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| **Domain:** Ratios and Proportional Relationships 6.RP | | | | **Pacing Guide** | |
| **Standard:** Understand ratio concepts and use ratio reasoning to solve problems. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.RP.1.**  Understand the concept of a ratio and use ratio  language to describe a ratio relationship between two quantities. *For example, “The ratio of wings to beaks in the bird house at the zoo was*  *2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”* | **e.g., Sample Content Objective: Sample Language Objective** |  Use ratio language to describe a comparison  of two quantities which can be written as *a* to *b*, *a/b* , or *a:b*. | **Prior**   Fraction |  | * Lesson 6-1 Ratios and Rates * Lesson 6-2 Ratio Tables |
| **Sample ELL Strategy** | **Explicit**   Ratio |
| **Introductory** |

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| **Domain:** Ratios and Proportional Relationships 6.RP | | | | **Pacing Guide** | |
| **Standard:** Understand ratio concepts and use ratio reasoning to solveproblems. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.RP.2.**  Understand the concept of a unit rate a/b  associated with a ratio a:bwith b ≠ 0, and use rate language in the context of a ratio relationship.  *For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”* | **e.g., Sample Content Objective: Sample Language Objective** |  Demonstrate understanding of unit  rate.   Create unit rates to name the amount of either quantity, in terms of the other quantity.   Express the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0,  and use rate language in the context of a ratio relationship. | **Prior** |  | * Lesson 6-1 page 315 Ratios and rates * 6-2 Ratio Tables * 6-3 Proportion |
| **Sample ELL Strategy** | **Explicit**   Rate   Unit rate |
| **Introductory**   Proportion |

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| **Domain:** Ratios and Proportional Relationships 6.RP | | | | **Pacing Guide** | |
| **Standard:** Understand ratio concepts and use ratio reasoning to solve problems. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.RP.3a-d.**  **Use ratio and rate reasoning to solve real- world and mathematical problems, e.g., by reasoning**  **about tables of equivalent ratios, tapediagrams, 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. | **e.g., Sample Content Objective: Sample Language Objective** | Recognize ratios in real life  situations:  **A:**   Create table of equivalent ratios.   Find missing values within a ratio table.   Compare ratios using tables.   Plot pairs of values from a ratio table on a coordinate plane.  **B:**   Solve unit rate problems involving unit pricing.   Solve unit rate problems involving constant speed.  **C:**   Convert decimals to percentages. | **Prior**   Coordinate plane   Ordered pairs   Percentage |  | * Extend 2-2 page 86 (need the Excel program and access to computers for every student) * 2-1 Make a table * 11-7 Coordinate plane * Lesson 6-1 * 6-2 Ratio Tables * 6-3 Proportion * 6-4 Solving Proportions * 6-5 Looking for Patterns * 6-6 Sequences and Expressions * 6-7 Proportions and equations * 7-1 Percent and Probability * 7-2 Circle graphs * 7-3 Percents and Decimals * 7-4 Probability * 7-5 Sample Spaces * 7-6 Making Predictions * 7-7 solve a Simpler Problem * 7-8 Estimating with Percents |
| **Sample ELL Strategy** | **Explicit**   Equivalent ratios   Ratio tables |
| **Introductory** |

**b.** Solve unit rate problems including those involving unit pricing and

constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

**c.** Find a percent of a quantity as a rate per 100 (e.g., 30% of a

quantity means 30/100

times the quantity); solve problems involving finding the whole, given a part and the percent.

**d.** Use ratio reasoning to convert measurement units; manipulate

and transform units appropriately when multiplying or dividing quantities.

 Convert fractions to percentages.

 Find a percent of a quantity as a rate per

100 (e.g., 30% of a quantity means

30/100 times the quantity).

 Given a part and the percent, solve problems to find the whole.

**D:**

 Use ratios to convert measurement units.

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | | |
| **Standard:** Apply and extend previous understandings of multiplication anddivision to divide fractions by  fractions. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample Assessment Item** | **Suggested Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL**  **Strategy** |
| **6.NS.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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the*  *quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3.(In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each* | **e.g., Sample**  **Content Objective: Sample Language Objective** |  Construct and use a visual fraction  models to represent a story problem  involving division of fractions by fractions.   Construct and solve equations from visual fraction models.   Compute quotients of fractions. | **Prior**   Reciprocal   Quotient   Numerator   Denominator | |  | * 5-6 Estimating Products of Fractions * 5-7 Multiplying Fractions * 5-8 Multiplying Mixed Numbers * 5-9 Dividing Fractions * 5-10 Dividing Mixed numbers |
| **Sample ELL Strategy** | **Explicit** | |

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| *person get if 3 people share 1/2 lb*  *of chocolate equally? How many*  *3/4-cupservings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi- digit numbers and find common factors and multiples.* |  |  Solve word problems  involving division of fractions by fractions.   Interpret quotients of fractions given the context of the story problem. | **Introductory** |  |  |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | |
| **Standard:** Compute fluently with multi-digit numbers and find common factors and multiples. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.NS.2.**  Fluently divide multi- digit numbers using the  standard algorithm. | **e.g., Sample Content Objective: Sample Language Objective** |  Divide multi-digit numbers using the  standard algorithm. | **Prior**   Divisor   Dividend   Quotient |  | Additional Worksheets needed to review division of multi-digit numbers using the standard algorithm |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | |
| **Standard:** Compute fluently with multi-digit numbers and find common factors and multiples. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.NS.3.**  Fluently add, subtract, multiply, and divide  multi-digit decimals using  the standard algorithm for each operation. | **e.g., Sample Content Objective: Sample Language Objective** |  Add multi-digit decimals using the  standard algorithm.   Subtract multi-digit decimals using the standard algorithm.   Multiply multi-digit decimals using the standard algorithm.   Divide multi-digit decimals using the standard algorithm. | **Prior**   Decimal   Tenths   Hundredths   Thousandths |  | * 3-4 Estimating Sums and Differences * 3-5 adding and Subtracting decimals * 3-6 Multiplying Decimals by Whole Numbers * 3-7 Multiplying Decimals * 3-8 Dividing Decimals by Whole Numbers * 3-9 Dividing by Decimals |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | |
| **Standard:** Compute fluently with multi-digit numbers and find common factors and multiples. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample Assessment Item** | **Suggested Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL**  **Strategy** |
| **6.NS.4.**  Find the greatest  common factor of two whole numbers less than or equal to  100 and the least common multiple of two whole numbers less than or equal to  12. Use the distributive property to express a sum of two whole numbers  1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* | **e.g., Sample Content Objective: Sample Language Objective** |  Distinguish prime from composite numbers.   Apply divisibility rules.   Decompose (break down)  numbers into factors.   Demonstrate the use of prime factorization to find common factors and multiples.   Find the greatest common factor of two whole numbers less than or equal to 100.   Find the least common multiple of two whole numbers less than or equal to 12.   Apply the distributive property to express any sum as a multiple of a GCF and the sum of two whole numbers. | **Prior**   Factor   Multiple   Common factor   Prime number   Composite number |  | * 1-2 Prime Factors * 4-1 Greatest Common Factor * 4-5 Least Common Multiple * 12-1 Distributive property * 12-2 Simplifying Algebraic expressions |
| **Sample ELL Strategy** | **Explicit**   Greatest Common Factor   Least Common  Multiple   Distributive property   Prime factorization |
| **Introductory** |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | | |
| **Standard:** Apply and extend previous understandings of numbers to the system of rational numbers. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.NS.5.**  Understand that positive and negative numbers are  used together to describe quantities having opposite directions or values (e.g.,  temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning  of 0 in each situation. | **e.g., Sample Content Objective: Sample Language Objective** |  Recognize the meaning of the  positive and negative numbers when given context (real world examples).   Explain the meaning of “zero” within a given context (zero is a point of reference or the point of origin). | **Prior**   Opposite | |  | * 2-9 Integers and Graphing * 11-1 Ordering Integers |
| **Sample ELL Strategy** | **Explicit**   Negative numbers   Positive numbers   Integers | |
| **Introductory** | |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | | |
| **Standard:** Apply and extend previous understandings of numbers to the system of rational numbers. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample Assessment Item** | **Suggested Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL**  **Strategy** |
| **6.NS.6a-c.**  **Understand a rational number as a point on the number line.**  **Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**  **a.** Recognize opposite signs of numbers as | **e.g., Sample**  **Content Objective: Sample Language Objective** | **A:**   Define rational numbers and integers.   Classify rational numbers and integers.   Show that a negative sign and a positive sign  indicates the direction from zero.   Conclude that a negative sign indicates “the opposite of.”   Plot a rational number on a number line.   Recognize that opposite signs of numbers indicate locations equidistant either direction from zero on the number line. | **Prior**   Coordinate plane   1st quadrant   x-axis   y-axis   Origin   Ordered pairs   Coordinates   Horizontal/vertical number line | |  | * 4-7 Writing Decimals as Fractions * 11-1 Ordering Integers * 11-2 Adding Integers * 11-3 Subtracting Integers * 11-4 Multiplying Integers * 11-6 Dividing Integers * 11-7 The coordinate plane * 11-8 Translations * 11-9 Reflections * 11-10 Rotations |
| **Sample ELL Strategy** | **Explicit**   Rational number | |

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| indicating locations  on opposite sides of  0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,–(–3) = 3, and that 0 is its own opposite.  **b.** Understand signs of numbers in ordered pairs as indicating  locations in quadrants of the coordinate plane; recognize that when two ordered  pairs differ only by signs, the locations of the points are  Related by reflections across one or both axes.  **c.** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs  Of integers and other rational numbers on a coordinate plane. |  |  Identify that the opposite of the opposite of a number is  the number itself.   Recognize that zero is its own opposite  **B:**   Locate the four quadrants on a coordinate plane.   Recognize that larger numbers are on the right or the top of the number line and smaller numbers are to the left or bottom of the number line.   Locate positive and negative numbers on the x and y- axis.   Understand signs of numbers in ordered pairs as indicating   locations in quadrants of the coordinate plane.   Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections (mirror images) across one or both axes.  **C:**   Plot ordered pairs of integers and other rational numbers on a coordinate plane in all four quadrants. | **Introductory**   Reflection   Quadrant   2nd quadrant   3rd quadrant   4th quadrant |  |  |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of numbers to the system of rational numbers. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.NS.7a-d.**  **Understand ordering and absolute value of rational numbers.**  **a.** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 >*  *–7 as a statement that –*  *3 is located to the right of –7 one number line oriented from left to right.*  **b.** Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 oC > –7 oC to express the fact that –3* | **e.g., Sample Content**  **Objective: Sample**  **Language Objective** | **A:**   Recognize that larger numbers are on the right of the number line and smaller numbers are to the left of the number line.   Use a number line to show the relationship between two numbers.   Demonstrate understanding that inequalities are a comparison of quantities.   Use comparison signs (< , >, ≤ , ≥ , ≠) to show the relationship between quantities.  **B:**   Explain statements of order for rational numbers in real-world contexts. | **Prior**   Greater than   Less than |  | * 2-9 Integers and graphing * 11-1 Ordering Integers * 11-2 Adding Integers * 11-3 Subtracting Integers * 11-4 Multiplying Integers * 11-6 Dividing Integers * 11-7 The coordinate plane * 11-8 Translations * 11-9 Reflections * 11-10 Rotations * LA2 and Negative Rational Numbers * LA4 Absolute Value * 12-4 Solving inequalities using models * \*additional resources needed for absolute value |
| **Sample ELL Strategy** | **Explicit**   Absolute value   Inequality |
| **Introductory** |

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| *oC is warmer than –7*  *oC.*  **c.** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*  **d.** Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30*  *dollars represents a debt greater than 30 dollars.* |  |  Interpret statements of order for  rational numbers in real-world contexts.   Write statements of order for rational numbers in real-world contexts.  **C:**   Recognize the symbol for absolute value (│x│).   Read and write absolute value.   Describe the absolute value of a rational number as its distance from 0 on the number line.   Interpret absolute value in a real-world situation.  **D:**   Compare statements of absolute value.   Apply statements of a comparison using absolute value. |  |  |  |

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| **Domain:** The Number System 6.NS | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of numbers to the system of rational numbers. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.NS.8.**  Solve real-world and mathematical problems  by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | **e.g., Sample Content Objective: Sample Language Objective** |  Graph ordered pairs in all four quadrants.   Identify absolute value of each coordinate within ordered pairs.   Use the absolute value to find the distance between points on a coordinate plane.   Solve mathematical problems by graphing points in all four quadrants of the coordinate plane.   Solve real-world problems by graphing points in all four quadrants of the coordinate plane. | **Prior** |  | * 11-7 The coordinate plane * Practice Page 49 * 11-8 Translations * 11-9 Reflections * 11-10 Rotations   \* Need more information on absolute value |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of arithmetic to algebraic expressions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.1.**  Write and evaluate numerical expressions  involving whole- number exponents. | **e.g., Sample Content Objective: Sample Language Objective** |  Express whole- number exponents as  repeated multiplication.   Write numerical expressions involving whole-number exponents.   Evaluate numerical expressions involving whole-number exponents.  . | **Prior**   Exponent   Base   Power |  | * Lesson 1-3 Powers and Exponents * Lesson 1-4 Order of Operations * Lesson 1-5 Algebra: Variables and Expressions * 12-1 Distributive property * 12-2 Simplifying Algebraic expressions * 12-3 Solving Addition equations * 12-4 Solving Subtration Equations * 12-5 Solving Multiplication Equations |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of arithmetic to algebraic expressions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.2a-c.**  **Write, read, and evaluate expressions in which letters stand for numbers.**  **a.** Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation “Subtract y from 5” as*  *5 – y.*  **b.** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. *For example,* | **e.g., Sample Content Objective: Sample Language Objective** | **A:**   Define variable.   Translate word phrases into numeric and algebraic expressions.   Read and write numeric and algebraic expressions.  **B:**   Identify parts of numerical and algebraic expressions using mathematical terms.   Defining sums, differences, products and quotients inside parenthesis as one quantity.  **C:** | **Prior**   Sum   Product   Factor   Quotient   Term |  | * Lesson 1-4 Order of Operations * Lesson 1-5 Algebra: Variables and Expressions * 1-6 Algebra Functions * 1-8 Equations * 12-3 Solving Addition equations * 12-4 Solving Subtraction Equations * 12-5 Solving Multiplication Equations |
| **Sample ELL Strategy** | **Explicit**   Variable   Constant   Coefficient |
| **Introductory**   Algebraic expression   Numeric expression   Expression |

*describe the expression*

*2 (8 + 7) as a product of two factors; view (8*

*+ 7) as Botha single entity and a sum of two terms.*

**c.** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

*For example, use the formulas V = s3 and A*

*= 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.*

 Evaluate formulas by substituting a

specific value for each variable.

 Apply conventional order (order of operations) to

solving multiple step expressions (including whole number exponents).

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of arithmetic to algebraic expressions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.3.**  Apply the properties of operations to generate  equivalent expressions.  *For example, apply the distributive property to the expression 3 (2 +*  *x) to produce the equivalent expression*  *6 + 3x; apply the distributive property to the expression 24x*  *+ 18y to produce the equivalent expression*  *6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression*  *3y.* | **e.g., Sample Content Objective: Sample Language Objective** |  Demonstrate working knowledge of the  properties of operations.   Generate equivalent expressions using the properties of operations. | **Prior**   Commutative   Associative   identity   Distributive   Zero property |  | * 12-1 Distributive Property * 12-2 Simplifying Algebraic Expressions * 12-3 Subtraction Property * Concepts and Skills Bank pg.748 |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain :** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Apply and extend previous understandings of arithmetic to algebraic expressions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.4.**  Identify when two expressions are  equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the*  *expressions y + y + y and*  *3y are equivalent because they name the same number regardless of which number y stands for.* | **e.g., Sample Content Objective: Sample Language Objective** |  Identify when two expressions are  equivalent | **Prior** |  | * 1-5 Algebra: Variables and Expressions * 12-2 Simplifying Algebraic Expressions * 12-3 Solving Addition Equations * 12-4 Solving Subtraction Equations * 12-5 Solving Multiplication Equations |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Reason about and solve one-variable equations and inequalities. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.5.**  Understand solving an equation or inequality  as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | **e.g., Sample Content Objective: Sample Language Objective** |  Understand solving an equation or  inequality as a process of answering the question: Which values from a specified set, if any, make the equation or inequality true?   Given a set of numbers, use substitution to determine which number makes an equation or inequality true. | **Prior**   Substitution |  | * 1-5 Algebra: Variables and Expressions * 12-2 Simplifying Algebraic Expressions * 12-3 Solving Addition Equations * 12-4 Solving Subtraction Equations * 12-5 Solving Multiplication Equations |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | |
| **Standard:** Reason about and solve one-variable equations and inequalities. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **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. | **e.g., Sample Content Objective: Sample Language Objective** |  Understand that a variable can represent  an unknown number, or, depending on the purpose at hand, any number in a specified set.   Apply knowledge of algebraic expressions to write expressions when solving a real- world or mathematical problem; | **Prior** |  | * 1-5 Variables and Expressions * The book uses “Real World Situations” throughout. |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Equations and Expressions 6.EE | | | | **Pacing Guide** | | |
| **Standard:** Reason about and solve one-variable equations and inequalities. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **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. | **e.g., Sample Content Objective: Sample Language Objective** |  Explore strategies for solving one-step  equations.   Use algebraic equations to solve real-world and mathematical problems. | **Prior** | |  | * 12-1 thru 12-6 Algebra: Properties and Equations |
| **Sample ELL Strategy** | **Explicit** | |
| **Introductory**   Inverse operations | |

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| **Domain :**Equations and Expressions 6.EE | | | | **Pacing Guide** | | |
| **Standard:** Reason about and solve one-variable equations and inequalities. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.EE.8.**  Write an inequality of the form x > c or x < c to  represent a constraintor condition in a real-world or mathematical problem. Recognize that inequalities of the form x  > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. | **e.g., Sample Content Objective: Sample Language Objective** |  Recognize that a variable in an inequality  represents more than one number.   Represent solutions of inequalities on number line diagrams.   Write an inequality to represent a constraint or condition in a real-world or mathematical problem. | **Prior** | |  | * 3-2 Comparing and Ordering Decimals * Concepts and Skills Bank pgs. 749-750 |
| **Sample ELL Strategy** | **Explicit** | |
| **Introductory** | |

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| **Domain** Equations and Expressions 6.EE | | | | **Pacing Guide** | | |
| **Standard:** Represent and analyze quantitative relationships between dependent and independent variables. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample Assessment Item** | **Suggested Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL**  **Strategy** |
| **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 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. | **e.g., Sample Content Objective: Sample Language Objective** |  Use multiple representations to show  relationships between two quantities that change in relation to one another.   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 in terms of the other quantity (dependent/ independent variable).   Analyze the relationship between the dependent  and independent variables using graphs and tables.   Relate graphs and tables to the equation. | **Prior** | |  | * No Material Available |
| **Sample ELL Strategy** | **Explicit** | |
| **Introductory**   Dependent   Independent | |

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| **Domain:** Geometry 6.G | | | | **Pacing Guide** | |
| **Standard:** Solve real-world and mathematical problems involving area, surface area, and volume. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.G.1.**  Find the area of  right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or  decomposing into triangles and other shapes; apply these techniques in the context of 12-1 solving real-world and mathematical problems. | **e.g., Sample Content Objective:**  **Sample Language**  **Objective** |  Choose the appropriate formula for the situation.   Substitute values into a formula.   Recognize that a formula is consistent.   Recognize that area is the amount of space in  square units.   Compare and Contrast attributes and formulas of different polygons. | **Prior**   Perimeter   Area   Square units   Triangle   Polygon   Coordinate plane |  | * 1-9 Algebra: Area Formulas * 10-1 Perimeter * 10-3 Area of Parallelograms * 10-4 Area of Triangles * Formula Page in the back of the student book |
| **Sample ELL Strategy** | **Explicit**   Formula   Parallelogram   Base   Height   Linear units   Variable   Special quadrilaterals   Quadrilateral |
| **Introductory** |

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| **Domain:** Geometry 6.G | | | | **Pacing Guide** | |
| **Standard:** Solve real-world and mathematical problems involving area, surface area, and volume. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.G.2.**  Find the volume of a right rectangular prism  with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.  Apply the formulas V = l w h and V = B h to find volumes of right rectangular prisms with fractional edge lengths  in the context of solving  real-world and mathematical problems. | **e.g., Sample Content Objective: Sample Language Objective** |  Recognize the relationship between  volume using area of the base and height.   Determine volume of a rectangular prism using unit cubes.   Reconstruct the prism using unit cubes and analyze the fractional edge lengths.   Apply formula to find volume.   Validate formula for volume through exploration with manipulatives. | **Prior**   Volume   Right rectangular prism   Base   Height   Unit cube |  | * 9-5 Quadrilaterals * 10-6 Volume of Rectangular Prisms |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Geometry 6.G | | | | **Pacing Guide** | |
| **Standard:** Solve real-world and mathematical problems involving area, surfacearea, and volume. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.G.3.**  Draw polygons in the  coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply | **e.g., Sample Content Objective: Sample Language Objective** |  Define coordinate plane, x-axis, y-axis, origin, and ordered pair.   Show the  relationship between an ordered pair and its location on a coordinate plane using positive and negative values for x | **Prior**   Coordinate plane quadrants   x-axis   y-axis   Origin   Ordered pair   Coordinates   Polygon |  | * 4-9 Algebra: Ordered Pairs and Functions * 11-7 Coordinate Plane * Supplement Material Chapter 11 |

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| These techniques in the  context of solving real- world and mathematical problems. | **Sample ELL Strategy** | and y. Write the  ordered pair for a given point on a coordinate plane.   Locate and plot points on a coordinate plane creating the vertices of polygons.   Solve real-world problems applying these techniques. | **Explicit**   Coordinate points   Vertices   Positive and Negative values |  |  |
| **Introductory** |

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| **Domain:** Geometry 6.G | | | | **Pacing Guide** | | |
| **Standard:** Solve real-world and mathematical problems involving area, surface area, and volume. | | | |
| **Essential Questions:** | | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.G.4.**  Represent three- dimensional figures  using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | **e.g., Sample Content Objective: Sample Language Objective** |  Identify three dimensional figures.   Construct a net for three-dimensional figures with rectangular and triangular faces.   Decompose the net onto a coordinate grid to determine area of each face to determine the surface area.   Find surface area of various figures   Apply technique to real-world problems. | **Prior**   Area   Pyramids   Three- dimensional figures | |  | * Tape tangrams together and origami shapes in to boxes to show 3 dimensional shapes. |
| **Sample ELL Strategy** | **Explicit**   Surface area   Net   Prisms   Face   Edge   Vertex | |
| **Introductory** | |

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| **Domain:** Statistics and Probability 6.SP | | | | **Pacing Guide** | |
| **Standard:** Develop understanding of statistical variability. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.SP.1.**  Recognize a statistical question as one that  anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.* | **e.g., Sample Content Objective: Sample Language Objective** |  Recognize a statistical question as  one that anticipates variability in the data related to the  question and accounts for it in the answers | **Prior**   Data |  | * Materials needed to introduce and reinforce the concept of statistics. * 2-8 Statistical Lab Collecting Data to Solve a Problem * 7-4 Probability * 7-5 Sample Spaces * 7-6 Making Predictions |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory**   Statistics   Variability |

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| **Domain:** Statistics and Probability 6.SP | | | | **Pacing Guide** | |
| **Standard:** Develop understanding of statistical variability. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.SP.2.**  Understand that a set of data collected to answer a  statistical question  has a distribution which can be described by its center, spread, and overall shape. | **e.g., Sample Content Objective: Sample Language Objective** |  Understand that a set of data collected to  answer a statistical question has a distribution.   Distribution can be described by its center, spread, and overall shape. | **Prior** |  | * 2-5 Line Plots * 2-6 Mean * 2-7 Median, Mode, and Range |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory** |

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| **Domain:** Statistics and Probability 6.SP | | | | **Pacing Guide** | |
| **Standard:** Develop understanding of statistical variability. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.SP.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. | **e.g., Sample Content Objective: Sample Language Objective** |  Recognize that a measure of center for  a numerical data set summarizes all of its values with a single number.   Recognize that a measure of variation describes how values vary with a single number. | **Prior** |  |  |
| **Sample ELL Strategy** | **Explicit**   Mean   Median   Mode   Range |
| **Introductory** |

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| * **Domain:** Statistics and Probability 6.SP | | | | **Pacing Guide** | |
| **Standard:** Summarize and describe distributions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and**  **Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.SP.4.**  Display numerical data in plots on a number  line, including dot plots, histograms, and box plots. | **e.g., Sample Content Objective: Sample Language Objective** |  Display numerical data in plots on a  number line.   Display numerical data in plots on a dot plots.   Display numerical data in plots on a histograms.   Display numerical data in plots on a box plots. | **Prior**   Line plot   Number line |  | * 2-3 Interpret Line Graphs * 2-4 Stem and Leaf Plots * 2-5 Line Plots |
| **Sample ELL Strategy** | **Explicit** |
| **Introductory**   Histogram   Dot plot   Box plot |

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| **Domain:** Statistics and Probability 6.SP | | | | **Pacing Guide** | |
| **Standard:** Summarize and describe distributions. | | | |
| **Essential Questions:** | | | | | |
| **CCSS Standards** | **Sample Sheltered**  **Instruction Content and Language Objective** | **Task Analysis** | **Vocabulary** | **Sample**  **Assessment**  **Item** | **Suggested**  **Materials/Resources and Correlated Idaho Standards** |
| **Sample ELL Strategy** |
| **6.SP.5a-d.**  **Summarize numerical data sets in relation to their context, such as by:**  **a.** Reporting the number of observations.  **b.** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  **c.** Giving quantitative measures of center (median and/or mean) and variability (inter quartile range and/or mean absolute deviation), as well as describing any overall | **e.g., Sample Content Objective: Sample Language Objective** | **A:**   Summarize numerical data sets in relation to their context by reporting the number of observations.  **B:**   Summarize numerical data sets in relation to their context by describing the nature of the attribute under investigation (including how it was measured and its units of measurement).  **C:**   Summarize numerical data sets in relation to their context by giving quantitative measures of center (median | **Prior** |  | * 2-1 Make a Table (Problem Solving Investigation) * 2-2 Bar Graphs and Line Graphs * 2-3 Interpret Line Graphs * 2-4 Stem and Leaf Plots * 2-5 Line Plots * 2-6 Mean * 2-7 Median, Mode, and Range * 2-8 Selecting an Appropriate Display * 2-9 Integers * LA 6 (Looking Ahead) pg. LA 25 |
| **Sample ELL Strategy** | **Explicit**   Outlier |
| **Introductory**   Quartile   Absolute deviation   Inter quartile range |

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| pattern and any striking  deviations from the overall pattern with reference to the context in which the data were gathered.  **d.** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |  | and/or mean).   Summarize numerical data sets in relation to their context by giving quantitative measures of variability (inter quartile range and/or mean absolute deviation.   Describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered (outliers).  **D:**   Summarize numerical data sets in relation to their context by relating the choice of measures of center and variability to the shape of the data distribution.   Summarize numerical data sets in relation to the context in which the data were gathered. |  |  |  |
| **Idaho Standard**  **Outlier** |  | | | |  |