

## Course Resources:

## 6th Grade Math Chapter Outcomes.docx

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Chapter 1- Numerical Expressions & Factors <i>(updated 6/5/19)</i>	<p>6.NS.B.2(A) Fluently divide multi-digit numbers using the standard algorithm.</p> <p>6.NS.B.4(A) Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p> <p>6.EE.A.1(A) Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.A.2(A) Write, read, and evaluate expressions in which letters stand for numbers.  <ul style="list-style-type: none"> <li>•a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation Subtract <math>y</math> from <math>5</math> as <math>5 - y</math>.</li> <li>•b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</li> <li>•c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</li> </ul> </p>		<p>1.1- How do you know which operation to choose when solving a real-life problem?</p> <p>1.2- How can you use repeated factors in real-life situations?</p> <p>1.3- What is the affect of inserting parentheses into a numerical expression?</p> <p>1.4- Without dividing, how can you tell when a number is divisible by another number?</p> <p>1.5- How can you find the greatest common factor of two numbers?</p> <p>1.6- How can you find the least common multiple of two numbers?</p>	<p>Identify and choose the appropriate operation to solve real- world word problems. Calculate the product, quotient, sum, and difference of whole numbers. Identify the base and exponent of a power. Rewrite powers in expanded and standard form. Identify and calculate perfect squares. Restate and explain each step in order of operations. Implement Order of Operations to solve multi-step numerical expressions and word problems. Identify and list the prime factors of a number. Find the prime factorization of a number using a factor tree. Find the Greatest Common Factor of two or more numbers using factor lists and prime factorization. Find the Least Common Multiple of two or more numbers using multiple lists and prime factorization. Apply Least Common Multiples methods to find the least common denominator.</p>	<p>-Informal Observations -Target Questions -Exit Tickets -Section Quizzes -Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
Chapter 2- Fractions & Decimals <i>(updated 6/5/19)</i>	<p>6.NS.A.1(A) Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p> <p>6.NS.B.2(A) Fluently divide multi-digit numbers using the standard</p>		<p>2.1- What does it mean to multiply fractions?</p> <p>2.2- How can you divide by a fraction?</p> <p>2.3- How can you model division by a mixed number?</p> <p>2.4- Hpw can you add and subtract decimals?</p> <p>2.5- How can you multiply decimals?</p> <p>2.6- How can you use</p>	<p>Calculate the product of fractions. Calculate the product of fractions with shared factors by reducing in problem. Calculate the product of mixed numbers. Define reciprocals and write the reciprocal of numbers. Calculate the quotient of two fractions. Calculate the quotient of a</p>	<p>-Informal Observations -Target Questions -Exit Tickets -Section Quizzes -Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that</p>

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	<p>algorithm.</p> <p>6.NS.B.3(A) Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>6.NS.B.4(I) Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p>		<p>How can you use base ten blocks to model decimal division?</p>	<p>Calculate the quotient of a fraction and whole number. Calculate the quotient of a whole number and fraction. Use Order of Operations to calculate the answer to a numerical expression containing fractions. Calculate the quotient of a mixed number and a fraction. Calculate the quotient of two mixed numbers. Use Order of Operations to calculate the answer to a numerical expression containing mixed numbers. Find the sum of decimal numbers. Find the difference of decimal numbers. Find the product of a whole number and decimal number. Find the product of decimal numbers. Use Order of Operations to calculate the answer to a numerical expression containing decimal numbers. Find the quotient of a decimal number and a whole number. Find the quotient of two decimal numbers.</p>		<p>the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
<p>Chapter 3- Algebraic Expressions &amp; Properties <i>(updated 6/5/19)</i></p>	<p>6.NS.B.4(A) Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p> <p>6.EE.A.1(A) Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.A.2(A) Write, read, and evaluate expressions in which letters stand for numbers.  <ul style="list-style-type: none"> <li>•a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation Subtract <math>y</math> from 5 as <math>5 - y</math>.</li> <li>•b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</li> <li>•c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the</li> </ul> </p>		<p>3.1- How can you write and evaluate an expression that represents a real-life problem?          3.2- How can you write an expression that represents an unknown quantity?          3.3- Does the order in which you perform an operation matter?          3.4- How can you use mental math to multiply two numbers?</p>	<p>Identify parts of an algebraic expression. Write an algebraic expressions using exponents. Evaluate expressions with and without variables. Write numerical and algebraic expressions from a verbal phrase. Apply commutative and associative properties to evaluate expressions. Apply distributive property and mental math to evaluate expressions. Apply distributive property to evaluate or simplify expressions. Identify and combine like terms.</p>	<p>-Informal Observations          -Target Questions          -Exit Tickets          -Section Quizzes          -Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11          God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>

	<p>volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</p> <p>6.EE.A.3(A) Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p> <p>6.EE.A.4(A) Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p>					
<p>Chapter 4- Areas of Polygons  (updated 6/5/19)</p>	<p>6.G.A.1(A) Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>6.G.A.3(A) Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>		<p>4.1 - How can you derive a formula for the area of a parallelogram? 4.2 - How can you derive a formula for the area of a triangle? 4.3 - How can you derive a formula for the area of a trapezoid? 4.4 - How can you find the lengths of line segments in a coordinate plane?</p>	<p>Calculate the area of parallelograms. Calculate the area of a parallelogram on a grid. Calculate the area of triangles. Calculate the area of a triangle on a grid. Calculate the area of trapezoids. Calculate the area of a trapezoid on a grid. Calculate the area of composite figures. Plot and draw a polygon in a coordinate plane. Calculate the perimeter of a figure in a coordinate plane.</p>	<p>-Informal Observations -Targeted Questions - Exit Tickets - Section Quizzes - Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
<p>Chapter 5- Ratios &amp; Rates  (updated 6/5/19)</p>	<p>6.RP.A.1(A) Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p>6.RP.A.2(A) Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b</math> is not equal to 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>\frac{3}{4}</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.RP.A.3(A) Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. •a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. •b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? •c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>\frac{30}{100}</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</p>		<p>5.1 - How can you represent a relationship between two quantities? 5.2 - How can you find two ratios that describe the same relationship? 5.3 - How can you use rates to describe changes in real-life problems? 5.4 - How can you compare two ratios? 5.5 - What is the connection between ratios, fractions, and percents? 5.6 - How can you use mental math to find the percent of a number? 5.7 - How can you compare lengths between the customary and metric system?</p>	<p>Write ratios in three different forms. Use a tape diagram to model ratios. Draw and complete ratios tables. Use a ratio table to find a missing value. Use a double number line to represent and write rates. Define and calculate unit rates. Calculate equivalent rates. Interpret and compare ratios. Calculate and compare unit rates. Use ratio tables to graph values in a coordinate plain. Define what a percent is and represents. Write percents as fractions and fractions as percents. Calculate the percent of a number. Find the percent of a number using a ratio table.</p>	<p>-Informal Observations -Targeted Questions - Exit Tickets - Section Quizzes - Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>

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	<ul style="list-style-type: none"> <li>•d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ul>			<p>Find the whole when given the part and percent. Find the whole using a ratio table. Convert metric to customary units and customary units to metric. Compare different units with conversion. Convert rates and speeds.</p>	
<p><b>Chapter 6- Integers &amp; the Coordinate Plane</b> <i>(updated 6/5/19)</i></p>	<p><b>6.NS.C.5(A)</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.C.6(A)</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> <li>•a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>•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.</li> <li>•c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</li> </ul> <p><b>6.NS.C.7(A)</b> Understand ordering and absolute value of rational numbers.</p> <ul style="list-style-type: none"> <li>•a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret <math>-3 &gt; -7</math> as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</li> <li>•b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>-3\text{ C} &gt; -7\text{ C}</math> to express the fact that -3 C is warmer than -7 C.</li> <li>•c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</li> <li>•d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</li> </ul> <p><b>6.NS.C.8(A)</b> 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>	<p>6.1 - How can you represent numbers that are less than 0? 6.2 - How can you use a number line to order real-life events? 6.3 - How can you use a number line to compare positive and negative fractions and decimals? 6.4 - How can you describe how far an object is from sea level? 6.5 - How can you graph and locate points that contain negative numbers in a coordinate plane?</p>	<p>Use a number line to help write positive and negative integers. Graph integers on a number line. Graph integers on a vertical and horizontal number line. Order integers. Interpret real-life situations and the integers that represent them. Graph negative fractions and decimals on a number line. Compare fractions and mixed numbers. Compare decimal numbers. Find the absolute values of numbers. Identify ordered pairs and their location in a coordinate plane. Plot ordered pairs in a coordinate plane. Calculate the distance of points in the coordinate plane.</p>	<p>-Informal Observations -Targeted Questions - Exit Tickets - Section Quizzes - Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>

<p>Chapter 7- Equations &amp; Inequalities <i>(updated 6/5/19)</i></p>	<p>6.EE.B.5(A) Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.EE.B.6(A) Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>6.EE.B.7(A) Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p>6.EE.B.8(A) Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p>6.EE.C.9(A) Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p>		<p>7.1 - How does rewriting a word problem help you solve the word problem? 7.2 - How can you use addition or subtraction to solve an equation? 7.3 - How can you use multiplication or division to solve an equation? 7.4 - How can you write an equation in two variables? 7.5 - How can you use a number line to represent solutions of an inequality? 7.6 - How can you use addition or subtraction to solve an inequality? 7.7 - How can you use multiplication or division to solve an inequality?</p>	<p>Write and equation from a verbal sentence or word problem. Substitute the given solution into the equation to check if it is correct. Use the subtraction property of equality to solve an equation. Use the addition property of equality to solve an equation. Use the multiplication property of equality to solve an equation. Use the division property of equality to solve an equation. Identify solutions of equations with two variables. Write and an equation that uses two variables. Use the distance formula to answer real-world problems. Write inequalities from verbal phrases. Substitute values into an inequality and check if they are solutions. Graph inequalities on a number line. Solve and graph an inequality using the addition property of inequality. Solve and graph an inequality using the subtraction property of inequality. Solve and graph an inequality using the multiplication property of inequality. Solve and graph an inequality using the division property of inequality.</p>	<p>-Informal Observations -Targeted Questions - Exit Tickets - Section Quizzes - Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
<p>Chapter 8- Surface Area &amp; Volume <i>(updated 6/5/19)</i></p>	<p>6.G.A.2(A) Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>6.G.A.4(A) Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>		<p>8.1 - How can you draw 3-D figures? 8.2 - How can you find the area of the entire surface of a prism? 8.3 - How can you use a net to find the surface area of a pyramid? 8.4 - How can you find the volume of a</p>	<p>Identify the number of faces, edges, and vertices in a 3-D figure. Identify the different types of prisms and pyramids. Draw a 3-D figure and its different views. Draw a net of a rectangular and triangular prism. Calculate the surface area of a rectangular prism. Calculate the surface area</p>	<p>-Informal Observations -Targeted Questions - Exit Tickets - Section Quizzes - Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us</p>

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	context of solving real-world and mathematical problems.		rectangular prism with fraction edge lengths?	of a triangular prism. Draw a net of a triangular and square pyramid. Calculate the surface area of a square pyramid. Calculate the surface area of a triangular pyramid. Calculate the volume of rectangular prisms. Calculate the missing dimension of a rectangular prism. Interpret volume and its use in the real-world.		understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.
Chapter 9- Statistical Measures  <i>(updated 6/5/19)</i>	<p>6.SP.A.1(A) Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</p> <p>6.SP.A.2(A) 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> <p>6.SP.A.3(A) 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> <p>6.SP.B.4(A) Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.B.5(A) Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> <li>•a. Reporting the number of observations.</li> <li>•b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>•c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>•d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ul>		<p>9.1 - How can you tell whether a question is a statistical question?</p> <p>9.2 - How can you find an average value of a data set?</p> <p>9.3 - In what ways can you describe an average of a data set?</p> <p>9.4 - How can you describe the spread of a data set?</p> <p>9.5 - How can you use the distances between each data value and the mean of a data set to measure the spread of a data set?</p>	<p>Define what makes a question statistical. Determine whether a question is statistical or not and explain. Use a dot plot to display answers to a statistical question. Calculate the mean of a data set. Interpret means from different data sets. Identify outliers of data sets and explain how they affect the mean. Identify and interpret the median of a data set. Identify and interpret the mode of a data set. Identify which measure of center best represents a data set and explain why. Calculate the range of a data set. Identify the first and third quartile of a data set and calculate the inter quartile range. Identify outliers in a data set and explain how they affect the range and IQR. Calculate the mean absolute deviation of a data set (MAD). Interpret the MAD of a data set. Identify which measure of variation best represents the spread of the data and explain why.</p>	<p>-Informal Observations</p> <p>-Targeted Questions</p> <p>- Exit Tickets</p> <p>- Section Quizzes</p> <p>- Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
Chapter 10- Data Displays  <i>(updated 6/5/19)</i>	<p>6.SP.A.2(A) 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> <p>6.SP.B.4(A) Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.B.5(A)</p>		<p>10.1 - How can you use place values to represent data graphically?</p> <p>10.2 - How can you use intervals, tables, and graphs to organize data?</p>	<p>Display a data set using a stem-&amp;-leaf plot. Interpret a stem-&amp;-leaf plot and make conclusions about the data. Display a frequency table's data using a histogram. Interpret the data in a</p>	<p>-Informal Observations</p> <p>-Targeted Questions</p> <p>- Exit Tickets</p> <p>- Section Quizzes</p> <p>- Chapter Test</p>	<p>"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11</p>

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<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> <li>•a. Reporting the number of observations.</li> <li>•b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>•c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>•d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ul>		<p>Organize data:</p> <p>10.3 - How can you describe the shape of distribution of a data set?</p> <p>10.4 - How can you use quartiles to represent data graphically?</p>	<p>Interpret the data in a histogram.</p> <p>Compare different types of data displays.</p> <p>Identify and describe the shape of distribution of a data set.</p> <p>Compare multiple shapes of distributions.</p> <p>Display quartiles of a data set using a box-&amp;-whisker plot.</p> <p>Analyze and interpret a box-&amp;-whisker plots shape of distribution and ranges.</p> <p>Compare box-&amp;-whisker plots.</p>	<p>Chapter Test</p>	<p>End: Ecclesiastes 3:11</p> <p>God has made this world for us and has made us stewards of His creation. Math helps us understand just some of the amazing things that God has created like shapes, ratios, the movement of planets and space.</p>
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