## Helena-West Helena School District

Year at a Glance

Subject: Math Grade: 6th

Unit or Content	TLI	SLE	Prerequis	Texts	Essential	Mathematical	Mathematica
	Module	Frameworks	ites		Question	Vocabulary	l Practice
1. Number	3	6.NS.4 (a,b)	multiply	McGraw/Hill,	How can	Ratio	1. Make sense
System	1	6.NS.2	whole	pgs.	estimating be	Rate	of problems and
Fluency	1	6.NS.1	numbers	7-14	helpful?	Unit rate	persevere in
	2	6.RP.1		215-230		Unit price	solving them
	2	6.RP.2		297-332	What does it	Relationship	2. Reason
	2	6.RP.3		15-26	mean to	Quantities	abstractly and
	1	6.NS.3		27-38	multiply and	Equivalent -	quantitatively
	3	6.NS.4(c)		15-78	divide	ratio	
				177-213	fractions?	Coordinate-	3. Construct viable
						plane	arguments and
				-		Standard-	critique the
				<u>EngageNY</u>		algorithm	reasoning of
				TTI		Dividend	others
				TLI		Divisor	4. Model with
				State of Coordin		Remainder	mathematics
				State of Georgia, Department of		Quotient Factor	mamematics
				Education		GCF	5. Use
				Education		Multiple	appropriate
				Betterlesson.com		LCM	tools
				Detter ressolit.com		Distributive -	strategically
				Harcourt Math		property	6. Attend to
				Tiaicourt iviatii		property	precision
							7. Look for and
							make use of
							structure.

2. Properties of	3	6.EE.3	McGraw Hill,	How is it	Equivalent -	1. Make sense
<b>Operations:</b>	3	6.EE.1 (b)	pgs.	helpful to	expressions	of problems
Expressions	3	6.EE.4	476-502	write numbers	Commutative -	and persevere
and Equation	s 3	6.EE.1 (a)	433-448	in different	property	in solving
_	3	6.EE.2(a,b,c)	493-502	ways?	Associative -	them
	6	6.G.1	657-724		property	
	6	6.G.2	735-757	How do you	Base	2. Reason
	4	6.EE.6	449-594	determine if	Exponent	abstractly and
	4	6.EE.7	521-568	two numbers	Numerical -	quantitatively
	4	6.EE.5	513-568	or expressions	expression	
				are equal?	Sum	3. Construct
			<b>EngageNY</b>		Difference	viable
					Term	arguments
			TLI		Product	and critique
					Factor	the reasoning
			Stae of Georgia,		Quotient	of others
			Department of		Coefficient	
			Education		Arithmetic -	4. Model with
					expression	mathematics
			BetterLesson.		Order of -	
			<u>com</u>		operations	5. Use
					Algebraic-	appropriate
			Harcourt Math		expression	tools
			G: 3.6.4		Variable	strategically
			Singapore Math		Constant	C A 1 .
					Algebraic -	6. Attend to
					equation	precision
					Rational	7 11- 6
					numbers	7. Look for
					Equation	and make use
						of structure.

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Subject: <u>Math</u>		Grade: <u>6<sup>th</sup></u>				
3. Number	1	6.NS.5 (a,b)	McGraw Hill	How are	Positive	1. Make sense
System	1	6.NS.6	343-373	symbols such	Negative	of problems
Application:		(a,b)(A,B)	375-410	as <, >, and +	Opposite Rational- numbers	and persevere
Equations,	4	6.EE.8	615-642	useful?	Integer	in solving them
Rational	4	6.EE.9 (A,B)	579-613	aserar.	Coordinate –plane	
Numbers,	1	6.NS.7	353-378		Ordered pair	2. Reason
rumbers,	1	6.NS.8	403-414		Quadrant	abstractly and
			705-712		Reflection	quantitatively
	1	6.G.3	755-790		Inequality Independent –	
	6	6.G.4			variable	3. Construct
			<u>EngageNY</u>		Dependent –	viable
					variable	arguments and
			TLI		Absolute value	critique the
					Magnitude Coordinates	reasoning of
			State of Georgia,		X-coordinate	others
			Department of		Y-coordinate	4 3 4 4 4 4 4
			Education		Vertex/vertices	4. Model with
			D 11 T		Polygon	mathematics
			BetterLesson.com		Right rectangular	C 11
			III and a sout Modile		prism Right- triangular -	5. Use
			Harcourt Math		prism	appropriate tools
			Sin son one Modle		right square -	
			Singapore Math		pyramid	strategically
			Arkansas Dept of		Right -tetrahedron Net	6. Attend to
			Education		Surface area	precision
			Lucation		Function	precision
			US Dept of		Composite figure	7. Look for and
			Education		Function rule	make use of
			<u> </u>		Function table	structure.
			Coreguides.com			Stratule.
			PARCC			

4. Statistics and	5	6.SP.4	McGraw Hill	How are the	Variability	1. Make sense
Probability	5	6.SP.1	pgs.	mean, median,	Distribution-	of problems
	5	6.SP.2	863-900	and mode	Center	and persevere
	5	6.SP.3	805-827	helpful in	Spread	in solving
	5	6.SP.5	879-898	describing	Mean	them
			805-836 817-918	data?	Median	
			817-918		Mode	2. Reason
			EngageNY		Measure of -	abstractly and
			<u> Linguager ( 1</u>		variation	quantitatively
			TLI		Range	
					Interquartile-	3. Construct
			State of Georgia,		range	viable
			Department of		Extremes	arguments
			Education		Lower quartile	and critique
			Dotton I comment		Upper quartile	the reasoning
			BetterLesson.com		Outlier	of others
			Harcourt Math		Mean absolute	
			Harcourt Math		deviation	4. Model with
			Singapore Math		(MAD)	mathematics
			8 1		Line plot	
			US Dept. of		Dot plot	5. Use
			<b>Education</b>		Histogram	appropriate
					Lower extreme	tools
			Arkansas Dept. of		Upper extreme	strategically
			Education		Box plot	
			Coreguides.com		Data set	6. Attend to
			PARCC		Measure of-	precision
					variability	
						7. Look for
						and make use
						of structure.

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