

Pre-AP 6th Grade Math Curriculum Bundle # 1

Title	Suggested Dates
Statistics	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"> 1. How do you select an appropriate graph for a given set of data? 2. How are the measures of central tendencies impacted by changes to a given set of data?

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)	
Three days allotted for beginning of year activities. Include AVID activities “Name Game” and “Team Huddle”			
<p>6.10 Probability and statistics. The student uses statistical representations to analyze data.</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"> • use various representations of the same data with and without technology • increments may vary as determined by the data • transfer data from a table to the appropriate graph and vice-versa 	<p>CMP2 Data About US Pearson Investigations 1, 2.1, 2.3, 2.4 3.1, 3.2 & 3.3</p> <p style="color: blue;">Note: Line Graphs showing change over time are not in CMP</p>	<p>PH: Lessons 2-3, 2-4, 2-6</p> <p>LTF Stem-and-Leaf Plots p. 318</p> <p>AIRR 6th grade Activity #229-234</p> <p>Accelerated Curriculum 6th Unit 10 Lesson 3</p> <p>Closing the Distance 6th Lesson 13 pg. 223-242</p>
<p>6.10 Probability and statistics. The student uses statistical representations to analyze data.</p> <p>6.10B identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data</p>	<ul style="list-style-type: none"> • solve for the mean, median, mode, and/or range with a given set of data (odd and even data sets) • use data from tables, graphs, lists, and word problems • analyze how adding a piece of data will change each measure • use concrete objects to develop the concept of mean (evening out) 	<p>PH: Lessons 2-1, 2-2, 2-3, 2-4</p> <p>AIRR 6th grade Activity #235-243</p> <p>Accelerated Curriculum 6th Unit 11 Lesson 1</p> <p>Closing the Distance 6th Lesson 14 pg. 243-258</p>	

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<p>7.12 Probability and statistics. The student uses measures of central tendency and range to describe a set of data.</p> <p>7.12A describe a set of data using mean, median, mode, and range</p>	<ul style="list-style-type: none"> • describe what each tendency means in the given situation • use data from tables, graphs, problem situations, or models • find missing data point given a measure of central tendency • use hands-on models to demonstrate measures of central tendency 		<p>PH Textbook- 7th grade Chapter 1-10</p> <p>BrainPop.com Mean, Median, Mode, & Range</p> <p>Region IV Measures of Central Tendency Lesson</p> <p>AIRR 7th grade Activity #333-339</p> <p>Closing the Distance 7th Lesson 14 pg 237-252</p> <p>LTF Measures of Central Tendency and Variability pg 314 – 323 (updated version 4/2009 available on-line)</p>
<p>7.12 Probability and statistics. The student uses measures of central tendency and range to describe a set of data.</p> <p>7.12B choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.</p>	<ul style="list-style-type: none"> • use a set of data to select the “best” measure of central tendency to describe that data • describe what each tendency means in the given situation 		<p>PH Textbook-7th grade Chapter 1.10</p> <p>Kamico 7th Grade “Your-A-Fly Your Swat”</p> <p>AIRR 7th grade Activity #340-342</p> <p>Closing the Distance 7th Lesson 14 pg 237-252</p>
<p>6.10 Probability and statistics. The student uses statistical representations to analyze data.</p> <p>6.10D solve problems by collecting, organizing, displaying, and interpreting data.</p>	<ul style="list-style-type: none"> • interpret the accuracy of statements related to the displayed data <ul style="list-style-type: none"> ○ “Which statement is/is not supported by the graph?” ○ “Which statement is <i>best supported</i> by the information in the graph?” • line plot • bar graph and double bar graph • line graph • stem and leaf plot 		<p>PH: Lessons 2-3, 2-7</p> <p>Middle School Pizzaz: pp. E41-E48</p> <p>AIRR 6th grade Activity #248-251</p> <p>Accelerated Curriculum 6th Unit 11 Lesson 2</p>

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<p>6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions.</p> <p>6.7 The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p> <p>Note: Repeated in Bundle 3 with rationals</p>	<ul style="list-style-type: none"> • use only first quadrant • use a variety of grids (<u>using different whole number incremental units</u>) 		<p>PH: Lesson 11-8</p> <p>AIRR 6th grade Activity #169-173</p> <p>Accelerated Curriculum 6th Unit 4 Lesson 2 Unit 4 Lesson 3</p> <p>LTF Sketch My Graph (new – available on-line only) Functions: Show the Graph pg 42-45</p>
<p>6.11/7.13 Underlying processes and mathematical tools. The student applies Grade 6/7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>6.11A, 7.13A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics</p> <p>Note: Ongoing throughout every bundle</p>	<ul style="list-style-type: none"> • process skill to be addressed with relevant content 		<p>PH: Lessons 1-6, 5-7</p> <p>AIRR 6th grade Activity #252-253</p> <p>AIRR 7th grade Activity #343-347</p> <p>Accelerated Curriculum 6th Unit 4 Lesson 3</p>
<p>6.11/7.13 Underlying processes and mathematical tools. The student applies Grade 6/7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>6.11B, 7.13B 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>Note: Ongoing throughout every bundle</p>	<ul style="list-style-type: none"> • process skill to be addressed with relevant content 		<p>PH Problem Solving Handbook</p> <p>AIRR 6th grade Activity #254-256</p> <p>AIRR 7th grade Activity #349-353</p>

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<p>6.11/7.13 Underlying processes and mathematical tools. The student applies Grade 6/7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>6.11C, 7.13C 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><u>Note: Ongoing throughout every bundle</u></p>	<ul style="list-style-type: none"> process skill to be addressed with relevant content 		<p>PH: Lessons 3-2, 3-3, 3-4</p> <p>AIRR 6th grade Activity #257-260</p> <p>AIRR 7th grade Activity #354-355</p> <p>Accelerated Curriculum 6th Unit 11 Lesson 1 Unit 11 Lesson 2</p>
<p>6.11/7.13 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.</p> <p>6.11D, 7.13D 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><u>Note: Ongoing throughout every bundle</u></p>	<ul style="list-style-type: none"> process skill to be addressed with relevant content 		<p>PH: Lessons 1-2, 1-3, 2-5, 5-1</p>