Grade 6: Year at a Glance
2019-2020

Q1   Q2   Q3   Q4

Module 1 Aug. 6 – Sept. 20	Module 2 Sept. 23-Oct. 11	Module 3 Oct. 21-Nov. 22	Module 4 Dec.1-Jan. 31	Module 5 Feb. 3 - March 4	Module 6 March 5 – April 10 TNReady April 13-May 8	After Testing May 9 – May 24
Ratios and Unit Rates	Arithmetic Operations Including Division of Fractions	Rational Numbers	Expressions and Equations	Area, Surface Area & Volume	Statistics	Lessons from Modules 1, 2, 4, 5 & 6
6.RP.1	6.NS.1	6.NS.5	6.EE.1	6.G.1	6.SP.1	6.RP.3
6.RP.2	6.NS.2	6.NS.6	6.EE.2	6.G.2	6.SP.2	6.NS.4
6.RP.3	6.NS.4	6.NS.7	6.EE.3	6.G.3	6.SP.3	6.EE.2c
	6.NS.4	6.NS.8	6.EE.4	6.G.4	6.SP.4	6.EE.6
			6.EE.5		6.SP.5	6.EE.7
			6.EE.6			6.G.2
			6.EE.7			6.G.4
			6.EE.8			6.SP.2
			6.EE.9			6.SP.3
						6.SP.4
						6.SP.5

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Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community. **What will success look like?**

80%
of seniors will be
college-or career-ready

90%
of students will graduate
on time

100%
of college-or career-ready
graduates enroll in
post-secondary opportunities

In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Instructional Shifts for Mathematics

Focus

Coherence

Rigor
- Conceptual Understanding
- Procedural Fluency
- Application

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

Tennessee
Mathematics
Content
Standards

Standards for
Mathematical
Practice

Literacy Sckills
for Mathematical
Proficency
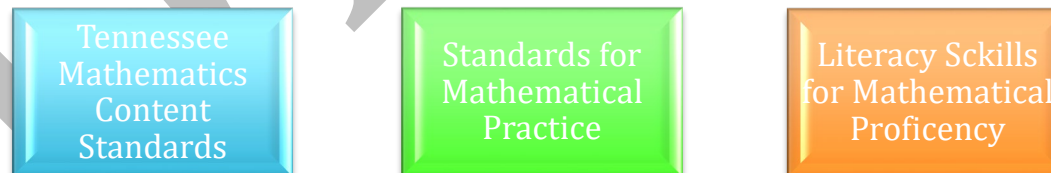
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How to Use the Curriculum Map

Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support

District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency

The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar

As a support to teachers and leaders, an instructional calendar is provided *as a guide*. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

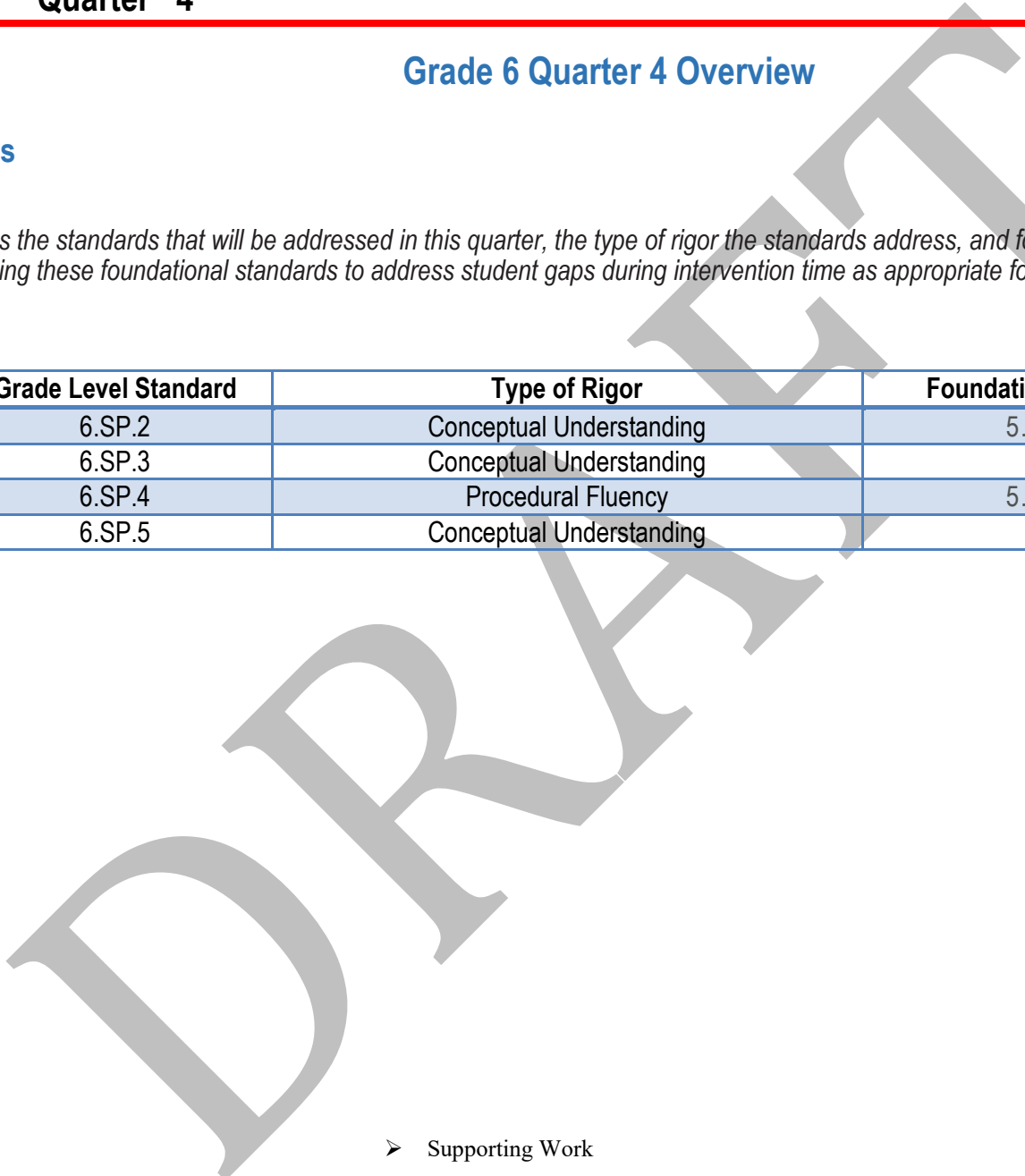▮ Major Work   ➤ Supporting Work

Grade 6 Quarter 4 Overview

Module 6: Statistics

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Grade Level Standard	Type of Rigor	Foundational Standards
6.SP.2	Conceptual Understanding	5.MD.B.2
6.SP.3	Conceptual Understanding	
6.SP.4	Procedural Fluency	5.MD.B.2
6.SP.5	Conceptual Understanding	

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
Module 6 Statistics, Cont'd **Grade 6 Pacing and Preparation Guide** (Allow approximately 4 weeks for instruction, review and assessment) **Please make sure to adjust the lessons & Exit Tickets that include IQR, MAD and histograms. See the Notes Below in Each Section.**			
Domain: Statistics and Probability **Cluster**: Develop understanding of statistical variability. ➢ **6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range), and overall shape. ➢ **6.SP.A.3** 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. **Cluster:** Summarize and describe distributions. ➢ **6.SP.B.4** Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots. ➢ **6.SP.B.5** Summarize numerical data sets in relation to their context. a. Report the number of observations. c. Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered. d. Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.	**Essential Questions:** • What do the measures of center (mean and median) reveal about the data? • When is it appropriate to use median or mean to describe data? When is it not appropriate? • What does the range reveal about the data? • ~~What does the mean absolute deviation reveal about the data?~~ • What can the shape of a statistical graph (dot plot, stem and leaf plot, or box plot) reveal about the data? **Topic B Objectives** **Lesson 6: (6.SP.A.2, 6.SP.B.4, 6.SP.B.5)** • Students describe the center of a data distribution using a *fair share* value called the *mean*. • Students connect the *fair share* concept with the mathematical formula for finding the mean.	**Topic B: Summarizing a Distribution That Is Approximately Symmetric Using the Mean and ~~Mean Absolute Deviation~~** **Teacher Toolbox Alignment:** *Lesson 27 Measures of Center and Variability* *Lesson 28 Display Data on Dot Plots, Stem Plots, Box Plots, and Pie Charts* Integrating Teacher Toolbox Lessons (The TN 6th Grade Math **Standard 6.SP.B.4** specifies a single set of data, includes pie charts and stem plots and excludes histograms.) (The TN 6th Grade Math **Standard 6.SP.B.5** no longer refers to interquartile range.) **Lesson 6** **Lesson 7 Omit** Continued below	**Topic B Vocabulary** Box Plot Dot Plot Mean Median Statistical Question Variability

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY

Domain: Statistics and Probability
Cluster: Develop understanding of statistical variability.
 	
➤ **6.SP.A.3** 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.
 	
Cluster: Summarize and describe distributions.
 	
➤ **6.SP.B.4** Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.
 	
➤ **6.SP.B.5** Summarize numerical data sets in relation to their context.
    b. Report the number of observations.
    c. Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.
    d. Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.
	Lesson 8: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Students interpret the mean of a data set as a typical value.
	• Students compare and contrast two small data sets that have the same mean but differ in variability.
	• Students see that a data distribution is not characterized only by its center. Students also consider variability (spread) when describing a data distribution.
	• Students informally evaluate how precise the mean is as an indicator of a typical value for a distribution, based on the variability in the data.
	• Students use dot plots to order data distributions according to the variability around the mean of the data distribution.
	Lessons 10-11: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Students calculate the mean and MAD for a data distribution.
	• Students use the mean and MAD to describe a data distribution in terms of center and variability.
		Topic B, cont'd
		
		Lesson 8
		Lesson 9 Omit
		Lesson 10
		Lesson 11 This lesson asks students to describe two data sets. However, 6.SP.4 only addresses a single data set. **Adjust parts of the lesson that require students to describe/draw two data sets.**
		
		Additional Resources: *These optional resources may be used for extension, enrichment and/or additional practice, as needed.*
		Illustrative Math: Average Number of Siblings 6.SP.2, 6.SP.4, 6.SP.5c
		Illustrative Math: Electoral College 6.SP.2, 6.SP.5d
		Illustrative Math: Math Homework Problems 6.SP.5c
			Topic B Vocabulary
			Box Plot
			Dot Plot Variability

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY

Domain: Statistics and Probability
Cluster: Develop understanding of statistical variability.
 	
➤ **6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range), and overall shape.
 	
➤ **6.SP.A.3** 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.
 	
Cluster: Summarize and describe distributions.
 	
➤ **6.SP.B.4** Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.
 	
➤ **6.SP.B.5** Summarize numerical data sets in relation to their context.
  a Report the number of observations.
  c Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.
  d Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.
	Essential Question(s):
	• What inferences and predictions can be made based on the data set as a whole?
	Topic C Objectives
	Lesson 12: (6.SP.A.2, 6.SP.A.3, 6.SP.B.5)
	• Given a data set, students determine the median of the data.
	Lesson 13: (6.SP.A.2, 6.SP.A.3, 6.SP.B.5)
	• Given a set of data, students describe how the data might have been collected.
	• Students describe the unit of measurement for observations in a data set.
	• Students calculate the median of the data and describe the variability in the data by calculating the ~~interquartile~~ range.
	Lesson 14: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Students construct a box plot from a given set of data.
	Lesson 15: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Given a box plot, students estimate the values that make up the five-number summary (Minimum, Q1, Median, Q3, Maximum).
	• Students describe a data set using the five-number summary and the ~~interquartile~~ range.
	• Students construct a box plot from a five-number summary.
	Lesson 16: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Students summarize a data set using box plots, the median, and the ~~interquartile~~ range.
	• Students use box plots to compare two data distributions.
		Topic C: Summarizing a Distribution That Is Skewed Using the Median and the ~~Interquartile~~ Range
		
		(The TN 6th Grade Math Standard 6.SP.B.5 no longer refers to interquartile range.)
		
		| Lesson 12
			Adjust this lesson to include **mode**

Lesson 13	Lesson 13 focuses on interquartile range. **Adjust** the entire lesson to help students think about variability of data to find **ranges**, eliminating the use of interquartile range terminology and concept.
Lesson 14 Lesson 15, optional Lesson 16	In lessons 14, 15, and 16 **remove** references to quartile ranges and adjust to think about analyzing **range.**	 **Additional Resources:** *These optional resources may be used for extension, enrichment and/or additional practice, as needed.* Illustrative Math: Is It Center or Is It Variability? 6.SP.2, 6.SP.3 Illustrative Math: Mean or Median 6.SP.5d	**Topic C Vocabulary** Box Plot Dot Plot Mean Median Range Statistical Question Variability

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY

Domain: Statistics and Probability
Cluster: Summarize and describe distributions.
 	
➢ **6.SP.B.4** Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.
 	
➢ **6.SP.B.5** Summarize numerical data sets in relation to their context.
  a. Report the number of observations.
  c. Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.
  d. Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.
	Essential Question(s):
	• How does the type of data influence the choice of display?
	• What conclusions can be drawn from data?
	
	Topic D Objectives
	Lesson 18: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Students demonstrate an understanding of graphical representations (dot plots, pie charts or stem plots ~~histograms~~) and numerical summaries by matching numerical summaries to graphical representations of distributions.
	Lesson 19: (6.SP.A.2, 6.SP.A.3, 6.SP.B.5)
	• Given box plots, students comment on similarities and differences in data distributions.
		Topic D: Summarizing and Describing Distributions
		Teacher Toolbox Alignment:
		Lesson 29 Analyze Numerical Data
		Integrating Teacher Toolbox Lessons
		
		(The TN 6th Grade Math Standard **6.SP.B.4** specifies a single set of data, includes pie charts and stem plots **and excludes histograms**. **6.SP.B.5** no longer refers to interquartile range.)
		Lesson 17 Omit
			Topic D Vocabulary
			
			Absolute deviation
			Box Plot
			Dot Plot
			Mean
			Median
			Range
			Variability

Lesson 18	**Omit the lesson** or **remove** the use of histograms and replace with **pie charts and/or stem plots**. Also remove references to quartile ranges and adjust to think about analyzing **ranges.)**
Lesson 19	**Omit or Adjust** lesson 19 to be about a single set of data vs. multiple. Also **remove** references to quartile ranges and adjust to think about analyzing **range.)**

Continued below

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY

Domain: Statistics and Probability
Cluster: Develop understanding of statistical variability.
 	
➢ **6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range), and overall shape.
 	
➢ **6.SP.A.3** 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.
 	
Cluster: Summarize and describe distributions.
 	
➢ **6.SP.B.4** Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.
 	
➢ **6.SP.B.5** Summarize numerical data sets in relation to their context.
  a ` Report the number of observations.
  c. Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.
  d. Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.
	Lesson 20: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5)
	• Given a frequency chart ~~histogram~~, students estimate the values of the mean and ~~mean absolute deviation (MAD)~~ or the median and ~~interquartile~~ range ~~(IQR)~~.
	Lesson 21: (6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5c, 6.SP.B.5d)
	• Given a data set, students describe the data distribution using the mean and ~~mean absolute deviation (MAD)~~ or the median and the ~~interquartile~~ range ~~(IQR)~~.
		Topic D, cont'd
		
		Lesson 20, Omit or **remove** the histogram problems and **replace** with stem plots or pie charts
		Lesson 21
		Lesson 22 Omit
		
		Topics B-D Teacher Created Assessment
		or
		End of Module 6 Assessment & Review of Assessment
		 [In the End-of-Module assessment, **remove** 1d and the piece on IQR from 1e, remove 2d on IQR and adjust #3 to discuss variability/range not IQR.]
		(Complete by 4/9/19)
		
		Additional Resources: *These optional resources may be used for extension, enrichment and/or additional practice, as needed.*
		Task: Cost of Learning 6.SP.B.5 (See TOC p. 12)
		CPalms: Analyzing Data with Bell Curves and Measures of Center
			Topic D Vocabulary
			
			Absolute Deviation
			Frequency
			Frequency Table
			Mean
			Relative Frequency
			Relative Frequency Table
			Statistical Question

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After TN Ready Assessment

This section lists suggested standards and lessons that you can review/complete after The State assessment. The Teacher Toolbox (Ready TN) and "Additional Resources" are great to use to cover the standards and you may also use resources referenced in the Teacher Toolkit.

Module 1: Ratios and Unit Rates

☐ **6.RP.A.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. **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. ☐ **6.RP.A.3b:** Solve unit rate problems including those involving unit pricing and constant speed. For example, if a runner ran 10 miles in 90 minutes, running at that speed, how long will it take him to run 6 miles? How fast is he running in miles per hour? ☐ **6.RP.A.3c** 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 percent. ☐ **6.RP.A.3d:** Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities.	• **Lesson 5:** Solving Problems by Finding Equivalent Ratios (P) • **Lesson 6:** Solving Problems by Finding Equivalent Ratios (P) • **Lesson 14:** From Ratio Tables, Equations, and Double Number Line Diagrams to Plots on the Coordinate Plane (S) • **Lesson 19:** Comparison Shopping—Unit Price and Related Measurement Conversions (P) • **Lesson 20:** Comparison Shopping—Unit Price and Related Measurement Conversions (E) • **Lesson 21:** Getting the Job Done—Speed, Work, and Measurement Units (P) • **Lesson 28:** Solving Percent Problems (P)

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Module 2: Arithmetic Operations

■ **6.NS.A.1** 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.	• **Lesson 1:** Interpreting Division of a Fraction by a Whole Number—Visual Models (P) • **Lesson 2:** Interpreting Division of a Whole Number by a Fraction—Visual Models (P) • **Lesson 6:** More Division Stories (P) • **Lesson 7:** The Relationship Between Visual Fraction Models and Equations (S) • **Lesson 8:** Dividing Fractions and Mixed Numbers (P)

Module 4: Expressions & Equations

■ **6.EE.2c** 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). ■ **6.EE.6** 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. ■ **6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. ■ **6.EE.9** 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	• **Lesson 18:** Writing and Evaluating Expressions—Addition and Subtraction (P) • **Lesson 19:** Substituting to Evaluate Addition and Subtraction Expressions (P) • **Lesson 20:** Writing and Evaluating Expressions—Multiplication and Division (• **Lesson 29:** Multi-Step Problems—All Operations (P) • **Lesson 32:** Multi-Step Problems in the Real World (P) • **Lesson 33:** From Equations to Inequalities (P) • **Lesson 34:** Writing and Graphing Inequalities in Real-World Gym Use Task: Addresses 6.EE.2c, 6.EE.B.6 & 6.EE.B.7 **This task provides an opportunity for students to engage in the skills from standards 6.EE.2c, 6.EE.B.6, and 6.EE.B.7**

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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 d = 65t to represent the relationship between distance and time.	

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RESOURCE TOOLKIT		
The Resource Toolkit provides additional support for comprehension and mastery of grade-level skills and concepts. While some of these resources are imbedded in the map, the use of these categorized materials can assist educators with maximizing their instructional practices to meet the needs of all students.		

Textbook Resources	**Standards Support**	**Videos**
www.greatminds.org Grade 6 Remediation Guides Remediation Tools	TN Math Standards Gr. 6 Instructional Focus Document Achieve the Core Edutoolbox	Learn Zillion Khan Academy
Calculator Activities TI-83 & TI-84 Activities for Middle Grades TI-Inspire for Middle Grades CASIO Activities	**Interactive Manipulatives** Glencoe Virtual Manipulatives National Library of Interactive Manipulatives	**Additional Sites** Embarc Online PBS: Grades 6-8 Lesson Plans Grade 6 Flip Book (This book contains valuable resources that help develop the intent, the understanding and the implementation of the state standards.) https://academy.act.org/ https://opened.com https://www.freckle.com/
	SEL Resources **SEL Connections with Math Practices** **SEL Core Competencies** The Collaborative for Academic, Social, and Emotional Learning (CASEL)	

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Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
March 2020						
	2	**3**	**4**	**5**	**6**	**Flex Day Options Include:**
	9	**10**	**11**	**12**	**13** *End of Quarter 3*	*Standard-* Suggested standard(s) to review for the day (*-denotes a Power Standard)
	16	**17**	**18**	**19**	**20**	*Pacing* – Use this time to adjust instruction to stay on pace.
	Spring Break					*Other*- This includes assessments, review, re-teaching, etc.
Module 6 Topic B Topic C	**23** *Quarter 4 begins* Module 6 Lesson 6	**24** Module 6 Lesson 8	**25** Module 6 Lessons 10-11	**26** Module 6 Lessons 10-11	**27** **Flex Day Options 6.SP.A.2 6.SP.A.3 Pacing Other**	
Module 6 Topic C Topic D	**30** Module 6 Lesson 12	**31** Module 6 Lesson 13 TT Lesson 29	1	2	3	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

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Curriculum and Instruction – Mathematics

Quarter 4   **Grade 6**

April 2020

Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 Topic C Topic D			**1** Module 6 Lesson 13 TT Lesson 29	**2** Module 6 Lesson 14	**3** Flex Day Options 6.SP.B.4 6.SP.B.5 Pacing Other	**Flex Day Options Include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Power Standard)
Module 6 Topic D	**6** Module 6 Lesson 16	**7** Module 6 Lesson 21	**8** **Module 6 Topics B -D Assessment Or End of Module Assessment**	**9** **Module 6 Topics B -D Assessment Or End of Module Assessment**	**10** *Good Friday* *Spring Break II*	*Pacing* – Use this time to adjust instruction to stay on pace. *Other-* This includes assessments, review, re-teaching, etc.
	13	**14**	**15**	**16**	**17**	
	TN Ready Testing Window					
	20	**21**	**22**	**23**	**24**	
	TN Ready Testing Window					
	27	**28**	**29**	**30**	1	
	Module 1 Review					

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

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May 2020

Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
					1	**Flex Day Options Include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Power Standard)
	4	**5**	**6**	**7**	**8**	
	*Module 2 Review*					
	11	**12**	**13**	**14**	**15**	*Pacing* – Use this time to adjust instruction to stay on pace. *Other-* This includes assessments, review, re-teaching, etc.
	*Module 4 Review*					
	18	**19**	**20**	**21**	**22** *1/2 day students* *End of Quarter 4*	
	*Module 4 Review*					
	25 *Memorial Day*	**26**	**27** **PD FLEX DAY**	**28**	**29**	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

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