

## Sixth Grade Pacing Guide for Math Weeks 1-9

Week	Unit and Topic	Key Concepts
<b>Ratio and Proportional Relationships</b> <i>Understand ratio concepts and use ratio reasoning to solve problems.</i>		
1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	
2	Understand the concept of a unit rate with associated units, a ratio and use it to describe a relationship in the context of a ratio relationship.	
3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
<b>Number Systems</b> <i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>		
4	Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual models and equations to represent the problem.	
<b>Operations and Algebraic Thinking</b> <i>Apply and extend previous understandings of multiplication and division to divide whole numbers and a whole by a whole.</i>		
5	Fluently divide multi-digit numbers using the standard algorithm.	
6	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
7	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 10. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	
8	Exponents and Factoring	



April 2017



## Math Weeks 10-18

Unit and Topic	Key Concepts
<b>Expressions and Equations</b> <i>Understand expressions and use variables to represent quantities in a real-world or mathematical problem.</i>	
1	Use variables to represent quantities in a real-world or mathematical problem, and write expressions that use operations on variables to represent a quantity.
2	Understand patterns in an arithmetic sequence and use them to find terms of the sequence.
3	Use variables to represent quantities in a real-world or mathematical problem, and write expressions that use operations on variables to represent a quantity.
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7	Use variables to represent quantities in a real-world or mathematical problem, and write expressions that use operations on variables to represent a quantity.
8	Understand patterns in an arithmetic sequence and use them to find terms of the sequence.
9	Use variables to represent quantities in a real-world or mathematical problem, and write expressions that use operations on variables to represent a quantity.
10	Understand patterns in an arithmetic sequence and use them to find terms of the sequence.



## Math Weeks 19-27

Unit and Topic	Key Concepts
<b>Expressions and Equations</b> <i>Understand expressions and use variables to represent quantities in a real-world or mathematical problem.</i>	
1	Use variables to represent quantities in a real-world or mathematical problem, and write expressions that use operations on variables to represent a quantity.
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## Math Weeks 28-36

Unit and Topic	Key Concepts
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B&W and Color



# A 6th Grade Math Pacing Guide

**Susan Lang, Betsy Moore, Todd Stanley**



## **A 6th Grade Math Pacing Guide:**

**Math Know-How** Thomasenia Lott Adams, Joanne LaFramenta, 2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches Thomasenia Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately Rigorous Curriculum Design Larry Ainsworth, 2011-04-16 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected **Short Cycle Assessment** Susan Lang, Betsy Moore, Todd Stanley, 2013-09-27 This book shows you how to improve student achievement by providing them with frequent feedback on their work It provides a step by step process to help you write good questions that asses student learning design your own formative assessments administer short cycle assessments analyze and use data to shape instruction prepare your students for high stakes tests and includes activities and forms to walk you through the process step by step Leading With Inquiry and Action Matthew Militello, Sharon F. Rallis, Ellen B. Goldring, 2009-07-23 Enhance learning with a collaborative inquiry based system of leadership This practical guide presents a systematic ongoing process for collecting information making decisions and taking action in order to improve instruction and raise student achievement The authors illustrate a collaborative inquiry action cycle within a real world context and offer questions and exercises to guide individual reflection and group discussion Thoroughly grounded in research this book helps administrators Identify areas for instructional improvement Determine community supported solutions and build stakeholder commitment Articulate an action plan based on multiple data sources Take steps that support teacher development Systematically evaluate program results **The Mathematics Lesson-Planning Handbook, Grades 6-8** Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence

rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners

**Transform Your Math Class Using Asset-Based Teaching for Grades 6-12** Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development

**Exploding the Castle** Michael F. Young, Stephen T. Slota, 2017-07-20 This volume explores the future role of games in education emphasizing game mechanics and joyful learning It addresses scalability player goal adoption and game based

instructional environments The book aims to shift the dialogue towards nuanced discussions reaching teachers researchers designers and players

**Year/Glance Pacing Chrt Gr1 CA Math 02 HSP,2001** **Year/Glance Pacing Chrt Gr2 CA Math 02 HSP,2001** *Scott Foresman-Addison Wesley Mathematics ,2008* **Everyday Mathematics 2 Grade Teacher's Lesson Guide Volume 2** Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific *Curriculum Connections Through the Library* Barbara K. Stripling,Sandra Hughes-Hassell,2003-10-30 A collection of essays which explore the educational principles and research and connects national curriculum trends to current library practice **Connected Mathematics ,2004** Contains a complete sixth grade mathematics curriculum with connections to other subject areas **Framing Questions, Constructing Answers** Noel F. McGinn,Allison M. Borden,1995 This workbook is an example of an interactive expert system It simulates the relationship between an education policy maker and an informed consultant The consultant interviews the policy maker asking about the performance of the education system The policy maker s answers to each question influence the next question that is asked The consultant discusses results from studies in other countries to help focus questions Eventually the questions lead to examples of programs tried out in countries with problems similar to those of the policy maker All aspects of basic education systems are covered finance teachers assessment curriculum material buildings and administration *Mathematics Teaching in the Middle School ,2009-08* **Il Te Test Prep Gr2 Math 04 HSP,2005-03** *Curriculum Review ,1986* *At the Cliff's Edge* Matthew Militello,2004 *Teacher Agency in the Process of State Mandated Reform* Kyle C. Ruggles,2009 Under No Child Left Behind NCLB federally funded schools and Local Educational Agencies LEAs that do not meet Adequate Yearly Progress AYP criteria for two consecutive years are designated Program Improvement PI mandating participation in school reform interventions In February 2008 the California Department of Education CDE released a corrective action plan mandate requiring all LEAs or school districts in Year 3 of PI to participate in intensive moderate light or other levels of technical support that includes participation in the District Assistance and Intervention Team DAIT process The DAIT process brings outside consultants and district office administrators into schools and classrooms for regular walkthroughs and assessments of improvement plan implementation Yet little is known about how these state mandates influence teachers instructional practices and decision making power or agency This study explores teachers perceptions of the DAIT process and how agency is influenced in an urban fringe pre kindergarten through grade 8 PI school district in California that volunteered to pilot the DAIT process during the 2006 2009 school years The socio cultural theory of learning Gallucci 2003 and the principal agent theory Ferris 1992 guide the analysis of this embedded and longitudinal multi case study of three middle

schools and the district office within the PI school district Rich thick qualitative descriptions from 24 teachers and five district office administrators engaged in state mandated reform emerge from the single case and cross case analyses Teachers perceive the DAIT feedback as vague and lacking in teacher involvement in classroom visitations which led to teachers viewing the process as superficial Yet teachers also considered the DAIT process as beneficial in increasing teacher team reflection and collaboration around a singular common instructional focus of reading comprehension which seemed to be positively associated with agency A variance of teacher agency levels was found to depend upon school context and how teachers perceived themselves while balancing the costs and benefits from DAIT feedback Findings also reveal that the DAIT process may have compromised teacher agency due to the lack of teacher participation and involvement in the development of the process potentially eroding teachers sense of professionalism      Resources in Education ,1996

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