6th Grade Common Core Accelerated Curriculum Map: 134 days

Unit #1: Integers: (13 days)
Resources: Big Ideas Chapter 1
Common Core Standards: 7.NS.1a-d; 7.NS.2a-d; 7.NS.3

Number	Learning Targets	Common Core Standard	Resources
1	I can define absolute value and solve problems using absolute value.	7.NS.1; 7.NS.2; 7.NS.3	1.1
2	I can add integers with same and different signs.	7.NS.1a, b, d; 7.NS.3	1.2
3	I can subtract integers by using the additive inverse.	7.NS.1c, d; 7.NS.3	1.3
4	I can multiply integers with same and different signs.	7.NS.2a, 7.NS.2c; 7.NS.3	1.4
5	I can divide integers with same and different signs and evaluate expressions.	7.NS.2b; 7.NS.3	1.5

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*

b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
(Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

Unit #2: Rational Numbers: (11 days)
Resources: Big Ideas Chapter 2
Common Core Standards: 7.NS.1a-d; 7.NS.2a-d; 7.NS.3

Number	Learning Targets	Common Core Standard	Resources
1	I can order, compare, and convert rational numbers into decimals and fractions.	7.NS.2b; 7.NS.2d	2.1
2	I can add rational numbers.	7.NS.1a, b, d; 7.NS.3	2.2
3	I can subtract rational numbers.	7.NS.1c, d; 7.NS.3	2.3
4	I can multiply and divide rational numbers.	7.NS.2a, b, c; 7.NS.3	2.4

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

  a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
  b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

  a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
  b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
  c. Apply properties of operations as strategies to multiply and divide rational numbers.
  d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Unit #3: Algebra- Expressions and Equations (15 days)
Resources: Big Ideas: Chapter 3
Common Core Standards: 7.EE.1; 7.EE.2; 7.EE.4a

Number	Learning Targets	Common Core Standard	Resources
1	I can simplify algebraic expressions.	7.EE.1; 7.EE.2	3.1
2	I can add and subtract linear expressions.	7.EE.1; 7.EE2	3.2
3	I can solve simple equations using addition and subtraction.	7.EE.4a	3.3
4	I can solve equations using multiplication and division.	7.EE.4a	3.4
5	I can solve two-step equations.	7.EE.4a	3.5
6	I can solve two-step word problems.	7.EE.4a	Extra

7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

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. *For example, a +0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

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.
   a. Solve word problems leading to equations of the form $px + pq = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

Unit #4: Algebra- Inequalities (12 days)
Resources: Big Ideas: Chapter 3
Common Core Standards: 7.EE.4b

Number	Learning Targets	Common Core Standard	Resources
1	I can write and graph inequalities and check whether numbers are solutions to inequalities.	7.EE.4b	4.1
2	I can solve inequalities by adding and subtracting.	7.EE.4b	4.2
3	I can solve inequalities by multiplying and dividing.	7.EE.4b	4.3
4	I can solve two-step inequalities.	7.EE.4b	4.4
5	I can solve two-step inequality word problems (1 day)	7.EE.4b	Extra

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.

   a.   Solve word problems leading to inequalities of the form $px + q > r$ and $px + q < r$, where $p, q,$ and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Unit #5: Ratios and Proportions (13 days)
Resources: Big Ideas: Chapter 5
Common Core Standards: 7.RP.1; 7.RP.2a-d; 7.RP.3

Number	Learning Targets	Common Core Standard	Resources
1	I can find a ratio, rate, and unit rate.	7.RP.1; 7.RP.3	5.1
2	I can determine whether two ratios form a proportion. (1 day)	7.RP.2a	5.2
3	I can write proportions.	7.RP.2c; 7.RP.3	5.3
4	I can solve proportions using cross products.	7.RP.2b; 7.RP.2c	5.4
5	I can identify and interpret the constant of proportionality. (slope)	7.RP.2b	5.5
6	I can identify direct variation from equations and graphs.	7.RP.2a-d	5.6

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*

7.RP.2 Recognize and represent proportional relationships between quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   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. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*
   d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

Unit #6: Percents (18 days)
Resources: Big Ideas: Chapter 6
Common Core Standards: 7.RP.3; 7.EE.3

Number	Learning Targets	Common Core Standard	Resources
1	I can write percents as decimals and vice versa.	7.EE.3	6.1
2	I can compare and order fractions, decimals, and percents.	7.EE.3	6.2
3	I can use the percent proportion to find parts, wholes, and percents.	7.RP.3	6.3
4	I can use the percent equation to find parts, wholes, and percents.	7.RP.3; 7.EE.3	6.4
5	I can find percents of increase and decrease.	7.RP.3	6.5
6	I can use percent of discounts and markups to find selling prices of items.	7.RP.3	6.6
7	I can use simple interest to find interest earned or paid and annual interest rates.	7.RP.3	6.7

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), 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. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

Unit #7: Geometry: Constructions and Scale Drawings (13 days)
Resources: Big Ideas Chapter 7
Common Core Standards: 7.G.1; 7.G.2; 7.G.5

Number	Learning Targets	Common Core Standard	Resources
1	I can identify and find angle measurements of adjacent and vertical angles.	7.G.5	7.1
2	I can identify and find angles measures of complementary and supplementary angles.	7.G.5	7.2
3	I can construct triangles given angle measures or side lengths.	7.G.2	7.3
4	I can find missing angles in quadrilaterals and construct them.	7.G.2	7.4
5	I can use scale drawings to find scale factors, perimeters and areas.	7.G.1	7.5

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.

7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

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.

Unit #8: Geometry: Circles and Area (13 days)
Resources: Big Ideas Chapter 8
Common Core Standards: 7.G.4; 7.G.6

Number	Learning Targets	Common Core Standard	Resources
1	I can find the area of rectangles and triangles.	7.G.4	Extra
2	**I can find the perimeters of composite figures.**	**7.G.4**	**8.2**
3	I can find the circumference of a circle and understand the concept of pi.	7.G.4	8.1
4	I can find the area of circles and semicircles.	7.G.4	8.3
5	I can find the area of composite figures.	7.G.6	8.4

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.

7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Unit #9: Geometry: Surface Area and Volume (13 days)
Resources: Big Ideas Chapter 8
Common Core Standards: 7.G.3; 7.G.4; **7.G.6**

Number	Learning Targets	Common Core Standard	Resources
1	I can find the surface area of rectangular and triangular prisms.	7.G.6	9.1
2	I can find the surface area of pyramids.	7.G.6	9.2
3	I can find the surface area of cylinders.	7.G.4; 7.G.6	9.3
4	I can find the volume of prisms.	7.G.6	9.4
5	I can find the volume of pyramids.	7.G.6	9.5
6	I can describe the intersections of planes and solids (1 day)	7.G.3	9.5 Extension

7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

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.

7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Unit #10: Statistics and Probability (15 days)
Resources: Big Ideas Chapter 10
Common Core Standards: 7.SP1; 7.SP2; 7.SP3; 7.SP4; 7.SP5; 7.SP6; 7.SP7a-b; 7.SP.8a-b

Number	Learning Targets	Common Core Standard	Resources
1	I can identify and count the outcomes of experiments. (1 day)	7.SP.5	10.1
2	I can find probabilities of events and understand the relationship between probability and likelihood.	7.SP.5; 7.SP.7a	10.2
3	I can understand the difference between experimental and theoretical probabilities and use it to make predictions.	7.SP.5; 7.SP.6; 7.SP.7a-b	10.3
4	I can use tree diagrams and tables to find the number of possible outcomes on events.	7.SP.8a-b	10.4
5	I can identify independent and dependent events and use formulas to find them.	7.SP.8a-b	10.5
6	I can determine when samples are representative of a population and use samples to make predictions. (1 day)	7.SP.1; 7.SP.2	10.6
7	I can use measures of center and variation to compare populations.	7.SP.3; 7.SP.4	10.7

7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from 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.

7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

7.SP.3 Informally assess the degree 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. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*

7.SP.4 Use measures of center and measures of variability of numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

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 indicated greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

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
   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
   b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
   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.
   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event descried in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
   c. Design and use a simulation to generate frequencies for compound event. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*