

**Welcome to the 6<sup>th</sup> Grade Math**  
**Teacher: Mr. Boegel Assisted by: Mrs. Yip**  
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**The Year of Implementation and Alignment  
with the Common Core Objectives**

***Learning Focus / Student-Centered – Teaching Techniques;***

- ***Direct Lessons and Instructions***
- ***“See the Big Picture”***
- ***Treat each and every student as a thinker.... “What do you think?”***
- ***Group, In-Class Work, Practices and Discussions***
- ***One-on-One Guidance***
- ***Peer-teaching***
- ***Assessments as to reinforce learning and  
Review of teaching effectiveness and Adjust.***

**Textbook: California Middle School Mathematics Concepts and Skills – Course 1  
McDougal Littell (2001)**

**Course Description:** 6<sup>th</sup> Grade Math is a collection of Mathematical skills in the area of Sense of Numbers, basic fundamental to Algebra, Measurement / Geometry, Statistic, and Mathematical Reasoning. These skill sets are important key steps toward deep understanding and application of Algebra (Algebra I and II) and Geometry.

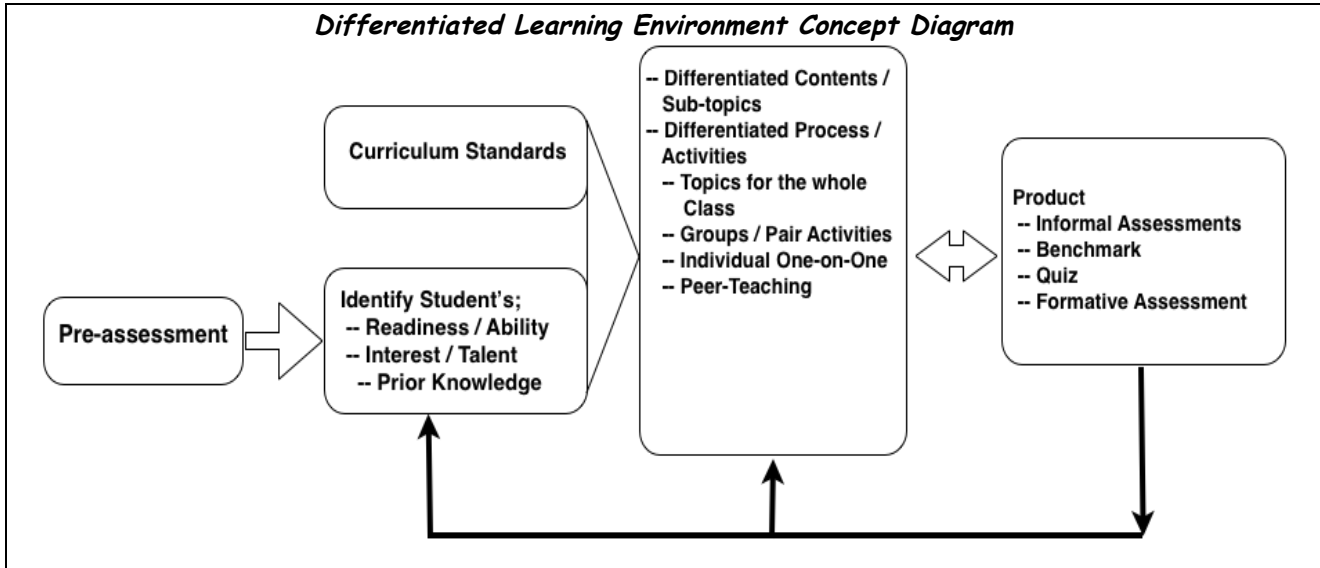
These mentioned skill sets are covered (generally) over the span of two years. (6<sup>th</sup> and 7<sup>th</sup> Grade).

**General Topic:** From the 6<sup>th</sup> grade Mathematics Curriculum - “ By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about  $\pi$  and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.”

***Utilizing the textbook and other resources, we will work to fully teach all the standards within the 6<sup>th</sup> grade standards. California Common Core Standards for the 6<sup>th</sup> grade math are listed in the last section of this document.***

**Differentiated Learning Environment and Instructions:**

Mr. Boegel assisted by Mrs. Yip will be teaching the 6<sup>th</sup> grade math classes within the Differentiated Learning framework. Utilizing the Differentiated Learning, we continuously try to teach to the individual student and capitalize on student's strengths. We modulate the depth of each section according to the individual abilities. We use various forms of assessments to adjust and refine instructions.



**Grading Scale 2013 – 2014**

- Tests..... 35%
- Quizzes..... 30%
- Group Tests / Math Facts Assessment..... 5%
- Homework / In-Class Work..... 15%
- Project / Summer HW..... 10%
- Participation / Conduct and Citizenship ..... 3%
- Folders and Notebook ..... 2%

**Late Policy:**

Assignments are due on the specified due dates. We consciously give adequate time for the assignments including time to start the work in the classes.

Therefore, for each late day, we will deduct 10% off the graded percent of an assignment. Late assignments after 5 school days (1 week) will receive **ZERO** point for that assignment. No work will be accepted more than one week (5 school days) after the required due date.

Missing assignments can seriously affect the final grade and continuous missing work is considered an act of disobedient and will result in more severe consequences.

**Attendance / Absence / Make-up Work Policy:**

- If you miss a class, you are responsible for getting the notes, class work, and homework from your classmates or from website. (will be available shortly)
- If you are absent for a test, you must make arrangements with us to reschedule the test as soon as you return to the school. Rescheduling is your own responsibility.
- All class information will be available online. (shortly)
- Being tardy is extremely disturbing to the class. You will loose part of your daily participation points for each tardy.
- Your attendance for the full length of all class periods is vital.

**Daily Homework:**

- Homework will be given daily (except Friday) and checked on the next day, unless otherwise specified.
- Homework serves as a review and practice of the day's lesson. On average you should expect to spend 45 to 60 minutes on homework.
- Homework must have the correct heading: ***Your full name, Homework Number, Date, Period***

**Participation / Note Taking / Note Keeping / Organization / Conduct / Citizenship:**

- Each student will receive automatically 3 points for this category daily. Every time you are late to the class, misbehave, fail to follow directions, or not on task, one point will be deducted from your daily participation grade.

**Quizzes / Tests / Group Tests**

- Quizzes / tests will be given almost once a week.
- No calculators are allowed on the tests or quizzes unless specified by us.
- Some tests will be completed in groups and others will be individually.
- Group tests generally will be prior to the chapter or unit test.
- Chapter tests will be given at the end of each chapter.
- We will provide guidance and practice worksheets prior to the chapter / unit test.

**Classroom Rules:**

- School policies on behavior fully apply in this class.

## 6<sup>th</sup> Grade Math: 2013 - 2014 Yearly Focus Overview

### 1<sup>st</sup> Quarter

- ❖ PEARL Connection and Reflection
- ❖ Review – Math Facts
- ❖ Problem Solving – Algebra and Decimals
  - Order of Operations
  - Power and Exponents
- ❖ Number Relationships and Fractions
  - Factors and Prime Factorization
  - Greatest Common Factor (GCF)
  - Least Common Multiples (LCM)
  - Fractions Operations (Add, Subtract, Multiply and Divide)
    - Fraction in Unit Conversion using “Unit Check” method
- ❖ PEARL Review and Reflection

### 2<sup>nd</sup> Quarter

- ❖ PEARL Write Up
- ❖ Positive and Negative Numbers
  - Numbering Systems – quick overview
  - Add, Subtract, Multiply and Divide
- ❖ Excel – Learn how to use, program and write equations in Excel and graph
  - Tables and Charts and Interpretation
  - Project: Use of Excel
- ❖ PEARL Reflection
- ❖ Solving Equations
  - Math Facts Review of Fractions
  - Translation: Mathematical Expressions  $\leftrightarrow$  English Phrases
  - One-step, Two-step and Multi-step Equations
  - Word Problem Solving

### 3<sup>rd</sup> Quarter

- ❖ PEARL Connection and Reflection
- ❖ Math Facts Review (working with Fractions and Decimals)
- ❖ Ratios and Proportions
  - Project: Scale Model
  - Connections to Geometry – Similarity
  - Probability
- ❖ Percents (as Fractions and as Decimals)
  - Translation: Mathematical Expressions  $\leftrightarrow$  English Phrases
  - Rate, Mark Up, Discount, Tax, Simple Interest
- ❖ Connections to Geometry – (Geometry in Plane)
  - Angles and Intersecting Lines
  - Triangles (Classifications, Perimeter, Area)
  - Parallelograms (Classifications, Perimeter, Area)
  - Circle (Circumference, Area)
  - Scientific Notations (and Engineering Notations)
- ❖ Use Excel to calculate geometrical measures
- ❖ PEARL Write Up

### 4<sup>th</sup> Quarter

- ❖ PEARL Connection and Growth Project
- ❖ Connections to Geometry – (Geometry in Space)
  - Prisms and Cylinders; Volume and Surface Area
  - Cones and Sphere; Volume and Surface Area
  - Use Excel to calculate geometrical measures
- ❖ Statistics and Data Analysis and Probability

#### **Learning Focus / Student-Centered – Teaching Techniques;**

- **Direct Lessons and Instructions**
- **“See the Big Picture”**
- **Treat each and every student as a thinker.... “What do you think?”**
- **Group In-Class Work, Practices and Discussions**
- **One-on-One Guidance**
- **Peer-teaching**
- **Assessments as to reinforce learning and Review of teaching effectiveness and Adjust.**

## 6

**Mathematics | Grade 6**

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 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.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

6

## Grade 6 Overview

### Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

### The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

### Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

### Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

### Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Ratios and Proportional Relationships 6.RP

### Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
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."<sup>1</sup>*
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - 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.
  - b. Solve unit rate problems including those involving unit pricing and constant speed. *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?*
  - 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.
  - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

## The Number System 6.NS

### Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  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 person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?*

### Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express  $36 + 8$  as  $4(9 + 2)$ .*

<sup>1</sup> Expectations for unit rates in this grade are limited to non-complex fractions.



**Apply and extend previous understandings of numbers to the system of rational numbers.**

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
  - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
  - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.*
  - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .*
  - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*
  - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*
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.

**Expressions and Equations 6.EE****Apply and extend previous understandings of arithmetic to algebraic expressions.**

1. Write and evaluate numerical expressions involving whole-number exponents.
2. 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  $5 - y$ .*
  - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *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*
  - 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 parentheses to specify a particular order (Order of Operations). *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  $s = 1/2$*

3. Apply the properties of operations to generate equivalent expressions. *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  $3y$ .*
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). *For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.*

**Reason about and solve one-variable equations and inequalities.**

5. Understand solving an equation or inequality 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.
6. Use variables to represent numbers and write expressions when solving a 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 specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.
8. 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.

**Represent and analyze quantitative relationships between dependent and independent variables.**

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 and independent variables using graphs and tables, and relate these to the equation. *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.*

**Geometry 6.G****Solve real-world and mathematical problems involving area, surface area, and volume.**

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.
  2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
  3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
  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.
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**Statistics and Probability 6.SP****Develop understanding of statistical variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
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.

**Summarize and describe distributions.**

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - 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.
  - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.