

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Decimals			Pacing: First Nine Weeks Days 3-7	
Essential Question: Are you able to solve real-world problems involving multiplication of decimals?			Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals.	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiply Decimals	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.5.3 <i>moderate</i></p>	<ul style="list-style-type: none"> The students will be able to estimate the product of decimals and judge the reasonableness of the results. The students will be able to use models to multiply a decimal by a whole number. The students will be able to estimate and find the product of decimals and whole numbers. The students will be able to use decimal models to multiply decimals. The students will be able to multiply decimals by decimals. 	<p>Decimal</p> <p>Dividend</p> <p>Divisor</p> <p>Factor</p> <p>Product</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: grid paper, metric ruler, 10-by-10 grids, highlighters</p> <p>Manipulatives: base-ten blocks</p> <p>Print Resources: Leveled Worksheets, pp. 12-29; Chapter Quiz 1, p. 64 <i>Quick Review Math Handbook Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit A</p>				

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Decimals		Pacing: First Nine Weeks Days 8-13		
Essential Question: Are you able to solve real-world problems involving division of decimals?		Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals.		
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology
Divide Decimals	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p> <p>The students will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.5.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to estimate the quotient and judge the reasonableness of the results. The students will be able to divide decimals by whole numbers. The students will be able to use models to divide a decimal by a decimal. The students will be able to divide decimals by decimals. 	Compatible Numbers
Glencoe Resources				
<p>Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: 10-by-10 grids, index cards, play money, grid paper</p> <p>Manipulatives: Base-ten blocks</p> <p>Print Resources: Leveled Worksheets, pp. 30-47; Chapter Quiz 2, p. 65 <i>Quick Review Math Handbook Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit A</p>				

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Decimals			Pacing: First Nine Weeks Days 14-16	
Essential Question: Are you able to solve real-world problems using powers of 10?		Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals		
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Powers of 10	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.5.3 <i>moderate</i></p>	<ul style="list-style-type: none"> • The students will be able to multiply decimals mentally by powers of ten. • The students will be able to divide decimals mentally by powers of ten. • The students will be able to determine reasonable answers to solve problems. 	Power of 10
Glencoe Resources				
Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual				
Materials: Highlighters				
Print Resources: Leveled Worksheets, p. 48-62; Chapter Quiz 3, p. 65 <i>Quick Review Math Handbook</i>				

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Fractions			Pacing: First Nine Weeks Days 19-23	
Essential Question: Are you able to solve real-world problems involving multiplication of fractions and whole numbers?			Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals.	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiply Fractions and Whole Numbers	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.1.3 <i>high</i></p> <p>MA.6.A.5.3 <i>moderate</i></p>	<ul style="list-style-type: none"> The students will be able to use models to explore part of a number. The students will be able to estimate products of fractions using compatible numbers. The students will be able to multiply fractions and whole numbers. The students will be able to solve problems by drawing a diagram. 	<p>Fraction</p> <p>Greatest Common Factor</p> <p>Improper Fraction</p> <p>Mixed Number</p> <p>Simplest Form</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: Ruler or tape measure, index cards, graph paper</p> <p>Manipulatives: Counters, fraction tiles</p> <p>Print Resources: Leveled Worksheets, pp. 12-28; Chapter Quiz 1, p. 61 <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit B</p>				

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Fractions			Pacing: First Nine Weeks Days 24-27	
Essential Question: Are you able to multiply fractions?			Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals.	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiply Fractions	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.1.3 <i>high</i></p> <p>MA.6.A.5.3 <i>moderate</i></p>	<ul style="list-style-type: none"> • The students will be able to multiply fractions using models. • The students will be able to multiply fractions. • The students will be able to multiply whole numbers by mixed numbers. • The students will be able to explain and justify the process of multiplying whole numbers and mixed numbers. • The students will be able to multiply mixed numbers 	
Glencoe Resources				
<p>Digital: Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: Blue marker, pens or pencils, colored pencils, scissors, graph paper, jellybeans, flashcards from Lesson 2-1B, plastic bags, balance scale and weights</p> <p>Manipulatives: Number cubes, fraction tiles</p> <p>Print Resources: Leveled Worksheets, pp. 29-41; Chapter Quiz 2, p. 62 <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit B</p>				

UNIT/ORGANIZING PRINCIPLE: Multiply and Divide Fractions			Pacing: First Nine Weeks Days 28-32	
Essential Question: Are you able to divide decimals?			Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals.	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Divide Fractions	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.1.3 <i>high</i></p> <p>MA.6.A.5.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to divide whole numbers by fractions. • The students will be able to divide fractions using models. • The students will be able to divide fractions and justify the procedures. • The students will be able to divide mixed numbers. 	Reciprocal
Glencoe Resources				
<p>Digital: Explore Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: Transparency with grids, transparency markers, graph paper, colored pencils, clock, rice or dried beans, rectangular unsliced loaf of bread, newspapers, magazines, markers</p> <p>Manipulatives: Number cubes, fraction tiles or circles</p> <p>Printed Resources: Leveled Worksheets pp. 42-59; Chapter Quiz 3, p. 63; <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit B</p>				

UNIT/ORGANIZING PRINCIPLE: Data Analysis			Pacing: First Nine Weeks Days 35-41	
Essential Question: Are you able to determine the mean, median, mode, and range for a set of data?		Big Idea: Develop an understanding of and fluency with multiplication and division of fractions and decimals		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Measures of Central Tendency	<p>Determine the measures of central tendency and variability for a given set of data.</p> <p>Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.S.6.1 <i>low</i></p> <p>MA.6.S.6.2 <i>high</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to use models to find the mean of a set of data. The students will be able to find the mean of a set of data. The students will be able to use a spreadsheet to find the mean. The students will be able to find and interpret the median, mode, and range of a set of data. The students will be able to use a spreadsheet to find mean, median, and mode. The students will be able to choose an appropriate measure of central tendency. The students will be able to identify outliers. 	<p>Statistics</p> <p>Data</p> <p>Average</p> <p>Mean</p> <p>Measures of central tendency</p> <p>Median</p> <p>Mode</p> <p>Range</p> <p>Outlier</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Play dimes, calculators, index cards, glue, poster board, graphing calculators</p> <p>Manipulatives: Centimeter cubes, number cubes</p> <p>Printed Resources: Leveled Worksheets, pp. 12-30; Chapter Quiz 1, p. 52; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Data Analysis			Pacing: First Nine Weeks Days 42-47	
<u>Essential Question:</u> Are you able to construct and analyze frequency tables and line plots?		<u>Big Idea:</u> Data Analysis		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Data Displays	<p>Determine the measures of central tendency and variability for a given set of data.</p> <p>Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.S.6.1 <i>low</i></p> <p>MA.6.S.6.2 <i>high</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to solve problems by making a table. The students will be able to make and interpret frequency tables. The students will be able to choose appropriate scales and intervals for frequency tables. The students will be able to display and analyze data using a line plot. The students will select an appropriate display for a set of data. The students will be able to solve a problem by collecting, organizing, displaying, and interpreting data. 	<p>Frequency table</p> <p>Interval</p> <p>Scale</p> <p>Line plot</p> <p>Analyze</p> <p>Cluster</p> <p>Gap</p>
Glencoe Resources				
Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Visual Vocabulary Flashcards				
Materials: Index cards, tape, grid paper, rulers, stopwatches, poster board				
Print Resources: Leveled Worksheets, p. 31-50; <i>Quick Review Math Handbook</i> ; <i>Hands-on Activity Tools and Resources</i> ; IMPACT Mathematics: Unit C				

UNIT/ORGANIZING PRINCIPLE: Ratios and Rates			Pacing: Second Nine Weeks Days 51-54	
Essential Question: Are you able to use multiplication and division to find equivalent ratios and rates?			Big Idea: Connect ratio and rates to multiplication and division	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Ratios and Rates	Use reasoning about multiplication and division to solve ratio and rate problems. Interpret and compare rates.	MA.6.A.2.1 <i>high</i> MA.6.A.2.2 <i>moderate</i>	<ul style="list-style-type: none"> The students will be able to explore ratios using models. The students will be able to express ratios and rates in fraction form. The students will be able to explore rates using models. The students will be able to determine unit rates. 	Ratio Rate Unit rate
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Three pictures of an orange, nine pictures of a banana, red and blue paper clips, index cards, rulers</p> <p>Manipulatives: Two-color counters, pattern blocks</p> <p>Print Resources: Level Worksheets, pp. 12-24; Chapter Quiz 1, p. 47; <i>Quick Review Math Handbook</i>; <i>Hands-on Activity Tools and Resources</i>; IMPACT Mathematics: Unit D</p>				

UNIT/ORGANIZING PRINCIPLE: Ratios and Rates			Pacing: Second Nine Weeks Days 55-57	
Essential Question: Are you able to interpret and compare pairs of ratios or rates?			Big Idea: Connect ratio and rates to multiplication and division	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Ratio Tables	Use reasoning about multiplication and division to solve ratio and rate problems. Interpret and compare rates. The student will relate new vocabulary to familiar words.	MA.6.A.2.1 <i>high</i> MA.6.A.2.2 <i>moderate</i> LA.7.1.6.5	<ul style="list-style-type: none"> The students will be able to use ratio tables to represent and solve problems involving equivalent ratios. The students will be able to use technology to compare output/input ratios for functions. The students will be able to solve problems by looking for a pattern. 	Ratio table Equivalent ratio Scaling
Glencoe Resources				
<p>Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Graphing Calculator Easy Files, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Stopwatch or clock with a second hand, grocery ads, transparency sheets, highlighters, graphing calculators</p> <p>Manipulatives: Two-color counters, base-ten unit cubes</p> <p>Print Resources: Leveled Worksheets, pp. 25-33; Chapter Quiz 2, p. 48; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Ratios and Rates			Pacing: Second Nine Weeks Days 58-60	
Essential Question: Are you able to use ratio tables, bar diagrams, and reasoning to solve ratio and rate problems?			Big Idea: Connect ratio and rates to multiplication and division	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Solve Rate and Ratio Problems	<p>Use reasoning about multiplication and division to solve ratio and rate problems.</p> <p>Interpret and compare rates.</p> <p>The student will relate new vocabulary to familiar words.</p>	<p>MA.6.A.2.1 <i>high</i></p> <p>MA.6.A.2.2 <i>moderate</i></p> <p>LA.6.1.6.5</p>	<ul style="list-style-type: none"> • The students will be able to determine if two ratios are equivalent. • The students will be able to explore ratio and rate problems using bar diagrams. • The students will be able to solve problems using ratios and rates. 	
Glencoe Resources				
<p>Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: Index cards, pennies and nickels, grip paper, play money, paper plates, scissors</p> <p>Manipulatives: Counters</p> <p>Print Resources: Leveled Worksheets, pp. 34-45; Chapter Quiz 3, p. 49; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Fractions, Decimals, and Percents			Pacing: Second Nine Weeks Days 63-64	
Essential Question: Are you able to find and use equivalent forms of fractions, decimals, and percents to solve problems.			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Fractions and Decimals	Use equivalent forms of fractions, decimals, and percents to solve problems. The student will relate new vocabulary to familiar words	MA.6.A.5.1 <i>moderate</i> LA.6.1.6.5	<ul style="list-style-type: none"> The students will be able to write decimals as fractions or mixed numbers in simplest form. The students will be able to write fractions as decimals. 	Rational numbers
Glencoe Resources				
Digital: Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual				
Materials: Play money, supermarket ads, 10 x 10 grids, rulers, calculators				
Print Resources: Leveled Worksheets, p. 12-23; Chapter Quiz 1, p. 75; <i>Quick Review Math Handbook</i> ; <i>Hands-On Activity Tools and Resources</i> ; IMPACT Mathematics: Unit E				

UNIT/ORGANIZING PRINCIPLE: Fractions, Decimals, and Percents			Pacing: Second Nine Weeks Days 65-70	
Essential Question: Are you able to find and use equivalent forms of fractions, decimals, and percents to solve problems?		Supporting Idea: Number and Operations		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Percents	Use equivalent forms of fractions, decimals, and percents to solve problems. The student will relate new vocabulary to familiar words	MA.6.A.5.1 <i>moderate</i> LA.6.1.6.5	<ul style="list-style-type: none"> • The students will be able to use models to illustrate the meaning of percents. • The students will be able to write percents as fractions. • The students will be able to write fractions as percents. • The students will be able to express percents as decimals and decimals as percents. • The students will be able to write percents greater than 100% and less than 1% as fractions and decimals and decimals as fractions. 	Percent
Glencoe Resources				
<p>Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: 10x10 grids, index cards, 100 small objects, spinners</p> <p>Manipulatives: Math tiles, pattern blocks</p> <p>Print Resources: Leveled Worksheets, pp.22-44; Chapter Quiz 2, p. 75; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Fractions, Decimals, and Percents			Pacing: Second Nine Weeks Days 71-76	
Essential Question: Are you able to compare and order fractions, decimals, and percents?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Compare and Order Fractions, Decimals, and Percents	<p>Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.</p> <p>The student will relate new vocabulary to familiar words</p>	<p>MA.6.A.5.2 <i>moderate</i></p> <p>LA.6.1.6.5</p>	<ul style="list-style-type: none"> • The students will be able to compare fractions. • The students will be able to compare and order fractions. • The students will be able to compare and order fractions, decimals, and percents. 	Least Common Denominator
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Grid paper, index cards</p> <p>Manipulatives: Fraction tiles</p> <p>Print Resources: Leveled Worksheets, pp. 45-56; Chapter Quiz 3, p. 76; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit E</p>				

UNIT/ORGANIZING PRINCIPLE: Fractions, Decimals, and Percents			Pacing: Second Nine Weeks Days 77-82	
Essential Question: Are you able to estimate the results of computations with percents?			Supporting Idea: Number and Operation	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Apply Percents	<p>Use equivalent forms of fractions, decimals, and percents to solve problems.</p> <p>Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.</p> <p>The student will relate new vocabulary to familiar words.</p>	<p>MA.6.A.5.1 <i>moderate</i></p> <p>MA.6.A.5.3 <i>moderate</i></p> <p>LA.6.1.6.5</p>	<ul style="list-style-type: none"> • The students will be able to estimate fractional parts of a number using models. • The students will be able to estimate the percent of a number. • The students will be able to use percents to solve problems. • The students will be able to find the percent of a number using fractions and decimals. • The students will be able to solve problems by solving simpler problems. 	
Glencoe Resources				
Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual				
Materials: Grid paper, index cards				
Print Resources: Leveled Worksheets, pp. 57-73; Chapter Quiz 4, p. 77; <i>Quick Review Math Handbook</i>				

UNIT/ORGANIZING PRINCIPLE: Algebraic Expressions			Pacing: Second Nine Weeks Days 85-89	
Essential Question: Are you able to write and evaluate numerical and algebraic expressions?			Big Idea: Write, interpret, and use mathematical expressions and equations	
Content/Concepts	Learning Targets/Skills (Cognitive Complexity/Depth of Knowledge Rating)	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Write and Evaluate Expressions	Write and evaluate mathematical expressions that correspond to given situations.	MA.6.A.3.1 <i>moderate</i>	<ul style="list-style-type: none"> The students will be able to find the value of expressions using the order of operations. The students will be able to evaluate algebraic expressions. The students will be able to use models to write expressions. The students will be able to write verbal phrases as simple algebraic expressions. The students will be able to solve problems by acting them out. 	Numerical expression Order of operations Algebra Variable Algebraic expression Evaluate Defining the variable
Glencoe Resources				
<p>Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Index cards, store circulars, coupons for food and household items, box, blocks, dry erase markers, eraser and board, construction paper, scissors, masking tape</p> <p>Manipulatives: Math tiles, two-color counters</p> <p>Print Resources: Leveled Worksheets, pp. 12-32; Chapter Quiz 1, p. 44; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit F</p>				

UNIT/ORGANIZING PRINCIPLE: Algebraic Expressions			Pacing: Second Nine Weeks Days 90-94	
Essential Question: Are you able to apply the Commutative, Associative, and Distributive Properties to simplify expressions?			Big Idea: Write, interpret, and use mathematical expressions and equations	
Content/Concepts	Learning Targets/Skills (Cognitive Complexity/Depth of Knowledge Rating)	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Properties	Apply the Commutative, Associative, and Distributive Properties to show that two expressions are equivalent.	MA.6.A.3.5 <i>moderate</i>	<ul style="list-style-type: none"> The students will be able to use the Commutative, Associative, and Identity Properties to simply expressions. The students will be able to model the Distributive Property. The students will be able to use the Distributive Property to compute multiplication problems mentally and to rewrite algebraic expressions. 	Properties Equivalent expressions
Glencoe Resources				
Digital: Graphic Novels, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards				
Materials: Inch rulers, centimeter rulers, grid paper, algebra tiles				
Manipulatives: Two-color counters, number cubes				
Print Resources: Leveled Worksheets, pp. 33-45; Chapter Quiz 2, p. 47; <i>Quick Math Review Handbook</i> ; <i>Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Review and Assessment		Pacing: Fourth Nine Weeks Days 143-152		
Essential Question: Are you able to show what you've learned through review and assessment of the Big Ideas?		<u>Big Idea 1:</u> Develop an understanding of and fluency with multiplication and division of fractions and decimals. <u>Big Idea 2:</u> Connect ratio and rates to multiplication and division. <u>Big Idea 3:</u> Write, interpret, and use mathematical expressions. <u>Supporting Idea:</u> Geometry and Measurement <u>Supporting Idea:</u> Number and Operations <u>Supporting Idea:</u> Date Analysis		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Review	<p>Explain and justify procedures for multiplying and dividing fractions and decimals.</p> <p>Multiply and divide fractions and decimals efficiently.</p> <p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p>Use reasoning about multiplication and division to solve ratio and rate problems.</p>	<p>MA.6.A.1.1 <i>moderate</i></p> <p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.1.3 <i>high</i></p> <p>MA.6.A.2.1 <i>high</i></p>	<ul style="list-style-type: none"> The students will be able to complete practice sections for each Bid Idea and Supporting Idea. The students will be able to review the benchmarks by completing the exercises. 	Review any terminology that is necessary

	Interpret and compare ratios and rates.	MA.6.A.2.2 <i>moderate</i>		
	Write and evaluate mathematical expressions that correspond to given situations.	MA.6.A.3.1 <i>moderate</i>		
	Write, solve, and graph one- and two-step linear equations and inequalities.	MA.6.A.3.2 <i>moderate</i>		
	Work backward with two-step functions to undo expressions.	MA.6.A.3.3 <i>moderate</i>		
Glencoe Resources				
Textbook				

UNIT/ORGANIZING PRINCIPLE: Math Project 3—Let's Exercise		Pacing: Fourth Nine Weeks Days 168-172		
Essential Question: Are you able to create a weeklong fitness program?		Big Idea: Write, interpret, and use mathematical expressions and equations.		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Line graphs Fitness program	<p>Write and evaluate mathematical expressions that correspond to given situations.</p> <p>Write, solve, and graph one- and two-step linear equations and inequalities.</p> <p>Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p> <p>Select and use appropriate format for writing, including narrative, persuasive, and expository formats, according to the intended</p>	<p>MA.6.A.3.1 <i>moderate</i></p> <p>MA.6.A.3.2 <i>moderate</i></p> <p>MA.6.A.3.6 <i>high</i></p> <p>LA.6.4.2.2</p> <p>LA.B.2.3.3</p>	<ul style="list-style-type: none"> • The students will be able to record the number of calories burned for ten different fitness activities. • The students will be able to create a line graph. • The students will be able to create an exercise plan. • The students will be able to create a visual presentation that will include a weeklong fitness program, a line graph, a recording sheet, any equations or expressions use to complete the project. 	Calories

	audience, purpose and occasion. Selects language that shapes reactions, perceptions, and beliefs. Describes the principles of training and conditioning for specific physical activities	L.A.D.2.3.1 PE.A.2.3.3		
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Project Resources**Internet and/or fitness books and magazines**

UNIT/ORGANIZING PRINCIPLE: Math Project 5—It's Out of This World			Pacing: Fourth Nine Weeks Days 180-188	
Essential Question: Are you able to compare Earth to the other planets after completing research?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Decimals	<p>Use equivalent forms of fractions, decimals, and percents to solve problems.</p> <p>Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p> <p>The student understands how patterns, chronology, sequencing, and the identification of historical periods are influenced by frames of reference.</p> <p>The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs.</p>	<p>MA.6.A.5.1 <i>moderate</i></p> <p>MA.6.A.5.2 <i>moderate</i></p> <p>LA.6.4.2.2.</p> <p>SS.A.1.3.1</p> <p>SS.A.1.3.2</p>	<ul style="list-style-type: none"> • The students will be able to write numerical statements that compare Earth to two other planets using the symbols $<$ and $>$. • The students will be able to summarize research findings by writing one or two paragraphs that compare Earth to the other planets. • The students will be able to create a presentation that includes four bar graphs that displays research information about the planets. 	

	Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	SC.6.P.13.2		
Project Resources				
Internet and/or science books				

UNIT/ORGANIZING PRINCIPLE: Solve Equations			Pacing: Third Nine Weeks Days 97-102	
Essential Question: Are you able to write and solve addition and subtraction equations?		Big Idea: Write, interpret, and use mathematical expressions and equations.		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Addition and Subtraction Equations	<p>Write, solve, and graph one- and two-step linear equations and inequalities.</p> <p>Work backward with two-step function rules to undo expressions.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.A.3.2 <i>moderate</i></p> <p>MA.6.A.3.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to solve equations by using mental math and the guess-and-check strategy. The students will be able to solve problems by working backward. The students will be able to solve addition equations using models. The students will be able to solve addition equations. 	<p>Equation</p> <p>Equals sign</p> <p>Solve</p> <p>Solution</p>
Glencoe Resources				
<p>Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Paper bags, balance scales, play money</p> <p>Manipulatives: Base-ten unit cubes, two-color counters, cups, equations mats, number cubes</p> <p>Print Resources: Leveled Worksheets, pp. 12-33; Chapter Quiz 1, p. 55; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit G</p>				

UNIT/ORGANIZING PRINCIPLE: Solve Equations			Pacing: Third Nine Weeks Days 103-106	
Essential Question: Are you able to write and solve one-step multiplication and division equations?		Big Idea: Write, interpret, and use mathematical expressions and equations.		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiplication and Division Equations	Write, solve, and graph one- and two-step linear equations and inequalities. The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.	MA.6.A.3.2 <i>moderate</i> LA.6.4.2.2	<ul style="list-style-type: none"> The students will be able to solve multiplication equations using models. The students will be able to solve multiplication equations. The students will be able to solve division problems using models. The students will be able to solve division equations. 	Coefficient Division Property of Equality
Glencoe Resources				
Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards				
Materials: Index cards, rubber bands, paper clips, model car kit parts, rulers				
Manipulatives: Two-color counters, cups, equations mats, number cubes				
Print Resources: Leveled Worksheets, pp. 34-46; Chapter Quiz 2, p. 56; <i>Quick Review Math Handbook</i> ; <i>Hands-On Activity Tools and Resources</i> ; IMPACT Mathematics: Unit G				

UNIT/ORGANIZING PRINCIPLE: Solve Equations			Pacing: Third Nine Weeks Days 107-108	
Essential Question: Are you able to write and solve two-step equations?			Big Idea: Write, interpret, and use mathematical expressions and equations.	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Two-Step Equations	<p>Write, solve, and graph one- and two-step equations and inequalities.</p> <p>Work backward with two-step function rules to undo expressions.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources.</p>	<p>MA.6.A.3.2 <i>moderate</i></p> <p>MA.6.A3.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to solve two-step equations. The students will be able to write and solve two-step equations. 	Two-step equations
Glencoe Resources				
Digital: Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards				
Materials: Algebra tiles, rulers, construction paper, yellow highlighters				
Manipulatives: Equation mats				
Print Resources: Leveled Worksheets, pp. 47-53; Chapter Quiz 3, p. 57; <i>Quick Review Math Handbook; Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Functions and Inequalities			Pacing: Third Nine Weeks Days 111-117	
Essential Question: Are you able to construct and interpret tables, graphs, and equations to describe linear functions and other simple relations using common language and algebraic notation?			Big Idea: Write, interpret, and use mathematical expressions and equations.	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Relations and Functions	<p>Write, solve, and graph one- and two-step equations and inequalities.</p> <p>Work backward with two-step function rules to undo expressions.</p> <p>Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources.</p>	<p>MA.6.A.3.2. <i>moderate</i></p> <p>MA.6.A.3.3 <i>moderate</i></p> <p>MA.6.A.3.6 <i>high</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to use ordered pairs to graph relations. The students will be able to illustrate functions using technology. Students will be able to complete function tables and find function rules. Students will be able to extend and describe arithmetic sequences using algebraic expressions. Students will be able to construct and analyze different verbal, tabular, graphical, and algebraic representations of functions. 	<p>Coordinate plane</p> <p>Origin</p> <p>X-axis</p> <p>Y-axis</p> <p>Ordered pair</p> <p>X-coordinate</p> <p>Y-coordinate</p> <p>Relation</p> <p>Graph</p> <p>Linear function</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Graphing Calculator Easy Files, Virtual</p> <p>Manipulatives: Visual Vocabulary Flashcards</p> <p>Materials: Grid paper, city or state maps, graphing calculators, cardboard, string, dry erase markers, page protectors, index cards</p> <p>Manipulatives: Number cubes</p> <p>Print Resources: Leveled Worksheets, pp. 12-38; Chapter Quiz 1, p. 68; <i>Quick Review Handbook</i>; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Functions and Inequalities			Pacing: Third Nine Weeks Days 118-123	
Essential Question: Are you able to write, solve, and graph one and two-step equations?			Big Idea: Write, interpret, and use mathematical expressions and equations.	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Inequalities	<p>Write, solve, and graph one- and two-step equations and inequalities.</p> <p>Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources.</p>	<p>MA.6.A.3.2 <i>moderate</i></p> <p>MA.6.A.3.6 <i>high</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to use models to determine the truth of inequalities. • The students will be able to solve inequalities by using mental math and the guess, check, and revise strategy. • The students will be able to solve problems using the guess, check, and revise strategy. • The students will be able to write and graph inequalities. • The students will be able to solve addition and subtraction inequalities. • The students will be able to solve one-step linear inequalities. • The students will be able to write, solve, and graph two-step linear equations. 	Inequality
Glencoe Resources				
<p>Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Graphing Calculator Easy Files, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Index cards, balance scales, grid paper, highlighters, paper clips, sticky notes</p> <p>Manipulatives: Number cubes, spinners, plastic geosolids, two-color counters, centimeter cubes, math tiles</p> <p>Print Resources: Leveled Worksheets, pp. 39-66; Chapter Quiz 2, p. 69; <i>Quick Review Handbook</i>; <i>Hands-On Activity Tools and Resources</i>; IMACT Mathematics: Unit H</p>				

UNIT/ORGANIZING PRINCIPLE: Use Formulas in Geometry			Pacing: Third Nine Weeks Days 126-129	
Essential Question: Are you able to derive and apply formulas for areas of parallelograms, triangles, and trapezoids?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Area	<p>Solve problems given a formula.</p> <p>Determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources.</p>	<p>MA.6.A.3.4 <i>moderate</i></p> <p>MA.6.G.4.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to find the areas and missing dimensions of parallelograms. • The students will be able to discover the formula for the area of a triangle using the properties of parallelograms and a table of values. • The students will be able to find the areas and missing dimensions of triangles. • The students will be able to find the area of trapezoids. 	<p>Base</p> <p>Height</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: Grid paper, scissors, rulers</p> <p>Manipulatives: Geoboards, geobands</p> <p>Print Resources: Leveled Worksheets, pp. 12-29; Chapter Quiz 1, p. 66; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Use Formulas in Geometry			Pacing: Third Nine Weeks Days 130-133	
Essential Question: Are you able to understand the relationship between radius, diameter, and circumference of a circle? Are you able to understand and apply the concept of pi?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Circles	<p>Solve problems given a formula.</p> <p>Understand the concept of π, know common estimates of π and use these values to estimate and calculate the circumference and area of circles.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources.</p>	<p>MA.6.A.3.4 <i>moderate</i></p> <p>MA.6.G.4.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to describe the relationship between the diameter and circumference of a circle. The students will be able to estimate and find the circumference of circles. The students will be able to develop a formula for the area of a circle. The students will be able to find the areas of circles. 	<p>Circle</p> <p>Center</p> <p>Diameter</p> <p>Circumference</p> <p>Pi</p> <p>Semicircle</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards</p> <p>Materials: String, scissors, jar lids, centimeter rulers, paper plates, grid paper</p> <p>Manipulatives: compasses</p> <p>Print Resources: Leveled Worksheets, pp. 30-43; Chapter Quiz 2, p. 66; <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit I</p>				

UNIT/ORGANIZING PRINCIPLE: Use Formulas in Geometry			Pacing: Third Nine Weeks Days 134-137	
Essential Question: Are you able to find perimeters and areas of composite figures?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Composite Figures	<p>Solve problems given a formula.</p> <p>Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures using various strategies.</p> <p>Determine the missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p>	<p>MA.6.A.3.4 <i>moderate</i></p> <p>MA.6.A.4.2 <i>moderate</i></p> <p>MA.6.A.4.3 <i>moderate</i></p>	<ul style="list-style-type: none"> • The students will be able to find the perimeter of a composite figure. • The students will be able to find and estimate the area of an irregular figure by counting squares. • The students will be able to find the areas of composite figures. • The students will be able to solve problems by making a model. 	Perimeter Composite figure

	<p>Write and evaluate mathematical expressions that correspond to given situations.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.6.A.3.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>		
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Glencoe Resources

Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives, Visual Vocabulary Flashcards

Materials: Grid paper, rulers, colored pencils, index cards, scissors

Manipulatives: Counters, tangram pieces

Print Resources: Leveled Worksheets, pp. 44-58; Chapter Quiz 3, p. 67; *Quick Review Math Handbook*; IMPACT Mathematics: Unit I; *Hands-On Activity Tools and Resources*

UNIT/ORGANIZING PRINCIPLE: Use Formulas in Geometry			Pacing: Third Nine Weeks Days 138-139	
Essential Question: Are you able to find the volume of a figure?		Supporting Idea: Geometry and Measurement		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Volume	<p>Solve problems given a formula.</p> <p>Determine the missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.6.A.3.4 <i>moderate</i></p> <p>MA.6.A.4.3 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to find the volume of rectangular prisms. The students will be able to determine how changes in dimension affect volume. 	<p>Rectangular prism</p> <p>Volume</p> <p>Cubic units</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Visual Vocabulary Flashcards</p> <p>Materials: Grid paper, scissors, tape</p> <p>Manipulatives: Centimeter cubes</p> <p>Print Resources: Leveled Worksheets, pp. 59-64; Chapter Quiz 4, p. 67; <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit I</p>				

UNIT/ORGANIZING PRINCIPLE: Measurement: Volume and Surface Area			Pacing: Fourth Nine Weeks (A) Days 153-154	
Essential Question: Are you able to justify and apply the formulas for volumes of prisms and pyramids?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Volume of Prisms and Pyramids	<p>Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.7.G.2.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to explore the volume of prisms. • The students will be able to find the volume of prisms. • The students will be able to justify the formulas for the volume of prisms. • The students will be able to find the volume of pyramids. 	Triangular prism Pyramid
Glencoe Resources				
Digital: Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual				
Materials: 5x8 index cards, tape, rice, grid paper, rulers, scissors				
Print Resources: Leveled Worksheets, pp. 12-25; Chapter Quiz 1, p. 63; <i>Quick Review Math Handbook</i> ; IMPACT Mathematics: Unit J; <i>Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Measurement: Volume and Surface Area			Pacing: Fourth Nine Weeks (A) Days 156-157	
Essential Question: Are you able to justify and apply the formulas for volumes of cones and cylinders?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Volume of Cones and Cylinders	<p>Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.7.G.2.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to justify formulas for the volume of cylinders. • The students will be able to find the volume of cylinders. • The students will be able to justify formulas for the volume of cones. • The students will be able to find the volume of cones. 	Cylinder Cone
Glencoe Resources				
<p>Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives</p> <p>Materials: Soup cans, centimeter grip paper, scissors, tape, rice, rulers</p> <p>Manipulatives: Compasses, centimeter cubes</p> <p>Print Resources: Leveled Worksheets, pp. 26-37; Chapter Quiz 2, p. 64; <i>Quick Review Math Handbook</i>; IMPACT Mathematics: Unit J; <i>Hands-On Activity Tools and Resources</i></p>				

UNIT/ORGANIZING PRINCIPLE: Measurement: Volume and Surface Area			Pacing: Fourth Nine Weeks (A) Days 158-162	
Essential Question: Are you able to apply the formulas for surface areas of rectangular prisms and cylinders?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Surface Area of Three-Dimensional Figures	<p>Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.7.G.2.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to find the surface area of prisms and pyramids using models and nets. • The students will be able to find the surface areas of rectangular prisms. • The students will be able to find the surface of cylinders using models and nets. • The students will be able to find the surface area of cylinders. • The students will be able to solve problems by drawing a diagram. 	Cylinder Cone
Glencoe Resources				
Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
Materials: Empty cereal boxes, scissors, markers, rulers, soup cans with labels, tape				
Manipulatives: centimeter cubes				
Print Resources: Leveled Worksheets, pp. 38-55; Chapter Quiz 3, p. 65; <i>Quick Review Math Handbook</i> ; <i>Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Measurement: Volume and Surface Area			Pacing: Fourth Nine Weeks (A) Day 163	
Essential Question: Are you able to apply the formulas for surface areas and volume of composite figures?			Supporting Idea: Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Three Dimensional Composite Figures	<p>Use formulas to find surface areas and volume of pyramids, prisms, cylinders, and cones.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of resources used.</p>	<p>MA.7.G.2.2 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> The students will be able to explore volume and surface area of composite figures. Students will be able to find the volume and surface area of composite shapes. 	
Glencoe Resources				
Digital: Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
Materials: Centimeter cubes				
Print Resources: Leveled Worksheets, pp.56-61; Chapter Quiz 4, p. 65; <i>Quick Review Math Handbook</i> ; <i>Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Integers			Pacing: Fourth Nine Weeks (A) Days 166-167	
Essential Question: Are you able to identify and plot ordered pairs in all four quadrants of the coordinate plane?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Integers and the Coordinate Plane	<p>Use and justify the rules for adding, subtracting, multiplying, and dividing, and finding the absolute value of integers.</p> <p>Identify and plot ordered pairs in all four quadrants of the coordinate plane.</p> <p>The student will relate new vocabulary to familiar words.</p>	<p>MA.7.A.3.1 <i>moderate</i></p> <p>MA.7.G.4.3 <i>low</i></p> <p>LA.6.1.6.5</p>	<ul style="list-style-type: none"> The students will be able to use a number line to explore the absolute value of an integer. The students will be able to read and write integers, and find the absolute value of an integer. The students will be able to locate and graph ordered pairs on a coordinate plane. 	<p>Integer</p> <p>Negative integer</p> <p>Positive integer</p> <p>Absolute value</p> <p>Quadrants</p>
Glencoe Resources				
<p>Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual</p> <p>Materials: Grid paper, rulers or tape measures, making tape</p> <p>Print Resources: Leveled Worksheets, pp. 12-23; Chapter Quiz 1, p. 56; <i>Quick Review Math Handbook</i>; <i>Hands-On Activity Tools and Resources</i>; IMPACT Mathematics: Unit K</p>				

UNIT/ORGANIZING PRINCIPLE: Integers			Pacing: Fourth Nine Weeks (A) Days 168-170	
Essential Question: Are you able to justify and use the rules for adding and subtracting integers?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Add and Subtract Integers	Use and justify the rules for adding, subtracting, multiplying, and dividing, and finding the absolute value of integers. The student will relate new vocabulary to familiar words.	MA.7.A.3.1 <i>moderate</i> LA.6.1.6.5	<ul style="list-style-type: none"> • The students will be able to use models to add integers. • The students will be able to add integers. • The students will be able to use models to subtract integers. • The students will be able to subtract integers. 	Zero pair
Glencoe Resources				
Digital: Lesson Animation, Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
Materials: Integer mats				
Manipulatives: Two-color counters				
Print Resources: Leveled Worksheets, pp. 24-37; Chapter Quiz 2, p. 57; <i>Quick Review Math Handbook</i>				

UNIT/ORGANIZING PRINCIPLE: Integers			Pacing: Fourth Nine Weeks (A) Days 171-175	
<u>Essential Question:</u> Are you able to justify and use the rules for multiplying and dividing integers?			<u>Supporting Idea:</u> Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiply and Divide Integers	<p>Use and justify the rules for adding, subtracting, multiplying, and dividing, and finding the absolute value of integers.</p> <p>Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.</p> <p>The student will relate new vocabulary to familiar words.</p>	<p>MA.7.A.3.1 <i>moderate</i></p> <p>MA.7.A.5.2 <i>moderate</i></p> <p>LA.6.1.6.5</p>	<ul style="list-style-type: none"> • The students will be able to use models to multiply integers. • The students will be able to multiply integers. • The students will be able to solve problems by working backward. • The students will be able to use models to divide integers. • The students will be able to divide integers. 	
Glencoe Resources				
<u>Digital:</u> Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
<u>Materials:</u> Play money, index cards, integer mats, highlighters				
<u>Manipulatives:</u> Two-color counters				
<u>Print Resources:</u> Leveled Worksheets, pp. 38-54; Chapter Quiz 3, p. 57; <i>Quick Review Math Handbook; Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Operations with Rational Numbers			Pacing: Fourth Nine Weeks (A) Days 178-179	
Essential Question: Are you able to express rational numbers as terminating or repeating decimals?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Rational Numbers	Express rational numbers as terminating or repeating decimals. The student will relate new vocabulary to familiar words.	MA.7.A.5.1 <i>low</i> LA.6.1.6.5	<ul style="list-style-type: none"> The students will be able to model rational numbers. The students will be able to express positive and negative fractions as decimals. The students will be able to compare and order fractions, decimals, and percents. 	Rational number Terminating decimal Repeating decimal Bar notation
Glencoe Resources				
Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
Materials: Calculators, index cards, highlighters, grid paper				
Manipulatives: Fractional tiles				
Print Resources: Leveled Worksheets, pp. 12-23; Chapter Quiz 1, p. 56; <i>Quick Review Math Handbook</i> ; <i>Hands-On Activity Tools and Resources</i> ; IMPACT Mathematics: Unit E				

UNIT/ORGANIZING PRINCIPLE: Operations with Rational Numbers			Pacing: Fourth Nine Weeks (A) Days 180-184	
Essential Question: Are you able to add and subtract rational numbers?		Supporting Idea: Number and Operations		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Add and Subtract Rational Numbers	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. The student will relate new vocabulary to familiar words.	MA.7.A.3.2 <i>moderate</i> LA.6.1.6.5	<ul style="list-style-type: none"> • The students will be able to use models to add and subtract rational numbers. • The students will be able to add and subtract rational numbers. • The students will be able to add and subtract rational numbers with unlike denominators. 	
Glencoe Resources				
Digital: Lesson Animation, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual, Virtual Manipulatives				
Materials: Paper plates, yellow and red colored pencils or markers, scissors, index cards, highlighters				
Manipulatives: Fractional tiles				
Print Resources: Leveled Worksheets, pp.24-34; Chapter Quiz 2, p. 56; <i>Quick Review Math Handbook; Hands-On Activity Tools and Resources</i>				

UNIT/ORGANIZING PRINCIPLE: Math Project 1—A Traveling We Will Go			Pacing: Fourth Nine Weeks Days 153-160	
Essential Question: Are you able to plan a family vacation?		Big Idea: Develop an understanding of and fluency with multiplying and dividing fractions and decimals		
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiplying and Dividing Fractions and Decimals	<p>Multiply and divide fractions and decimals efficiently.</p> <p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.A.1.2 <i>low</i></p> <p>MA.6.A.1.3 <i>high</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to create a budget for the vacation. • The students will be able to use the internet to research a destination. • The students will be able to create a visual presentation the will include an itinerary, spreadsheet with total cost of trip, travel brochure, and paragraph describing why the vacation spot was chosen. 	<p>Itinerary Spreadsheet Brochure</p>

	<p>Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>Selects language that shapes reactions, perceptions, and beliefs.</p> <p>Differentiate between weather and climate</p>	<p>LA.B.2.3.3</p> <p>LA.D.2.3.1</p> <p>SC.6.E.7.6</p>		
Project Resources				
Internet and/or travel books				

UNIT/ORGANIZING PRINCIPLE: Math Project 2—The Nifty Fifty States			Pacing: Fourth Nine Weeks Days 161-167	
Essential Question: Are you able to use ratios and percents to compare the population of the 50 states?			Big Idea: Connect ratio and rates to multiplication and division	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Ratios and Rates	<p>Interpret and compare ratios and rates.</p> <p>Use equivalent forms of fractions, decimals, and percents to solve problems.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.A.2.2 <i>moderate</i></p> <p>MA.6.A.5.1 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to compare the number of females to the number of males in 10 states. • The students will be able to find the percent of the population that is over the age of 65 in 15 states. • The students will be able to find the percent of the population that is under the age of 19 in 15 states. • The students will be able to create a presentation that displays information that has been gathered. 	Almanac

	<p>Organizes information before writing according to the type and purpose of writing.</p> <p>Drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation.</p> <p>The student uses mental maps to organize information about people, places, and environments.</p> <p>Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these as they apply to Florida.</p>	<p>LA.B.1.3.1</p> <p>LA.B.1.3.2</p> <p>SS.B.1.3.2</p> <p>SC.6.E.6.2</p>		
Project Resources				
Internet and/or current almanac				

UNIT/ORGANIZING PRINCIPLE: Math Project 4—A New Zoo			Pacing: Fourth Nine Weeks Days 173-179	
<u>Essential Question:</u> Are you able to create a plan for a new zoo using geometry and measurement?			<u>Supporting Idea:</u> Geometry and Measurement	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Geometry and Measurement	<p>Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures using various strategies.</p> <p>The student will record information related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>MA.6.G.4.2 <i>moderate</i></p> <p>LA.6.4.2.2</p>	<ul style="list-style-type: none"> • The students will be able to choose 15 animals that will fit in the zoo's 70 acres. • The students will be able to determine the dimensions and size of the living area for each animal. • The students will be able to create a blueprint of the new zoo. • The students will be able to create a presentation that will include the feeding schedules, temperature conditions, and blueprint dimensions. 	Habitat

	<p>Uses literary devices and techniques in th comprehension and creation of written, oral, and visual communication.</p> <p>Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</p> <p>Identify and investigate the general functions of the major systems of the human body and describe the ways these systems interact with each other to maintain homeostasis</p>	<p>LA.D.2.3.2</p> <p>LA.D.2.3.4</p> <p>SC.6.L.14.5</p>		
Project Resources				
Internet and/or animal fact books				

UNIT/ORGANIZING PRINCIPLE: Operations with Rational Numbers			Pacing: Fourth Nine Weeks (A) Days 185-188	
Essential Question: Are you able to multiply and divide rational numbers? Are you able to solve equations with rational coefficients?			Supporting Idea: Number and Operations	
Content/Concepts	Learning Targets/Skills	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Multiply and Divide Rational Numbers	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.	MA.7.A.3.2 <i>moderate</i>	<ul style="list-style-type: none"> • The students will be able to multiply rational numbers. • The students will be able to divide rational numbers. • The students will be able to solve equations with rational coefficients. • The students will be able to solve problems by writing an equation. 	

	<p>Formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients.</p> <p>Use properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given context.</p> <p>The student will relate new vocabulary to familiar words.</p>	<p>MA.7.A.3.3 <i>moderate</i></p> <p>MA.7.A.3.4 <i>moderate</i></p> <p>LA.6.2.6.5</p>		
Glencoe Resources				
Digital: Graphic Novel, Personal Tutor, Self-Check Quiz, Interactive Classroom, eSolutions Manual				
Materials: Grid paper, blue and red colored pencils, index cards				
Print Resources: Leveled Worksheets, pp. 35-54; Chapter 3 Quiz, p. 57, <i>Quick Review Math Handbook</i>				