
Common Core Math 6

Curriculum Guide

Scranton School District

Scranton, PA



Prerequisite : Math 5

Intended Audience: This course is designed for the student who has successfully completed Math 5 by the end of 5th grade.

Year-at-a-glance

This course comprises all the Pennsylvania Core Standards for grade 6 mathematics. While coherence is retained, in that it logically builds from the 5th grade mathematics course, this course demands a normal pace for instruction and learning. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NOTE: There are 29 weeks prior to PSSA. Ensure heavily tested content anchors are covered thoroughly.

The critical areas are as follows:

- Students develop an understanding of ratio concepts and use ratio reasoning to solve problems.
- Students apply and extend previous understandings of multiplication and division to divide fractions by fractions. Students compute fluently with multi-digit numbers and find common factors and multiples. Students apply and extend previous understandings of numbers to the system of rational numbers.
- Students will apply and extend previous understandings of arithmetic and algebraic expressions. Students will reason about and solve one-variable equations and inequalities. Students will represent and analyze quantitative relationships between dependent and independent variables.
- Students will solve real-world and mathematical problems involving area, surface area, and volume.
- Students will develop an understanding of statistical variability and summarize and describe distributions.

After successfully completing the course, students will be enrolled in either Common Core Math 7, Common Core 7 Acc, or Common Core Math 7P.

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Course Name: Mathematics	Grade: 6
Prerequisites: Successful completion of Grade 5 math concepts	
Course Description: The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem solving in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratio and proportion, pre-algebra, statistics, and geometry.	

Summary By Quarter

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. **NOTE:** There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 1 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
Operations with Whole Numbers (Add, Subtract, Multiply, and Divide) Memorization of facts	CC.2.1.6.E.2 M06.A-N.2.1.1 M06.A-N.2.1	7-10 days
Add and Subtract Decimals Multiply Decimals Divide with Decimals	CC.2.1.6.E.2 M06.A-N.2.1.1 M06.A-N.2.1	4 days 4 days 7 days
Exponents Order of Operations using PEMDAS	CC.2.1.6.B.1 M06.B-E.1.1.1	10 days
Greatest Common Factor Least Common Multiple	CC.2.1.6.E.3 M06.A-N.2.2.1	8 days
Division of Fractions (Real-World Applications)	CC.2.1.6.E.1 M06.A-N.1.1.1	10 days

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. **NOTE:** There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 2 Overview

Topic	Standards / Assessment Anchors	Pacing Guide
Ratios and proportional relationships: • Use ratio language and notation (such as 3 to 4, 3:4, 3/4) • Equivalent Ratios • Ratio Tables • Unit Rate	CC.2.1.6.D.1 M06.A-R.1.1.1 M06.A-R.1.1.3 M06.A-R.1.1.3 M06.A-R.1.1.4	3 weeks - Ongoing as needed throughout the year
Expressions: • Parts of an expression • Write an expression • Evaluate an expression • Equivalent expressions • Distributive Property	CC.2.2.6.B.1 M06.B-E.1.1.3 M06.B-E.1.1.2 M06.B-E.1.1.4 M06.B-E.1.1.4 , M06.B-E.1.1.5 M06.B-E.1.1.5, M06.A-N.2.2.2	18 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Equations: • Write and solve one step equation (add, subtract, multiply and divide). • Independent and Dependent Variables.	CC.2.1.6.D.1 M06.B-E.3.1.1 M06.B-E.3.1.2	12 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Percents: • Find a percent of a quantity as a rate per 100. • Solve problems involving finding the whole, given a part and the percentage.	CC.2.1.6.D.1 M06.A-R.1.1.5 M06.A-R.1.1.5	5 days

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/

reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 3 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
The Number System: Real-World Contexts - Positive and Negative Numbers - Opposite Integers - Absolute Value of Integers - Plotting of integers on the coordinate plane. - Finding the distance between two coordinates.	CC.2.1.6.E.4 M06.A-N.3.1.1 M06.A-N.3.1.2 M06.A-N.3.2.2 M06.A-N.3.2.3 M06.A-N.3.2.3	12 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Inequalities: Write and graph an inequality on a number line.	CC.2.1.6.E.4 M06.B-E.2.1.4	10 days
Statistics and Probability: - Mean, Median and Mode - Mean Absolute Deviation - Range - Interquartile Range - Box and Whisker Plots - Line Plots - Histograms	CC.2.4.6.B.1 , CC.2.4.6.B.2 M06.D-S.1.1.2 M06.D-S.1.1.2 M06.D-S.1.1.2 M06.D-S.1.1.2 M06.D-S.1.1.1 M06.D-S.1.1.1 M06.D-S.1.1.1	23 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Geometry: Cover in Quarters 3 and early in Quarter 4 - before PSSA - Find the area of a square, rectangle, parallelogram, triangle, and trapezoid. - Find the area of irregular and compound figures. - Find the volume of a rectangular prism and cube. - Represent three-dimensional figures using nets made of rectangles and triangles.	CC.2.3.6.A.1 M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.5 M06.C-G.1.1.6	25 days - Cover in Quarters 3 and early in Quarter 4 - before PSSA Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess

Find the surface area of a rectangular prism, cube and triangular prism.		
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Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 4 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
Geometry: - Find the area of a square, rectangle, parallelogram, triangle, and trapezoid. - Find the area of irregular and compound figures. - Find the volume of a rectangular prism and cube. - Represent three-dimensional figures using nets made of rectangles and triangles. - Find the surface area of a rectangular prism, cube and triangular prism.	CC.2.3.6.A.1 M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.5 M06.C-G.1.1.6	25 days - Cover early - Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Operations using integers (addition, subtraction, multiplication and division)	CC.2.1.7.E.1 M07.A-N.1.1.3	20 days Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess
Personal Finance - take effect July 1, 2026	17.1.6-8.A Compare short, intermediate , and long - term financial goals. 17.2.6-8.D Compare ways people pay for education and training, including scholarships, grants, savings, military service, apprenticeships, and loans.	

	17.3.6-8.D Compare ways people organize and track their spending and income. 17.3.6-8.M Describe ways people support charitable organizations by donating money, items, and time. 17.4.6-8.D Describe similarities and differences between savings and investing. 17.5.6-8.H Describe strategies people can use to protect their personally identifiable information. 17.6.6-8.D Summarize the differences between credit cards and debit cards.	

Detailed Breakdown By Topic

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan goals to reteach skills the following days/ reassess. **NOTE:** There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Operations with Whole Numbers (Add, Subtract, Multiply, and Divide)	Standard CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. Assessment Anchors M06.A-N.2.1 Compute with multi-digit numbers using the four arithmetic operations with or without a calculator. M06.A-N.2.1.1 Solve problems involving	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools	- Operations; add, subtract, multiply and divide - Keywords; sum, difference, product and quotient - Place Value	Big Ideas Green Chapter 1.1 Aleks Reveal Module 3 Study Island Commoncoresheets K5learning Khan Academy	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/	7 -10 days

	operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Teach / Memorize facts to mastery all year			selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Add and Subtract Decimals Multiply Decimals	Standards CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Students will be able to: Make sense of problems and persevere in solving them.	• Place Value • Lining up decimals according to place value • Insert Zeros	Big Ideas Green Chapter 2.4 Big Ideas Green Chapter 2.5 Big Ideas Green Chapter 2.6		15 days Teach Mastery

Divide with Decimals	Assessment Anchors M06.A-N.2.1 Compute with multi-digit numbers using the four arithmetic operations with or without a calculator. M06.A-N.2.1.1 Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	accordingly • Sum • Difference • Apply multiplication rules with counting and moving decimal in the product. • Product • Apply division rules with moving the decimal accordingly in the divisor and dividend. • Place Value • Quotient	Reveal Module 2 Aleks Study Island Commoncoresheets K5learning Khan Academy		
Exponents Order of Operations using PEMDAS	Standard CC.2.1.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Assessment Anchor M06.B-E.1.1.1 Write and evaluate numerical expressions involving whole-number exponents.	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure.	• Base • Power • Exponent • Perfect Square • Value • Repeated Factors • PEMDAS • Opposites (Adding and Subtracting, Multiplying and Dividing)	Big Ideas Green Chapter 1.2 Big Ideas Green Chapter 1.3 Reveal Module 5 Aleks Study Island Commoncoresheets K5learning Khan Academy		10 days

		Look for and express regularity in repeated reasoning				
Greatest Common Factor Least Common Multiple	Standard CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples Assessment Anchor M06.A-N.2.2.1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.		• Factors • Factor Pairs • Common Factors • Greatest Common Factor • Divisibility • Maximum Common Multiples • Least Common Multiple • Minimum	Big Ideas Green Chapter 1.5 Big Ideas Green Chapter 1.6 Reveal Module 5 Aleks Study Island Commoncoresheets K5learning Khan Academy		8 days
Division of Fractions	Standard CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions Assessment Anchor M06.A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision.	• Reciprocal • Converting Mixed Numbers to Improper Fractions • Apply the division of fractions rule to by multiplying the number by the reciprocal of the fraction • Simplify Fractions • Product • Quotient	Big Ideas Green Chapter 2.2 Big Ideas Green Chapter 2.3 Reveal Module3 Aleks Study Island Commoncoresheets K5learning Khan Academy		10 days Teach Mastery

	fractions. Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.) Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Example 3: How many $2\frac{1}{4}$-foot pieces can be cut from a $15\frac{1}{2}$-foot board?	Look for and make use of structure. Look for and express regularity in repeated reasoning.				
Ratios and proportional relationships	Standards CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. Assessment Anchor M06.A-R.1.1.1 Use ratio language and notation (such as 3 to 4, 3:4, $3/4$) to describe a ratio relationship between two quantities. Example 1: “The ratio of girls to boys in a math class is 2:3 because for every 2 girls there are 3 boys.” Example 2: “For every five votes candidate A received,	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express	• Ratio • Three types: part-to-part, part-to-whole, whole-to-part • Equivalent ratios • Ratio tables • Proportion • Rate • Unit rate • Equivalent rates • Proportion • Equivalent ratios • Ratio tables • Proportion • Better Buy	Big Ideas Green Chapter 5.1 Big Ideas Green Chapter 5.2 Big Ideas Green Chapter 5.3 Big Ideas Green Chapter 5.4 Reveal Module 1 Aleks Study Island Commoncoresheets K5learning Khan Academy		10 days

	candidate B received four votes.” M06.A-R.1.1.3 Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios. M06.A-R.1.1.4 Solve unit rate problems including those involving unit pricing and constant speed. Example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	regularity in repeated reasoning.				
Equations	Standard CC.2.1.6.D.1 Assessment Anchor M06.B-E.3.1.1 Write an equation to express the relationship between the dependent and independent variables. Example: In a problem involving motion at a constant speed of 65 units, write the equation	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.	• Inverse Operation • Opposite Operation • Understand keywords for operations in writing the equations. • Sum, Difference, Product, Quotient • Equation in two variables • Solution of an equation in two variables is an ordered pair	Big Ideas Green Chapter 7.1 Big Ideas Green Chapter 7.2 Big Ideas Green Chapter 7.3 Big Ideas Green Chapter 7.4 Reveal Module 7 Commoncoresheets K5learning Khan Academy		12 days

	$d = 65t$ to represent the relationship between distance and time. M06.B-E.3.1.2 Analyze the relationship between the dependent and independent variables using graphs and tables and/or relate these to an equation.	Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	• Dependent Variable • Independent Variable • Distance Formula $d = rt$			
Percent	Standard CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems Assessment Anchor M06.A-R.1.1.5 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	• Percents are a part to whole ratio • Percents • 100 Finding the percent of a number/quantity as a rate per 100	Big Ideas Green Chapter 5.5 Big Ideas Green Chapter 5.6 Reveal Module 2 Aleks Study Island Commoncoresheets K5learning Khan Academy		5 days

The Number System: Real-World Contexts	Standard CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers Assessment Anchor M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). M06.A-N.3.1.2 Determine the opposite of a number and recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$; 0 is its own opposite). M06.A-N.3.2.2 Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation. Example: For		* Positive *Negative *Examples of terms that would represent negative and positive situations.	Big Ideas Green Chapter 6.1 Big Ideas Green Chapter 6.2 Big Ideas Green Chapter 6.3 Big Ideas Green Chapter 6.4 Big Ideas Green Chapter 6.5 Reveal Module 4 Aleks Study Island Commoncoresheets K5learning Khan Academy		12 days
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	an account balance of – 30 dollars, write $-30 = 30$ to describe the size of the debt in dollars, and recognize that an account balance less than – 30 dollars represents a debt greater than 30 dollars M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting 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.					
Inequalities	Standards CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers. Assessment Anchor M06.B-E.2.1.4 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use	• Inequality • Solution of an inequality • Solution Set • Graph of an inequality on a number line • Addition, Subtraction, Multiplication and Division properties of inequalities • $<$, $>$, $\leq$, $\geq$ • Open Circle • Closed Circle • Use of keywords for addition, subtraction, multiplication, and division • Sum, Difference,	Big Ideas Green Chapter 7.5 Big Ideas Green Chapter 7.6 Big Ideas Green Chapter 7.7 Reveal Module 6 Aleks Study Island Commoncoresheets K5learning Khan Academy		10 days

		of structure. Look for and express regularity in repeated reasoning.	Product, Quotient • Inverse Operations • Opposite Operations • $<$, $>$, $<$, $>$ • Open Circle • Closed Circle • Graph a solution of an inequality on a number line			
Statistics and Probability	Standard CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions Assessment Anchors M06.D-S.1.1.2 Determine quantitative measures of center (e.g., median, mean, mode) and variability (e.g., range, interquartile range, mean absolute deviation). M06.D-S.1.1.1 Display numerical data in plots on a number line, including line plots, histograms, and box-and whisker plots		• Statistical Questions • Measure of Center • Measure of Variation • First and Third Quartiles • Mean/ Average • Median • Mode • Range • Interquartile Range • Mean/Average • Distance between data • Sum • Difference • Five number Summary • Median • Greatest/ Maximum • Least/ Minimum • First Quartile • Third Quartile • Shape of Distribution • Distribution of whiskers= $\frac{1}{4}$ • Distribution of box=	Big Ideas Green Chapter 9.1 Big Ideas Green Chapter 9.2 Big Ideas Green Chapter 9.3 Big Ideas Green Chapter 9.4 Big Ideas Green Chapter 9.5 Big Ideas Green Chapter 10.2 Big Ideas Green Chapter 10.3 Big Ideas Green Chapter 10.4 Reveal Module 10 Aleks Study Island Commoncoresheets K5learning Khan Academy		23 days

			1/2 • Symmetrical • Variability • Spread • Dot Plot • Shape if Distribution • Distribution • Skewed Left • Skewed Right • Symmetrical • Cluster • Gap • Range • Mode • Peak • Shape if Distribution • Distribution • Skewed Left • Skewed Right			
Geometry	Standard CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume. Assessment Anchors M06.C-G.1.1.1 Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided M06.C-G.1.1.2	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure.	PSSA Formulas; • Triangle- $A = \frac{1}{2}BH$ • Parallelogram- $A = BH$ • Rectangle- $A = LW$ • Square- $A = LW$	Big Ideas Green Chapter 4.1 Big Ideas Green Chapter 4.2 Big Ideas Green Chapter 4.3 Big Ideas Green Chapter 4.4 Big Ideas Green Chapter 8.1 Big Ideas Green Chapter 8.2 Big Ideas Green Chapter 8.3 Big Ideas Green Chapter 8.4 Reveal Modules 8 and 9 Aleks Study Island Commoncoresheets\K5learning		25 days Teach Mastery

	Determine the area of irregular or compound polygons. Example: Find the area of a room in the shape of an irregular polygon by composing and/or decomposing M06.C-G.1.1.3 Determine the volume of right rectangular prisms with fractional edge lengths. Formulas will be provided. M06.C-G.1.1.5 Represent three-dimensional figures using nets made of rectangles and triangles. M06.C-G.1.1.6 Determine the surface area of triangular and rectangular prisms (including cubes). Formulas will be provided.	Look for and express regularity in repeated reasoning.		Khan Academy		
Operations using integers (addition, subtraction, multiplication and division)	Standard CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. Assessment Anchor M07.A-N.1.1.3 Solve a multiplication or division problem with positive/negative rational numbers	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.		Big Ideas Red Chapter 1 Reveal Module 3 and 4 Aleks Study Island Commoncoresheets K5learning Khan Academy		10 days

		Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.				
Personal Finance	17.1.6-8.A Compare short, intermediate , and long - term financial goals. 17.2.6-8.D Compare ways people pay for education and training, including scholarships, grants, savings, military service, apprenticeships, and loans. 17.3.6-8.D Compare ways people organize and track their spending and income. 17.3.6-8.M Describe ways people support charitable organizations by donating money, items, and time. 17.4.6-8.D Describe similarities and differences between savings and investing. 17.5.6-8.H Describe strategies people can use to protect their personally identifiable information.	Set financial goals and make financial decisions. Identify factors influencing income. Learn how to develop a budget. Describe ways to support charitable giving. Explain ways to invest and describe benefits of investing. Learn how to protect financial future, credit reputation, and personal data in an increasingly	Intermediate/long term financial goal scholarship grant savings loan apprenticeships income charitable invest identity theft credit	IXL 6th grade math LL Youtube Khan academy https://www.ngpf.org/ (free membership) https://www.fdic.gov/consumer-resource-center/grades-6-8 (FDIC lessons/activities) https://councilforeconed.org/wp-content/uploads/FamilyAtHomeFinancialFunPack_All_Final3.pdf (PDF printables) https://www.unitedforliteracy.ca/getmedia/15a3404c-12a5-4e62-88f0-7bec6456c98	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work.	10 days

	17.6.6-8.D Summarize the differences between credit cards and debit cards.	digital world. Understand different types of credit to build a strong financial foundation, establish a positive credit history, and avoid costly debt.	debit	6/FinancialLiteracyGuides-Grade6_ENG-Tagged.pdf (links to lessons and videos)		
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