|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Mathematics | | | **Grade Level** | 6th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Number Sense, Properties, and Operations | 1. Quantities can be expressed and compared using ratios and rates | | | | | | MA10-GR.6-S.1-GLE.1 |
| 1. Formulate, represent, and use algorithms with positive rational numbers with flexibility, accuracy, and efficiency | | | | | | MA10-GR.6-S.1-GLE.2 |
| 1. In the real number system, rational numbers have a unique location on the number line and in space | | | | | | MA10-GR.6-S.1-GLE.3 |
| 1. Patterns, Functions, and Algebraic Structures | 1. Algebraic expressions can be used to generalize properties of arithmetic | | | | | | MA10-GR.6-S.2-GLE.1 |
| 1. Variables are used to represent unknown quantities within equations and inequalities | | | | | | MA10-GR.6-S.2-GLE.2 |
| 1. Data Analysis, Statistics, and Probability | 1. Visual displays and summary statistics of one-variable data condense the information in data sets into usable knowledge | | | | | | MA10-GR.6-S.3-GLE.1 |
| 1. Shape, Dimension, and Geometric Relationships | 1. Objects in space and their parts and attributes can be measured and analyzed | | | | | | MA10-GR.6-S.4-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Mathematical Practices:**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Key Knowledge and Skills:**  **My students will…** | *What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.* |
|  | |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |