

## 6<sup>th</sup> Grade Math Curriculum Bundle # 1

Title	Suggested Dates
Statistics (Additional time has been allotted in Bundle #2 for completing suggested activities)	August 25 – September 11 (13 Days)



Big Idea/Enduring Understanding	Guiding Questions
Information can be analyzed and interpreted from different forms to make informed decisions.	<ol style="list-style-type: none"> <li>1. How do you select an appropriate graph for a given set of data?</li> <li>2. How are the measures of central tendencies impacted by changes to a given set of data?</li> </ol>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<b>Three days allotted for beginning of year activities. Include AVID activities “Name Game” and “Team Huddle”</b>			
<p><b>6.10 Probability and statistics. The student uses statistical representations to analyze data.</b></p> <p>6.10A Select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot</p>	<ul style="list-style-type: none"> <li>• use various representations of the same data with and without technology</li> <li>• increments may vary as determined by the data</li> <li>• transfer data from a table to the appropriate graph and vice-versa</li> </ul>	<p><b>CMP2 Data About US</b> Pearson Investigations: 1, 2.1, 3 <i>Note: line graphs showing change over time not in CMP</i></p>	<p><b>PH:</b> Lessons 2-3, 2-4, 2-6, 2-7</p>
<p><b>6.10 Probability and statistics. The student uses statistical representations to analyze data.</b></p> <p>6.10B identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data</p> <p><i>Note: All measures of central tendency.</i></p>	<ul style="list-style-type: none"> <li>• Solve for the median, mode, mean, and/or range with a given set of data (odd and even data sets)</li> <li>• use data from tables, graphs, lists, and word problems</li> <li>• analyze how adding a piece of data will change each measure</li> <li>• Use concrete objects to develop concept of mean (evening out)</li> </ul>	<p><b>PH:</b> Lessons 2-2, 2-3, 2-4</p> <p><b>Region 4 Closing the Distance:</b> lesson 14 pgs. 243-258</p>	
<p><b>6.10 Probability and statistics. The student uses statistical representations to analyze data.</b></p> <p>6.10D solve problems by collecting, organizing, displaying, and interpreting data.</p>	<ul style="list-style-type: none"> <li>• interpret the accuracy of statements related to the displayed data                             <ul style="list-style-type: none"> <li>○ “Which statement is/is not supported by the graph?”</li> <li>○ “Which statement is <i>best supported</i> by the information in the graph?”</li> </ul> </li> <li>• line plot, bar graph and double bar graph , line graph, stem and leaf</li> </ul>	<p><b>PH:</b> Lessons 2-3, 2-7, 7-8</p> <p><b>Middle School Pizzaz:</b> pp. E41-E48</p> <p><b>Region 4 Closing the Distance:</b> lesson 13 pgs 223-242</p> <p><b>AIRR:</b> Activity 230 “Stem and Leaf Plot Cards,” p. 55</p>	

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<p><b>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</b></p> <p>6.11A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics</p> <p><a href="#">Note: Ongoing throughout every bundle</a></p>	<ul style="list-style-type: none"> <li>• process skill to be addressed with relevant content</li> </ul>		<p><b>PH:</b> Lessons 1-6, 5-7</p>
<p><b>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</b></p> <p>6.11B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p><a href="#">Note: Ongoing throughout every bundle</a></p>	<ul style="list-style-type: none"> <li>• process skill to be addressed with relevant content</li> </ul>		<p><b>PH Problem Solving Handbook</b></p>
<p><b>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</b></p> <p>6.11C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p> <p><a href="#">Note: Ongoing throughout every bundle</a></p>	<ul style="list-style-type: none"> <li>• process skill to be addressed with relevant content</li> </ul>		<p><b>PH:</b> Lessons 3-2, 3-3, 3-4</p>

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<p><b>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</b></p> <p>6.11D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems</p> <p>Note: Ongoing throughout every bundle</p>	<ul style="list-style-type: none"><li>• process skill to be addressed with relevant content</li></ul>		<p><b>PH:</b> Lessons 1-2, 1-3, 2-1, 2-5, 5-1</p>
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