular lines •
Q3 • enVision • 8-5 • 11-2 • 11-4 • 11-5 • 17-2	6.G.A.1 Find the <u>area</u> 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	Bloom: Application Hess: DOK Level 2 EQ: • What are standard procedures for estimating and finding products of	I will be able to: • find the area of right triangles • find the area of other triangles • find the area of special quadrilaterals	• vertex • acute angle • right angle • obtuse angle • straight angle • acute triangle • right triangle • obtuse triangle

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• 17-3 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	problems.	• fractions and mixed numbers? • How can angles be measured, drawn, and classified? • What are special shapes and how can they be described and compared? • What are the meanings of perimeter and area? • How can the perimeter and area of certain shapes be found?	• find the area of polygons by composing into rectangles • find the area of polygons by decomposing into triangles and other shapes • apply these techniques in the context of solving real-world problems • apply these techniques in the context of solving mathematical problems •	• equilateral triangle • isosceles triangle • scalene triangle • trapezoid • parallelogram • rhombus • rectangle • square • area • length • width • 2-dimensional figures
Q3 – 6-7 days • enVision • 18-1 • 18-2 • 18-3 • 18-4 • 18-5 • A+ • Galileo	<u>Combine:</u> 6.G.A.2 6.G.A.4 Pretest 18-1 Solid Figures 18-2 Surface Area 18-3 Volume of Rectangular Prisms			

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• Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	18-4 Volume with Fractional Edge Lengths 18-5 P.S. – Use Objects and Reasoning Post Test			
Q3 • enVision • 18-1 • 18-2 • 18-5 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives	6.G.A.4 Represent three-dimensional figures using <u>nets</u> made up of rectangles and triangles, and use the nets to find the <u>surface area</u> of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Bloom: Application Hess: DOK Level 2 EQ: • What is the meaning of area? • How can the area of certain shapes be found? • What is the meaning of volume and how can volume be found?	I will be able to: • represent three-dimensional figures using nets made up of rectangles and triangles • use the nets to find the surface area of these figures • apply these techniques in the context of solving real-world and mathematical problems •	• cone • cylinder • edge • faces • net • polyhedron • prism • pyramid • sphere • vertex • surface area • length • width • height

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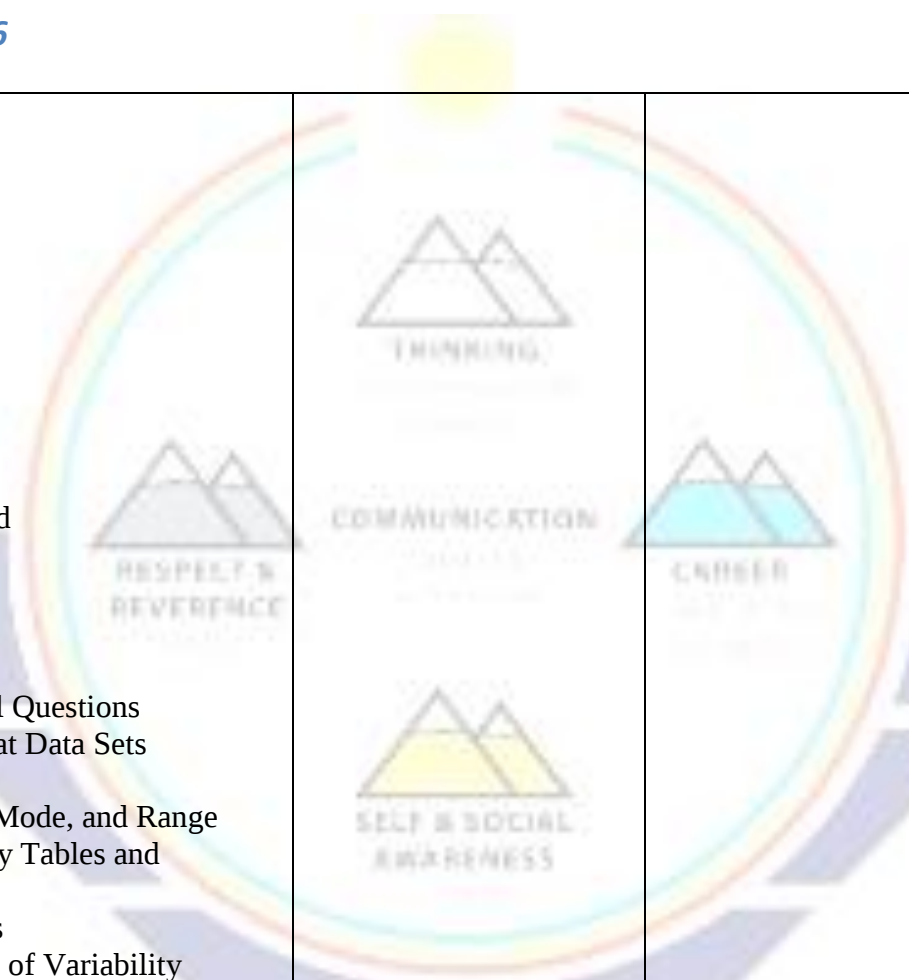
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• Worksheets • Games •		• What is the meaning of surface area and how can surface area be found? • How can the volume of certain figures be found?		• 3-dimensional figures
Q3 • enVision • 18-3 • 18-4 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.G.A.2 Find the <u>volume</u> 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 <u>volume</u> is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find <u>volumes</u> of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems	Bloom: Application Hess: DOK Level 2 EQ: • What is the meaning of volume and how can volume be found? • What is the meaning of surface area and how can surface area be found? • How can the volume of certain figures be found? •	I will be able to: • 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 • show that the volume is the same as would be found by multiplying the edge lengths of the prism • apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems •	• formula • volume • cubed •

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Q3 – 11 days • enVision • 19-1 • 19-2 • 19-3 • 19-4 • 19-5 • 19-6 • 19-7 • 19-8 • 19-9 • 19-10 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	<u>Combine:</u> 6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5 a, b, c, d Pretest 19-1 Statistical Questions 19-2 Looking at Data Sets 19-3 Mean 19-4 Median, Mode, and Range 19-5 Frequency Tables and Histograms 19-6 Box Plots 19-7 Measures of Variability 19-8 Appropriate Use of Statistical Measures 19-9 Summarizing Data			
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	Distributions 19-10 P.S. – Try, Check, and Revise Post Test			
Q3 • enVision • 19-1 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>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.</i>	Bloom: Comprehension Hess: DOK Level 1 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers •	• statistical question •
Q3 • enVision • 19-2	6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution, which can be described	Bloom: Comprehension Hess: DOK Level 1	I will be able to: • understand that a set of data collected to answer a statistical question has a	• data distribution • outlier •

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• A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	by its center, spread, and overall shape.	EQ: • How can graphs be used to represent data and answer questions? •	distribution, which can be described by its center, spread, and overall shape •	
Q3 • enVision • 19-3 • 19-7 • 19-10 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations	6.SP.A.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.	Bloom: Comprehension Hess: DOK Level 2 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • 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 •	• mean • average • absolute deviation • interquartile range (IQR) • mean absolute deviation •

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• Versa-Tiles • Manipulatives • Worksheets • Games •				
Q3 • enVision • 19-3 • 19-4 • 19-7 • 19-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.SP.B.5 c. 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.	Bloom: Synthesis Hess: DOK Level 2 & 3 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) • describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered •	• mean • average • median • mode • range • absolute deviation • interquartile range (IQR) • mean absolute deviation •

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Q3 • enVision • 19-5 • 19-6 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Bloom: Application Hess: DOK Level 2 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • display numerical data in plots on a number line, including dot plots • display numerical data in plots on a number line, including histograms • display numerical data in plots on a number line, including box plots •	• frequency table • histogram • box plot • quartiles •
Q3 • enVision • 19-8 • 19-9 • A+	6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:	Bloom: Synthesis Hess: DOK Level 2 & 3 EQ:	I will be able to: • summarize numerical data sets in relation to their context •	• •

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• Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		• How can graphs be used to represent data and answer questions? • 		
Q3 • enVision • 19-5 • 19-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives	6.SP.B.5 a. Reporting the number of observations.	Bloom: Synthesis Hess: DOK Level 2 & 3 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • report the number of observations • •	• frequency table • histogram •

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• Worksheets • Games •				
Q3 • enVision • 19-1 • 19-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.SP.B.5 b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Bloom: Synthesis Hess: DOK Level 2 & 3 EQ: • How can graphs be used to represent data and answer questions? •	I will be able to: • describe the nature of the attribute under investigation, including how it was measured and its units of measurement • •	• statistical question •
Q3 • enVision • 19-8	6.SP.B.5 d. Relating the choice of measures of center and variability to the shape of the data distribution and	Bloom: Synthesis Hess: DOK Level 2 & 3	I will be able to: • Relate the choice of measures of center and variability to the shape of	• •

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• 19-9 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	the context in which the data was gathered.	EQ: • How can graphs be used to represent data and answer questions? •	the data distribution and the context in which the data was gathered • •	
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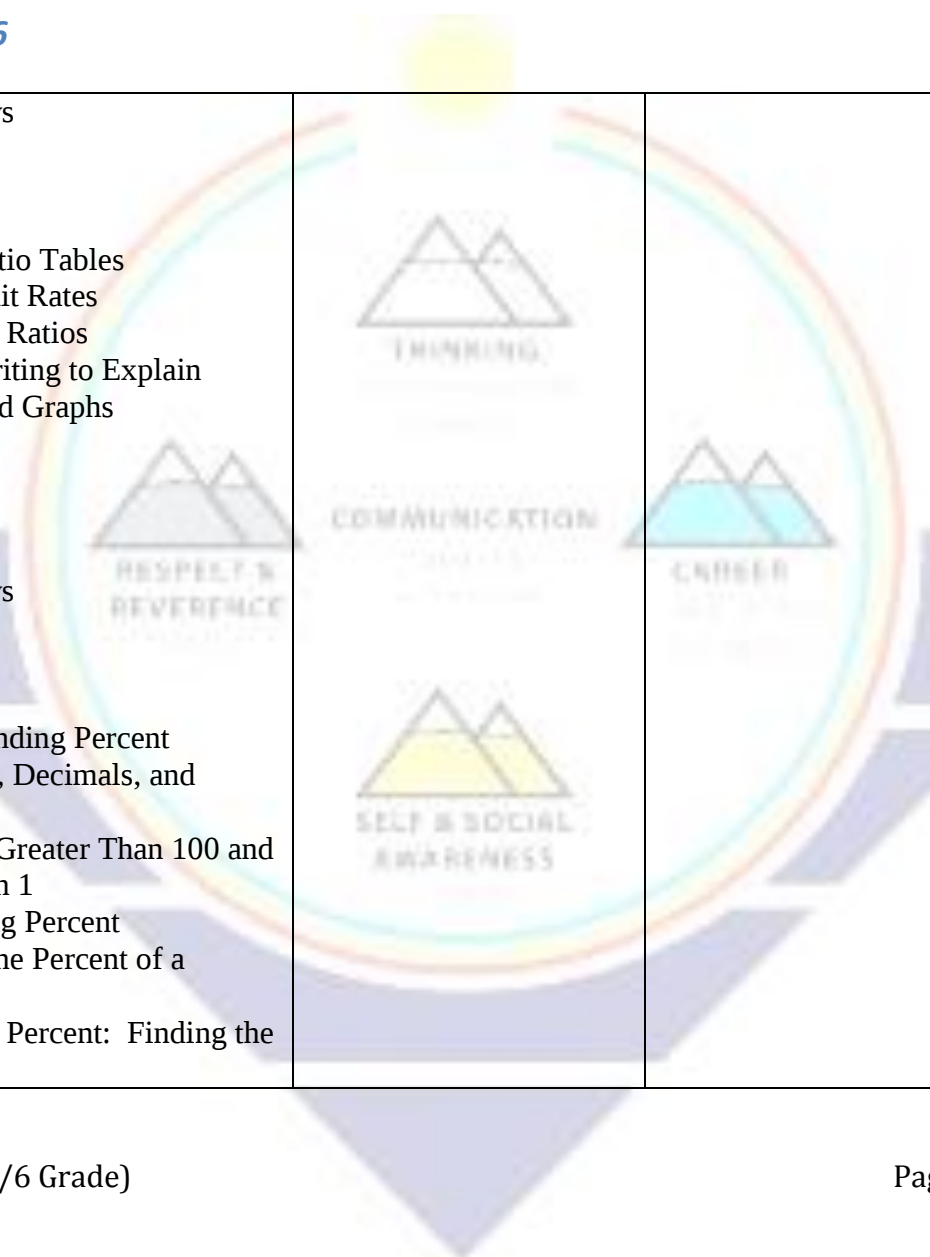
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QUARTER FOUR				
Q4 – 28 days	Combine:			
- enVision - Topic 12 - Topic 13 - Topic 14 - Topic 16 - A+ - Galileo - Singapore Math - Buckle Down - Hands-On Equations - Versa-Tiles - Manipulatives - Worksheets - Games	6.RP.A.1 6.RP.A.2 6.RP.A.3 a, b, c, d Topic 12 – 7 days Pretest 12-1 Understanding Ratios 12-2 Equal Ratios and Proportions 12-3 Understanding Rates and Unit Rates 12-4 Comparing Rates 12-5 Distance, Rate, Time 12-6 P.S. – Draw a Picture Post Test	  		•

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	Topic 13 – 6 days Pretest 13-1 Using Ratio Tables 13-2 Using Unit Rates 13-3 Applying Ratios 13-4 P.S. – Writing to Explain 13-5 Ratios and Graphs Post Test Topic 14 – 8 days Pretest 14-1 Understanding Percent 14-2 Fractions, Decimals, and Percents 14-3 Percents Greater Than 100 and Less Than 1 14-4 Estimating Percent 14-5 Finding the Percent of a Number 14-6 Applying Percent: Finding the Whole			
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	14-7 P.S. – Reasonableness Post Test Topic 16 – 7 days Pretest 16-1 Converting Customary Measures 16-2 Converting Metric Measures 16-3 Units of Measure and Precision 16-4 Relating Customary and Metric Measures 16-5 Elapsed Time 16-6 P.S. – Use Reasoning Post Test			
Q4 - enVision 12-1 - A+ - Galileo	6.RP.A.1 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</i>	Bloom: Application & Comprehension Hess: DOK Level 2 EQ:	I will be able to: - understand the concept of a ratio - use ratio language to describe a ratio relationship between two quantities	- ratio - terms

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• Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	• What are ratios and rates and how are they used in solving problems? •	•	
Q4 • enVision • 12-3 • 12-6 • 13-2 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.” (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)	Bloom: Application & Comprehension Hess: DOK Level 2 EQ: • What are ratios and rates and how are they used in solving problems? • What procedures can be used to solve proportions? •	I will be able to: • understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ • use rate language in the context of a ratio relationship •	• rate • unit rate •

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• Worksheets • Games •				
Q4 • enVision • None • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.NS.C.9: Convert between expressions for positive rational numbers, including fractions, decimals, and percents.	Bloom: Application Hess: DOK Level 2 EQ: •	I will be able to: • convert between expressions for + rational numbers including fractions, decimals, and percents	• fraction • decimal • percent
Q4 • enVision • 12-2 • 13-1 • 13-3	6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape	Bloom: Application Hess: DOK Level 2 & 3 EQ:	I will be able to: • use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape	• proportion • fraction • decimal • percent •

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• 13-4 • 14-1 • 14-2 • 14-4 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	diagrams, double number line diagrams, or equations.	• What are ratios and rates and how are they used in solving problems? • What procedures can be used to solve proportions? • What is the meaning of percent? • How can percent be estimated and found? •	diagrams, double number line diagrams, or equations • •	
Q4 • enVision • 13-1 • 13-5 • A+ • Galileo • Singapore Math • Buckle Down	6.RP.A.3 a. 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	Bloom: Application Hess: DOK Level 2 EQ: • What procedures can be used to solve proportions? •	I will be able to: • make tables of equivalent ratios relating quantities with whole-number measurements • find missing values in the tables • plot the pairs of values on the coordinate plane • use tables to compare ratios	• •

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• Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		 THINKING	•	
Q4 • enVision • 12-4 • 13-2 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games	6.RP.A.3 b. 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>	Bloom: Application Hess: DOK Level 2 EQ: • What are ratios and rates and how are they used in solving problems? • What procedures can be used to solve proportions? •	I will be able to: • solve unit rate problems including those involving unit pricing and constant speed •	• rate • unit rate •

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Q4 • enVision • 14-3 • 14-5 • 14-6 • 14-7 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	6.RP.A.3 c. 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.	Bloom: Application Hess: DOK Level 2 EQ: • What is the meaning of percent? • How can percent be estimated and found? • COMMUNICATION • SELF & SOCIAL AWARENESS	I will be able to: • 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 •	• percent • • •
Q4 • enVision • 16-1 • 16-2 • 16-3	6.RP.A.3 d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Bloom: Application Hess: DOK Level 2 EQ:	I will be able to: • use ratio reasoning to convert measurement units • manipulate units appropriately when	• capacity • meter • gram • liter • kilo- • centi-

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• 16-4 • 16-5 • 16-6 • A+ • Galileo • Singapore Math • Buckle Down • Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •		• How can customary and Metric measurements be converted to other units? • How are customary and Metric units related? •	multiplying or dividing quantities • transform units appropriately when multiplying or dividing quantities • •	• milli- •
Q4 – 2-3 days • enVision • 12-5 • A+ • Galileo • Singapore Math • Buckle Down	6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent	Bloom: Application & Analysis Hess: DOK Level 3 EQ: • What are ratios and rates and how are they used in solving problems?	I will be able to: • use variables to represent two quantities in a real-world problem that change in relationship to one another • write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity,	• formula •

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• Hands-On Equations • Versa-Tiles • Manipulatives • Worksheets • Games •	and independent variables using graphs and tables, and relate these to the equation. <i>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.</i>	•	thought of as the independent variable • analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation •	
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