

CURRICULUM MAP

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.NS.1- Know that #'s that are not rational are called irrational. Understand informally that every # has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>	<ul style="list-style-type: none"> • I understand that numbers that are not rational are called irrational #'s and that every # number has a decimal expansion. • I can show that decimal expansions of rational numbers eventually repeat or end in 0. • I can convert a decimal expansion into a rational #. 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Base, cube root, exponent, irrational #, monomial, perfect cube, perfect square, power, radical sign, rational number, repeating decimal, scientific notation, square root, terminating decimal 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 10

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING:1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.NS.2- Use rational approximations of irrational numbers to compare the size of irrational #'s, locate them approximately on a number line diagram, and estimate the value expressions (eg. π^2). For example, by truncating the decimal expansion of the $\sqrt{2}$, show that the $\sqrt{2}$, is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations</p>	<p>*I can use an approximation of an irrational number to compare its size to the other irrational numbers, locate it on a number line, and estimate the value of expressions.</p>	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Base, cube root, exponent, irrational number, monomial, perfect cube, perfect square, power, radical sign, rational #, repeating decimal, scientific notation, square root, terminating decimal 	<p>Chapter 1:</p> <ul style="list-style-type: none"> • IQL 1-9 • Lesson 1-9 • Lesson 1-10

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.1- Know and apply the properties of integer exponents to generate equivalent numerical expressions For example, $3^2 \times 3^{-5} = 3^{-3}$ $= 1/3^3 = 1/27$</p>	<ul style="list-style-type: none"> I understand and can apply the properties of integer exponents to generate equivalent numerical expressions 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Base Cube root Exponent Irrational # Monomial Perfect cube Perfect square Power Radical sign Rational number Repeating decimal Scientific notation Square root Terminating decimal 	<p>Chapter 1:</p> <ul style="list-style-type: none"> Lesson 2 Lesson 3 Lesson 4 PSI Lesson5

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8EE.2 Use square root and cube symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where “p” is a positive rational number</p> <p>Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational</p>	<ul style="list-style-type: none"> • I can use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$, where “p” is a positive rational number • I can evaluate roots of small perfect squares and cubes • I understand that $\sqrt{2}$ is irrational 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Square root • Perfect Square • Radical sign • Cube root • Perfect cube • Irrational number • Real number 	<p>Chapter 1:</p> <ul style="list-style-type: none"> • Lesson 8 • Lesson 9 • Lesson 10 <p>Chapter 5:</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much as one is than other	<ul style="list-style-type: none">• I can express very small and very large numbers using scientific notation• I can compare quantities expressed in scientific notations	<ul style="list-style-type: none">• Study Island• Glencoe Textbook Student Work• Glencoe textbook Quizzes & Tests• Online Resources• Teacher Created Resources	<ul style="list-style-type: none">• Scientific Notation	Chapter 1: <ul style="list-style-type: none">• Lesson 7

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.4 1) Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. 2) Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. 3) Interpret scientific notation that has been generated by technology</p>	<ul style="list-style-type: none"> • I can perform operations with numbers expressed in scientific notation • I can use scientific notation to choose units of appropriate size for measurement of very large quantities • I can interpret scientific notation generated by technology 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Scientific notation 	<p>Chapter 1:</p> <ul style="list-style-type: none"> • Lesson 6 • Lesson 7 • Inquiry Lab

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.5</p> <ul style="list-style-type: none"> • Graph proportional relationships, interpreting the unit rate as the slope of the graph. • Compare 2 different proportional relationships represented in different ways. 	<ul style="list-style-type: none"> • I can graph proportional relationships • I can interpret the unit rate as a slope of the graph of a proportional relationship • I can compare two different proportional relationships represented in different ways 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Linear relationships • Constant rate of change • Slope, rise, run, direct variation • Constant of variation • Constant of proportionality 	<p>Chapter 3:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 • Inquiry Lab

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.6</p> <ul style="list-style-type: none"> • Use similar triangles to explain • Why slope “m”; is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx+b$ for a line intercepting the vertical axis “b” 	<ul style="list-style-type: none"> • I can use similar triangles to explain why the slope “m” is the same between any two distinct points on a non-vertical line in the coordinate plane • I can derive the equation $y = mx$ for a line through the origin • I can derive the equation $y = mx+b$ for a line intercepting the vertical axis at “b” 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Direct variation • Contend to variation • Constant of proportionality • Y- intercept • Slope-intercept form 	<p>Chapter 3</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 • Inquiry Lab <p>Chapter 7</p> <ul style="list-style-type: none"> • Lesson 6

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.7</p> <ul style="list-style-type: none"> • Solve linear equations in 1 variable a) Give examples of linear equations in one variable with one solution, or no solutions b) Solve linear equations with rational number coefficients including equations whose solutions require expanding expressions using the distributive property and collecting like terms 	<ul style="list-style-type: none"> • I can solve linear equations in one variable • I can give examples of linear equations in one variable with zero to infinite solutions • I can solve linear equations with rational number coefficients 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Coefficient • Identity • Multiplicative inverse • Null set • Properties • Two-step equation 	<p>Chapter 2:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 • Problem-Solving Investigation • Lesson 4 • Lesson 5

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.EE.8 Analyze and solve pairs of simultaneous linear equations</p> <p>a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b) Solve systems of linear equations algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>c) Solve real-world and mathematical problems leading to two linear equations in two variables.</p>	<ul style="list-style-type: none"> • I can analyze and solve pairs of simultaneous linear equations • I can define the solution to a system of equations as the intersection of their lines • I can solve systems of equations algebraically and estimate solutions by graphing the equations. • I can solve problems leading to two linear equations in two variables. 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • X-intercept • Standard form • Point-slope form • System of equations • Substitution 	<p>Chapter 3:</p> <ul style="list-style-type: none"> • Lesson 5 • Problem solving investigation • Lesson 6 • Lesson 7 • Lesson 8

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Functions

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<ul style="list-style-type: none"> • I can distinguish between functions and non-functions using ordered pairs, equations, graphs, and tables 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Relation • Domain • Range • Function • Function table • Independent variable • Dependent variable • Linear function • Continuous data • Discrete data • Nonlinear function 	<p>Chapter 4:</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 • Lesson 4 • Lesson 7

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Functions

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.F.2 Compare properties of two functions each represented in a different way. (algebraically, graphically, numerically in tables, or by verbal description)</p>	<ul style="list-style-type: none"> • I can compare properties of 2 functions when each is represented in a different way. 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Direct variation • Constant of variation • Constant of proportionality • Y-intercepts • Rate of change 	<p>Chapter 3:</p> <ul style="list-style-type: none"> • Lesson 3 <p>Chapter 4:</p> <ul style="list-style-type: none"> • Lesson 5

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Functions

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.F.3 Intercept the equation $y = mx+b$ as defining a linear function whose graph is a straight line and give examples of non linear functions</p>	<ul style="list-style-type: none"> I can interpret the equation $y = mx+b$ as defining a linear function whose graph is a straight line and give examples of non-linear functions 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Y-intercept Slope- intercept corm Linear function Continuous data Discrete data Nonlinear function Quadratic function 	<p>Chapter 3:</p> <ul style="list-style-type: none"> Lesson 4 <p>Chapter 4:</p> <ul style="list-style-type: none"> Lesson 4 Lesson 7 Lesson 8

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Functions

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.F.4</p> <ul style="list-style-type: none"> • Construct a function to model a linear relationship between two quantities • Determine the rate of change and initial value of the function from a description of a relationship of from two (x,y) values, including reading these from a table of from a graph • Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values 	<ul style="list-style-type: none"> • I can construct a function to model a linear relationship between tow quantities and determine the rate of change and initial value of a function using a known relationship or two (x,y) values • I can interpret the rate of change and initial value of linear function in terms of the situation it models and in terms of its graph or a table of values 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Direct variation • Constant of variation • Constant of proportionality • Y-intercept • Slope-intercept form • Linear equation • Function • Function table • Independent variable • Dependent variable • Linear function • Continuous data • Discrete data 	<p>Chapter 3:</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 3 • Lesson 4 <p>Problem Solving Investigation</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Functions

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.F.5</p> <ul style="list-style-type: none"> Describe qualitatively the functional relationship between two quantities by analyzing a graph (increasing, decreasing, linear, nonlinear) Sketch a graph that exhibits the qualitative features of a function that has been described verbally 	<ul style="list-style-type: none"> I can analyze a graph to find if slope is positive, negative, zero, or undefined I can recognize when a function is increasing/decreasing and linear/non-linear I can sketch a graph to model a situation I can describe a situation when given a graph 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Linear relationship Constant rate of change Slope Rise Run Direct variation Constant of variation Constant of proportionality Nonlinear function Quadratic function Qualitative graphs 	<p>Chapter 3:</p> <ul style="list-style-type: none"> Lesson 1 Lesson 2 Lesson 3 <p>Chapter 4</p> <ul style="list-style-type: none"> Lesson 7 Lesson 8 Lesson 9

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.G.1 Verify experimentally the properties of rotations, reflections, and translations</p> <ul style="list-style-type: none"> • Lines are taken to lines and line segments to line segments of the same length • Angles are taken to angles of the same measure • Parallel lines are taken to parallel lines 	<ul style="list-style-type: none"> • I can rotate, reflect, and translate shapes on the coordinate plane • I can verify experimentally that lines/line segments that are rotated/reflected, or translated transform to lines/line segments of the same length • I can verify experimentally that angles that are rotated/reflected/and /or translated transform to angles of the same measure • I can verify experimentally that parallel lines that are rotated/reflected/and/or translated transform to parallel lines 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Transformation • Pre-image • Image • Translation • Congruent • Reflection • Line of reflection • Rotation • Center of rotation 	<p>Chapter 6:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 <p>Chapter 7:</p> <ul style="list-style-type: none"> • Lesson 1

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.G.2 Understand that a 2-D figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<ul style="list-style-type: none"> • I understand that 2-D figures are congruent if they are transformed by a series of rotations, reflections, and translations • I can describe a sequence that exhibits the congruence between 2-D figures 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Corresponding parts • \cong is congruent to 	<p>Chapter 7:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on 2-D figures using coordinates	<ul style="list-style-type: none">I can describe the effect of dilations, translations, rotations, and reflections on 2-D figures using coordinates	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">TransformationPre-imageImageTranslationCongruentA^1 is prime<i>reflection</i>Line of reflectionRotationCenter of rotationScale factor	Chapter 6 <ul style="list-style-type: none">Lesson 1Lesson 2 Problem Solving Investigation <ul style="list-style-type: none">Lesson 3Lesson 4

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.G.4 Understand that a 2-D figure is similar to another if the 2nd can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given 2 similar 2-D figures, describe a sequence that exhibits similarity between them</p>	<ul style="list-style-type: none"> • I can determine that similar figures have angles with the same measure and sides that are proportional • I can recognize that a dilation of a scale factor greater than 1 will make the figure larger • I can recognize that a dilation of a scale factor less than 1 will make the figure smaller • I can describe a sequence of transformation that exhibits the similarity between two figures 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Similar • Similar polygons • Scale factor • ~ is similar to 	<p>Chapter 7:</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 • Lesson 7

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criteria for similarity of triangles</p>	<ul style="list-style-type: none"> • I can use exploration and deductive reasoning to determine relationships that exist between interior and exterior sums of triangles • I can use exploration and deductive reasoning to determine relationships that exist between angles created when parallel lines are cut by a transversal • I can use exploration and deductive reasoning to determine relationships that exist between the angle-angle criterion for similarity of triangles 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Perpendicular lines • Parallel lines • Transversal • Interior angles • Alternate interior angles • Alternate exterior angles • Corresponding angles • Triangle • Remote interior angles • Polygon • Equiangular • Regular polygon • Indirect measurement 	<p>Chapter 5</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 3 • Lesson 4 <p>Problem-solving investigation</p> <p>Chapter 7</p> <ul style="list-style-type: none"> • Lesson 5 <p>Problem-solving investigation</p>

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
8.G.6 Explain a proof of the Pythagorean Theorem and its converse	<ul style="list-style-type: none">I can explain a proof of the Pythagorean Theorem and its converse	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">Inductive reasoningDeductive reasoningProofParagraph proofInformal proofTwo-column proofFormal proof theorem	Chapter 5: <ul style="list-style-type: none">Lesson 2

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions	<ul style="list-style-type: none">I can apply the Pythagorean Theorem to determine unknown side lengths of right triangles in problems in two and three dimensions	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">LegsHypotenusePythagorean TheoremConverse	Chapter 5: <ul style="list-style-type: none">Lesson 5Lesson 6

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system	<ul style="list-style-type: none">I can use the Pythagorean Theorem to find the distance between two points in a coordinate system	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">Distance formula	Chapter 5 <ul style="list-style-type: none">Lesson 7

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems</p>	<ul style="list-style-type: none"> • I can recall and use the formula of the volume of cones to solve problems • I can recall and use the formula or the volume of cylinders to solve problems • I can recall and use the formula for the volume of spheres to solve problems 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Volume • Cylinder • Composite solids • Cone • Sphere • Hemisphere • Lateral area • Total surface area • Similar solids 	<p>Chapter 8:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 <p>Problem Solving Investigation</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 • Lesson 6

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.SP.1</p> <ul style="list-style-type: none"> • Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associations between two quantities • Describe patterns such as clustering outliers, positive or negative correlation, linear association, and nonlinear association 	<ul style="list-style-type: none"> • I can construct and interpret scatter plots for bivariate measurement data to investigate patterns of associations between two quantities • I can describe patterns such as clustering outliers, positive or negative correlation, linear association, and nonlinear association 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Bivariate data • Scatter plot • Line of best fit 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 <p>Problem solving investigation</p>

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<ul style="list-style-type: none"> • I can recognize when a scatter plot represents a linear relationship • I can informally fit a straight line for scatter plots that suggest a linear association • I can informally assess the model fit by judging the closeness of the data to the points on the line 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Line of best fit 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 2

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.SP.3 Use the equation of a linear model to solve the problems in the context of bivariate measurement data interpreting the slope and intercept</p>	<ul style="list-style-type: none"> • I can use the equation of a linear model to solve the problems in the context of bivariate measurement data interpreting the slope and intercept 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Line of best fit • Slope • Y-intercept 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 2

Course Title: 8th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>8.SP.4</p> <ul style="list-style-type: none"> • Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table • Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects • Use relative frequencies calculated for rows or columns to describe possible association between the two variables 	<ul style="list-style-type: none"> • I understand that frequencies and relative frequencies in a two-way table can show patters of association in bivariate categorical data • I and construct and interpret a two-way table that summarizes data on two categorical variables collected for the same subjects • I can use relative frequencies to describe association between two variables 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Relative frequency • Two-way table 	<p>Chapter 9:</p> <ul style="list-style-type: none"> • Lesson 3

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like of different units	<ul style="list-style-type: none">I can compute unit rates with ratios for fractions	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">Complex fraction	Chapter 1: <ul style="list-style-type: none">Lesson 2

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.RP.2</p> <ul style="list-style-type: none"> • Recognize and represent proportional relationships between quantities <ol style="list-style-type: none"> a) Decide whether two quantities are in a proportional relationship b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships c) Represent proportional relationships by equations d) Explain what a point (x,y) on the graph of proportional relationship means in terms of situation, with special attention to the points (0,0) and (1,r) where “r” is the unit rate 	<ul style="list-style-type: none"> • I can represent proportional relationships between quantities • I can decide if 2 quantities have a proportional relationship by testing for equivalent ratios in a table or graphing them on a coordinate plane • I can identify the constant of proportional relationship by using an equation • I can explain what a point (x,y) on the graph of a proportional relationship means 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Constant of proportionality • Constant rate of change constant of variation • Coordinate plane • Cross products • Dimensional analysis • Direct variation • Equivalent ratios • Non-proportional • Proportion • Origin • Rate • Rate of change • Slope • Unit rate • Unit ratio • Axis • Coordinate • Quadrants • Percent equation 	<p>Chapter 1:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 3 • Lesson 4 <p>Problem-solving investigation</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 8 • Lesson 9 <p>Chapter 2:</p> <ul style="list-style-type: none"> • Lesson 4

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.RP.3 Use proportional relationships to solve multistep ratio & percent problems</p> <ul style="list-style-type: none"> • Simple interest • Tax • Mark ups • Markdowns • Gratuities • Commissions • Fees • Percent increase • Percent decrease • Percent error 	<ul style="list-style-type: none"> • I can use proportional relationships to solve multistep ratio and percent problems 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Unit ratio • Dimensional analysis • Proportion • Cross product • Discount • Gratuity • Markdown • Markup • Percent of change • Percent of decrease • Percent of increase • Percent proportion • Principal • Sales tax • Selling price • Simple interest • tip 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 6 <p>Chapter 2</p> <ul style="list-style-type: none"> • Lessons 1-8 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lesson 7

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE:

The Number System

PACING:

2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.NS.1</p> <ul style="list-style-type: none"> • Apply & extend previous understanding of addition & subtraction to add & subtract rational numbers a) Describe situations in which opposite quantities combine to make 0. b) Understand that $p+q$ is the same as q from p. Show that a number and its opposite have a sum of 0. c) Understand that subtracting rational numbers is the same as adding the additive inverse $[p-q = p+(-q)]$. Show that the distance between two numbers on a number line is the absolute value of their difference d) Apply properties of operations as strategies to add and subtract rational #'s 	<ul style="list-style-type: none"> • I can add and subtract rational numbers • I can represent addition and subtraction on a number line. • I can describe situations in which opposite quantities combine to make 0 • I can identify and explain absolute value • I can show that a number and its opposite have a sum of 0 • I can explain sums of rational numbers • I can demonstrate that subtracting rational numbers is the same as adding the opposite (additive inverse) I can use properties or operations to add and subtract rational numbers 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Opposites • Additive inverse • Like fractions • Unlike fractions • Absolute value • Commutative • Associative • Distributive 	<p>Chapter 3</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 • Lesson 5

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.NS.2 Apply & extend \times/\div of fractions to multiply and & divide rational numbers.</p> <p>a) Multiply rational numbers and use the properties of operations and rules for multiplying signed numbers</p> <p>b) Understand that integers can be divided, zero cannot be a divisor, and explain quotients or rational numbers</p> <p>c) Apply properties of operations as strategies to multiply and divide rational numbers</p> <p>d) Convert a rational number to a decimal using long division; know that the decimal from a rational number terminates in 0's or eventually repeats.</p>	<ul style="list-style-type: none"> • I can take what I know about multiplying fractions & apply it to multiplying rational numbers by using the properties of operations and rules for multiplying signed numbers • I can explain products of rational numbers • I know that integers can be divided and every quotient of integers is a rational number • I know that zero cannot be a divisor • I can explain quotients of rational numbers • I can use properties of operations to multiply and divide rational numbers • I can use long division to convert a rational number to a decimal • I can demonstrate that a rational number in decimal form ends in 0 or repeats 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Repeating Decimal • Bar notation • Terminating Decimal • Rational Number • Common Denominator • Least Common Denominator • Commutate • Associative • Distributive 	<p>Chapter 3:</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 <p>Chapter 4:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 6 • Lesson 7 • Lesson 8

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers</p>	<ul style="list-style-type: none"> • I can solve problems involving addition, subtraction, multiplication, and division with rational numbers 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Complex fraction • Absolute value • Additive inverse • Integer • Negative • Positive • Opposites • Zero pair • Like fractions • Unlike fractions 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lesson 2 <p>Chapter 3</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 <p>Problem Solving Investigation</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 • Lesson 5 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 6 • Lesson 7 • Lesson 8 <p>Chapter 5 Problem solving investigations</p>

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients</p>	<ul style="list-style-type: none"> • I can use properties to add, subtract, factor, linear expressions with coefficients 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Additive identity • Algebraic expression • Arithmetic sequence • Associative • Coefficient • Commutative • Constant • Counter example • Define a variable • Distributive • Equivalent expressions • Factor • Factored form • Like terms • Linear expression • Monomial • Multiplicative identity • Multiplicative property of zero • Sequence, • Simplest form • Term • Variable 	<p>Chapter 5</p> <ul style="list-style-type: none"> • Lessons 1-8

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related</p>	<ul style="list-style-type: none"> • I can rewrite an expression in different forms from a problem situation. 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Additive identity • Algebraic expression • Arithmetic sequence • Associative • Coefficient • Commutative • Constant • Counter example • Define a variable • Distributive • Equivalent expressions • Factor • Factored form • Like terms • Linear expression • Monomial • Multiplicative identity • Multiplicative property of zero • Sequence • Simplest form • Term • variable 	<p>Chapter 2</p> <ul style="list-style-type: none"> • Lesson 6 <p>Chapter 5</p> <ul style="list-style-type: none"> • Lessons 1-8

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions & Equations

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.EE.3 Solve multistep real world and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate and assess the reasonableness of answers using mental computation and estimation strategies</p>	<ul style="list-style-type: none"> • I can solve multi-step problems posed with positive & negative rational numbers in any form • I can use properties of operations to calculate with numbers • I can use mental computation to estimate 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Opposites • Additive inverse • Least common denominator rational numbers • Integers • Associative • Distributive • Commutative • approximate 	<p>Chapter 2</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 4 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 8 <p>Chapter 3</p> <ul style="list-style-type: none"> • Lesson 2 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 4 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lessons 1-6 <p>Chapter 6 Problem solving investigation</p>

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions & Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.EE.4 Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities</p> <p>a) Solve word problems and equations of the form $p(x+q)=r$ and $px+q=r$</p> <p>b) Solve inequalities and word problems of the form $px+q>r$ or $px+q<r$. Graph the solution set of the inequality and interpret it in the context of the problem</p>	<ul style="list-style-type: none"> • I can use variables to represent quantities in a problem. • I can solve word problems leading to equations of the form $px+q=r$ and $p(x+q)=r$ • I can compare algebraic and arithmetic solutions and identify the sequence of operations in each • I can solve word problems leading to inequalities of the form $px=q>r$ or $px+q<r$ • I can graph and describe the solution set for the problem 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Addition property of equality • Addition property of inequality • coefficient • Division property of equality • Division property of inequality • Equation • Equivalent equation • Inequality • Multiplication property of equality • Multiplication property of inequality • Solution • Subtraction property of equality • Subtraction property of inequality • Two-step equation • Two-step inequality 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 1-8

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale</p>	<ul style="list-style-type: none"> • I can compute actual lengths and areas from a scale drawing • I can reproduce a scale drawing at a different scale 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Scale drawing • Scale model • Scale • Scale factor 	<p>Chapter 7 Problem Solving</p> <ul style="list-style-type: none"> • Lesson 4

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.G.2 Freehand, ruler, and protractor technology Draw geometric shapes with given conditions. Focus on constructing triangles from 3 measures of angles or sides, noticing with the conditions determine a unique triangle more than one triangle, or no triangle</p>	<ul style="list-style-type: none"> • I can draw geometric shapes that meet given conditions 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Acute triangle • Right triangle • Obtuse triangle • scalene triangle • isosceles triangle • equilateral triangle • triangle • congruent segments 	<p>Chapter 7</p> <ul style="list-style-type: none"> • Lesson 3 <p>Inquiry lab</p> <ul style="list-style-type: none"> • Lesson 5

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
7.G.3 Describe the 2-D figures that result from slicing 3-D figures as in a plane section of right rectangular pyramids	<ul style="list-style-type: none">I can describe the 2-D figures that result from slicing 3-D figures	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">PrismBasesPyramidPlaneCoplanarParallelPolyhedronEdgeFaceVertexDiagonalCylinderConeCross section	Chapter 7 <ul style="list-style-type: none">Lesson 5Lesson 6

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle	<ul style="list-style-type: none">I know and can describe the formulas for the area and circumference of a circle and can use them to solve problems	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">CircleCenterCircumferenceDiameterRadiusPi πSemicircleComposite figure	Chapter 8 <ul style="list-style-type: none">Lesson 1Lesson 2Lesson 3 Problem solving investigation

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure	<ul style="list-style-type: none">I can use supplementary complementary, vertical, and adjacent angles to solve for an unknown angle in a figure	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">VertexRight angleAcute angleStraight angleVertical anglesAdjacent anglesComplementary anglesSupplementary angles	Chapter 7 <ul style="list-style-type: none">Lesson 1Lesson 2

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.G.6 Solve real-world and mathematical problems involving area, volume, and surface area of 2D and 3D objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</p>	<ul style="list-style-type: none"> • I can solve problems involving area, volume, and surface area of 2D and 3D objects 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Volume • Lateral face • Surface area • Lateral surface area • Slant height • Regular pyramid • Composite figure 	<p>Chapter 8</p> <p>Problem Solving investigation</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 8

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.1</p> <ul style="list-style-type: none"> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population form a sample are valid only if the sample is representative of that population Understand that random sampling tends to produce representative samples and support valid inferences 	<ul style="list-style-type: none"> I can explain how statistics can give information about a population I can explain that generalizations about a population are valid if the sample is representative and that random sampling tends to produce representative samples. 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Statistics Survey Population Sample Unbiased sample Simple random sample Systematic random sample Biased sample convenience sample Voluntary response sample 	<p>Chapter 10</p> <ul style="list-style-type: none"> Lesson 1 Lesson 2 Lesson 3 Lesson 5

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.2 Use data from a random sample to draw inferences about a populations with an unknown characteristic of interest Generate multiple samples of the same size to gauge the variation in estimates or predictions</p>	<ul style="list-style-type: none"> • I can use data forma random sample to draw inferences about a populations with an unknown characteristic of interest. • I can create samples of the same size to gauge the variation in estimates 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Statistics • Survey • Population • Sample • Unbiased sample • Simple random sample • Systematic random sample • Biased sample • Convenience sample • Voluntary response sample 	<p>Chapter 10</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.3 Informally assess the degrees of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability</p>	<ul style="list-style-type: none"> I can assess the degree of visual overlap of two numerical data distributions with similar variabilities and express the difference as a measure of variability 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Double box plot Double dot plot Visual overlap 	<p>Chapter 10</p> <p>Inquiry Lab page 825 Inquiry Lab page 837</p> <p>Lesson 4</p>

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about 2 populations</p>	<ul style="list-style-type: none"> I can use measures of center and measures of variability to draw informal comparative inferences about two populations 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Double box plot Double dot plot 	<p>Chapter 10</p> <ul style="list-style-type: none"> Lesson 4

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event is neither unlikely nor likely, and a probability near 1 indicates a likely event</p>	<ul style="list-style-type: none"> • I can describe the probability of a chance event occurring as a number between 0 and 1. • Near Zero = Unlikely • Around $\frac{1}{2}$ = Neither • Near 1 = Likely 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Probability • Outcome • Simple event • Random complementary events • Fundamental counting principle 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 5

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.6 Approximately the probability of a chance event by collecting data of the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</p>	<ul style="list-style-type: none"> • I can approximate the probability of a change event by collecting data on the change process that produces it and observing its long-run frequency. • I can predict the approximate relative frequency if given the probability 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Approximate • Relative frequency 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Inquiry lab page 719

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies. If the agreement is not good, explain possible sources of the discrepancy.</p> <p>a) Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p>b) Develop a probability model by observing frequencies in data generated from a chance process.</p>	<ul style="list-style-type: none"> • I can compare probabilities from a model and observed frequencies, and explain any discrepancies • I can develop a uniform probability model by assigning equal probability to all outcomes and use it to determine probabilities of events • I can develop a probability to all outcome 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Probability • Outcome • Simple event • Random complementary events • Uniform probability model • Theoretical probability • Experimental probability model by observing frequencies in data generated from a chance process 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2

Course Title: 7th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation</p> <p>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</p> <p>b) Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. Identify the outcomes in the sample space which compose the event</p> <p>c) Design and use simulation to generate frequencies for compound events</p>	<ul style="list-style-type: none"> • I can describe the probability of a compound event as the fraction of outcomes in the sample space for which the event occurs • I can represent sample spaces for a compound event using lists, tables, and tree diagrams • I can design and use a simulation to generate frequencies for compound events 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Sample space • Tree diagram • Compound event • Simulation • Fundamental counting principle • Permutation • Independent events • Dependent events • Probability 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.RP.1 Understand the concept of a ratio language to describe a ratio relationship between two quantities</p>	<ul style="list-style-type: none"> • I can describe a ratio relationship between two quantities 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • ratio 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lesson 2

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.RP.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</p>	<ul style="list-style-type: none"> I can express a unit rate using appropriate vocabulary 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Rate Unit rate Unit price 	<p>Chapter 1</p> <ul style="list-style-type: none"> Lesson 3

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Ratios & Proportional Relationships

PACING: 1

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems about tables of equivalent ratios, tape diagrams, double number line diagrams or equations</p> <ul style="list-style-type: none"> 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 c) Find a percent of a quantity as a rate per 100; 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 then multiplying or dividing quantities 	<ul style="list-style-type: none"> • I can make and use tables of equivalent ratios • I can solve unit rate problems that involve unit pricing and constant speed • I can solve problems that involve finding a percent • I can use ratio reasoning to convert measurement units 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Ratio • Rate • Unit rate • Unit price • Ratio table • Equivalent ratios • Scaling • Coordinate plane • Origin • X-axis • Y-axis • Ordered pair • X-coordinate • Y-coordinate • Graph • Least common denominator • Percent • Proportion • Percent proportion • Rational number • Unit ratio • Dimensional analysis 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lessons 2-7 <p>Chapter 2</p> <ul style="list-style-type: none"> • Lessons 1-8 <p>Chapter 4</p> <ul style="list-style-type: none"> • Lesson 5 <p>Chapter 7</p> <ul style="list-style-type: none"> • Lesson 4

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.1 Interpret and compute of fraction, and solve word problems involving dividing of fractions by fractions</p>	<ul style="list-style-type: none"> • I can solve problems involving division of fractions by fractions 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Reciprocals • Numerator • Denominator • Simplest form 	<p>Chapter 4</p> <ul style="list-style-type: none"> • Lessons 6-8

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm</p>	<ul style="list-style-type: none"> • I can divide multi-digit numbers 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Compatible numbers • Divisor • Divident • quotient 	<p>Chapter 3</p> <ul style="list-style-type: none"> • lesson 5 • lesson 6

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation</p>	<ul style="list-style-type: none"> I can add, subtract, multiply, and divide multi-digit decimals 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Addend Sum Annex Zeros Difference Product Factors Divident Divisor quotient 	<p>Chapter 3</p> <ul style="list-style-type: none"> Lesson 1 Lesson 3 Lesson 4 <p>Problem solving investigation</p> <ul style="list-style-type: none"> Lesson 7 Lesson 8

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING:

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.4 Find the greatest common factor of two whole numbers less than equal to 100 and the least common multiple of two whole numbers less than or equal to twelve 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 factors</p>	<ul style="list-style-type: none"> • I can find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to twelve. • I can use the distributive property to express a sum of two numbers with a common factor as a multiple 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Greatest common factor • Least common multiple • Distributive property • Factor the expression 	<p>Chapter 1</p> <ul style="list-style-type: none"> • Lesson 1 <p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 6

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive & negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation</p>	<ul style="list-style-type: none"> • I can use positive and negative numbers to represent quantities in real-world contexts 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Integer • Negative integer • Positive integer • Absolute value • opposites 	<p>Chapter 5</p> <ul style="list-style-type: none"> • lesson 1 • lesson 2 <p>Problem-solving investigation</p>

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING:

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinates axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a) Recognize opposite signs of numbers as indicating locations in opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, and 0 is its own opposite</p> <p>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</p> <p>c) Find and position integers and other rational numbers on a horizontal or vertical number line; find and position pairs of integers and other rational numbers on a coordinate plane</p>	<ul style="list-style-type: none"> • I can recognize that opposite signs of numbers indicate locations on opposite sides of 0 on the number line • I can recognize that the opposite of the opposite of a number is the number itself • I can recognize that when two ordered pairs differ only by signs, the locations of the points are reflections across one or both coordinate axes • I can find and position integers and other rational numbers on a number line and a coordinate plane 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Integer • Positive integer • Negative integer • Absolute value • Opposites • Quadrants 	<p>Chapter 5</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 5 • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.7 Understand ordering and absolute value of rational numbers</p> <ul style="list-style-type: none"> a) Interpret statements of inequality as statements about the relative position of two numbers on a number line. b) Write, interpret, and explain statements of order for rational numbers in real-world contexts 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 d) Distinguish comparisons of absolute value from statements about order 	<ul style="list-style-type: none"> • I can understand ordering and absolute value of rational numbers • I can use inequalities to understand the relative position of 2 numbers on a number line • I can use rational numbers in real-world contexts • I can understand absolute value as the magnitude for a positive or negative quantity in a real-world situation • I can distinguish comparisons of absolute value from statements about order 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Absolute value • Opposites • Compare • Order 	<p>Chapter 5</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 • Lesson 5

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: The Number System

PACING: 2

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.NS.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</p>	<ul style="list-style-type: none"> • I can solve problems by graphing points in all four quadrants of a coordinate plane 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Quadrant • X-axis • Y-axis • Ordered pair • Coordinates • Coordinate plane • Origin 	<p>Chapter 5</p> <ul style="list-style-type: none"> • Lesson 7 <p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 5

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.1 Write and evaluate numerical expressions involving whole-number exponents</p>	<ul style="list-style-type: none"> • I can write and evaluate numerical expressions involving whole-number exponents 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Base • Exponent • Powers • Perfect square • Numerical expression • Order of operations 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers</p> <ul style="list-style-type: none"> a) Write expression that record operations with numbers and with letters standing for numbers b) Identify parts of an expression using mathematical terms; view one or more parts of an expression as a single entity c) Evaluate expression 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 using the order of operations 	<ul style="list-style-type: none"> • I can read and write expressions that record operations with numbers and with letters standing for numbers • I can identify parts of an expression using mathematical terms • I can evaluate expressions at specific values of their variables • I can use the order of operations to evaluate expressions when there are no parentheses 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Algebra • Variable • Algebraic expression • Evaluate • Defining the variable • Term • Coefficient • Constant • Like terms • Function • Function rule • Function table • Independent variable • Dependent variable • Sequence • Term • Arithmetic • Sequence • Geometric sequence 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 4 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 7 <p>Chapter 8</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.3 Apply the properties of operations to generate equivalent expressions</p>	<ul style="list-style-type: none"> • I can use the order of operations to generate equivalent expressions 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Properties • Commutative • Properties • Associative properties • Identity properties • Equivalent expressions • Distributive property • Factor the expression • Term • Coefficient • Constant • Like terms 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expression & Equations

PACING:

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.4 Identify when two expressions are equivalent</p>	<ul style="list-style-type: none"> • I can identify when two expressions are equivalent 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Distributive property • Factor the expression • Term • Coefficient • Constant • Like terms 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.5 Understand solving an equations or inequality as a process of answering a question: which values from a specified set, if any, make the equations or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true</p>	<ul style="list-style-type: none"> I can substitute numbers to find out if a given number in a specified set makes an equation or inequality true 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Equation Equals sign Solve Solution Inverse operations Subtraction property of equality Addition property of equality Division property of equality Multiplication property of equality inequality 	<p>Chapter 7</p> <ul style="list-style-type: none"> Lessons 1-5 <p>Chapter 8</p> <ul style="list-style-type: none"> Lesson 5 Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that variable can represent an unknown number, or depending on the purpose at hand, any number specified set</p>	<ul style="list-style-type: none"> • I can use variables to represent numbers and write expressions when solving problems 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Algebra • Variable • Algebraic expression • Evaluate • Defining the variable • Sequence • Term • Arithmetic sequence • Geometric sequence 	<p>Chapter 6</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 <p>Chapter 8</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.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 non-negative rational numbers</p>	<ul style="list-style-type: none"> • I can solve equations of the form $x+p = q$ and • $px = q$ for cases in which all nonnegative rational numbers 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Inverse operations • Subtraction property of equality • Addition property of equality • Division property of equality • multiplication property of equality 	<p>Chapter 7</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.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 indefinitely many solutions; represent solutions of such inequalities on number lines</p>	<ul style="list-style-type: none"> • I can write an inequality of the form $x > c$ or $x < c$ to represent a constraint or conditions in a problem • I can represent solutions of inequalities on number lines 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Constraint • Condition • inequality 	<p>Chapter 8</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 6 • Lesson 7

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Expressions and Equations

PACING: 3

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.EE.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 (independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation</p>	<ul style="list-style-type: none"> • I can use variables to represent quantities in a real-world problem that change in relation to each other • I can analyze the relationship between variables using graphs and tables and can relate these to the equation 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Function • Function rule • Function table • Independent variable • Dependent variable • Sequence term • Arithmetic Sequence • Geometric sequence • Linear function 	<p>Chapter 8</p> <ul style="list-style-type: none"> • Lessons 1-4 <p>Problem solving investigation</p>

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.G.1 Find the area of right triangles, other triangles, special quadrilateral, 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</p>	<ul style="list-style-type: none"> • I can find the areas of polygons by composing or decomposing them into other shapes and can solve problems with these techniques 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Base • Composite figure • Congruent • Formula • Height • Parallelogram • Polygon • rhombus 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lessons 1-6

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formula $v = lwh$ and $v = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<ul style="list-style-type: none"> • I can find the volume of a right rectangular prism by packing the prism unit cubes of the appropriate unit fraction edge lengths • I can apply the formulas $v = lwh$ and $v = bh$ to find volumes of right rectangular prisms. 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Three dimensional figure • Prism • Rectangular prism • Volume • Cube units • Triangular prism 	<p>Chapter 10</p> <ul style="list-style-type: none"> • Lesson 1 <p>Problem solving investigation</p> <ul style="list-style-type: none"> • Lesson 2

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems</p>	<ul style="list-style-type: none"> • I can draw polygons in a coordinate plane given coordinates for the vertices • I can use coordinates to find the length of a side joining points with the same first or second coordinate 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Polygons • Coordinate plane 	<p>Chapter 9</p> <ul style="list-style-type: none"> • Lesson 5

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry

PACING: 4

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.G.4 Represent 3D 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</p>	<ul style="list-style-type: none"> • I can create and recognize 3D figures using nets of the figures • I can find the surface areas of 3D figures by analyzing their nets and can apply these techniques to solve problems 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Surface area • Pyramid • Vertex • Base • Lateral face • Slant • Height 	<p>Chapter 10</p> <ul style="list-style-type: none"> • Lesson 3 • Lesson 4 • Lesson 5

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: **Statistics & Probability**

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers	<ul style="list-style-type: none">I can recognize that statistical questions generate data that is variable	<ul style="list-style-type: none">Study IslandGlencoe Textbook Student WorkGlencoe textbook Quizzes & TestsOnline ResourcesTeacher Created Resources	<ul style="list-style-type: none">Variable dataStatistical question	Chapter 11 <ul style="list-style-type: none">Inquiry labProblems solving investigation

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics and Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.SP.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</p>	<ul style="list-style-type: none"> I can describe the distribution of a set of data in terms of its center, spread, and overall shape 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Box plot Distribution Symmetric distribution Cluster Gap Peak 	<p>Chapter 12</p> <ul style="list-style-type: none"> Lesson 3 Lesson 4

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics & Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.SP.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</p>	<ul style="list-style-type: none"> I can explain the difference between a measure of center and a measure of variation for a numerical set of data 	<ul style="list-style-type: none"> Study Island Glencoe Textbook Student Work Glencoe textbook Quizzes & Tests Online Resources Teacher Created Resources 	<ul style="list-style-type: none"> Mean Average Measures of center Median Mode Measures of variation Quartiles First quartile Third quartile Interquartile range Range outliers 	<p>Chapter 11</p> <ul style="list-style-type: none"> Lessons 1-3

Course Title: 6th Grade Math

UNIT/ORGANIZING PRINCIPLE: Statistics & Probability

PACING: 5

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots</p>	<ul style="list-style-type: none"> • I can display numerical data in plots on a number line (dot plots, histograms, and box plots) 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Mean • Average • Measures of center • Median • Mode • Measures of variation • Quartiles • First quartile • Third quartile • Interquartile range • Range • outliers 	<p>Chapter 12</p> <ul style="list-style-type: none"> • Lessons 1-3 <p>Problem solving investigation</p>

ESSENTIAL QUESTIONS:	What do we want kids to learn?	How will we know if they have learned it?	What will we do if they do not learn it?	What will we do if they already know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/ SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>6.SP.5 Summarize numerical data sets in relations to their context</p> <ul style="list-style-type: none"> a) Summarize numerical data sets in relation to their context, such as by reporting the number of observations b) Summarize numerical data sets in relation to their context, such as by describing the nature of the attribute under investigation, including how it was measured and its units of measurements c) Summarize numerical data sets in relation to their context, such as by giving quantitative measures of center and variability, as well as describing any overall patten and any striking deviations from the overall pattern with reference to the context in which the data were gathered d) Summarize numerical data sets in relation to their context, such as by relating the choice of measures of center and variability to the shape of the data distribution and the context of the data 	<ul style="list-style-type: none"> • I can summarize numerical data sets by reporting the number of observations • I can summarize numerical data sets by describing the nature of the attribute under investigation • I can summarize numerical data sets by giving quantitative measure of center and variability • I can summarize numerical data sets by relating the choice of measures to the shape of the data distribution and the context of the data collection 	<ul style="list-style-type: none"> • Study Island • Glencoe Textbook Student Work • Glencoe textbook Quizzes & Tests • Online Resources • Teacher Created Resources 	<ul style="list-style-type: none"> • Measures of center • Median • Mode • Measures of variation • Quartiles • First quartile • Third quartile • Interquartile range • Range • Outliers • Mean absolute deviation • Line plot • Dot plot • Histogram • Frequency distribution • Box plot • Distribution • Symmetric distribution • Cluster • Gap • Peak 	<p>Chapter 11</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 • Lesson 4 • Lesson 5 <p>Chapter 12</p> <ul style="list-style-type: none"> • Lessons 1-4

