

Oklahoma City Public Schools

MATH

6TH GRADE

Pacing Guide Purpose

Oklahoma City Public Schools pacing guide is intended to assist in pacing instruction and assist teachers in combining standards in meaningful ways to support student mastery.

- The length recommended for each unit is based on prioritization of standards leading to college and career readiness. A framework has been established to support teacher planning and provide more consistency from class to class across the district. This framework will minimize the effects of students' mobility within Oklahoma City Public Schools.

Flex Periods (Days)

These days can be used for extending lessons, reviewing challenging concepts, projects, algorithms, and differentiation and/or math games.

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Math Pacing Guide
Everyday Math
6TH GRADE

Unit: 1	Week 1			Lessons: 1.1-1.3			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>1.1 - Introduction to the <i>Student Reference Book</i> To use the <i>Student Reference Book</i> to find information and solve problems. Students become acquainted with the <i>Student Math Journal</i> and <i>Student Reference Book</i> layouts and content.</p>	SMP 3, 5, 6	26%	A			<p><u>How to Lie with Statistics</u> by Darrel Huff</p> <p><u>G is for Googol</u> by D. Schwartz</p>	
<p>1.2 - Line Plots To create and describe line plots; and to use data landmark Provides practice creating line plots using self-collected data and finding landmarks in data sets.</p>	SMP 1–4, 6, 7 ~~~~~ 6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5a, 6.SP.5, 6.SP.5b	26%	M A	TLG pg. 25 MB#4	line plot, mystery plot, land mark, minimum, maximum, median, mode, range	<u>Tiger Math</u> by Ann W. Nragda.	PG.21 <i>High-Number Toss</i> (Whole Number Version)
<p>1.3 - Stem-and-Leaf Plots To use stem-and-leaf plots for organizing and analyzing data. Reviews stem-and-leaf plots and how to determine the median, mode, and range from constructed plots.</p>		26%	A S		minimum, maximum, median, mode, range, stem-leaf-plot, stem, leaf, double-stem		
Flex Day	Performance Task: Recognizing Student Achievement – RSA – See Attachment				M= Major Cluster S = Supporting Cluster A= Additional Cluster		

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Unit: 1	Week 2			Lessons: 1.4- 1.7			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>Standards</u>	<u>OCCT</u> <u>Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>1.4 - Median and Mean To calculate and compare the median and mean of a data set. Focuses on calculating and comparing data landmarks such as the median and mean</p>	<p>SMP2-4, 6; ~~~~~ 6.SP.2, 6.SP.3, 6.SP.5c, 6.SP.5d</p>	26%	A				
<p>1.5 - Playing <i>Landmark Shark</i> To find the range, median, mode, and mean for sets of numbers. Provides practice calculating and interpreting data landmarks such as mean, median, mode, and range using the game <i>Landmark Shark</i> 1.5a Part 1: Focuses on creating and interpreting box plots and finding the interquartile range. Focuses on creating and interpreting box plots and finding the interquartile range.</p>	<p>SMP 3, 6; ~~~~~ 6.SP.5d SMP 1, 2, 4-6; ~~~~~ 6.NS.5, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5c, 6.SP.5d</p>	26%	M A	TLG pg. 41 MB #3	box-and- whisker plot, box plot, lower quartile, upper quartile, interquartile range (IQR)		<i>Landmark Shark</i> . TLG page40
<p>1.6 - Broken-Line Graphs To create, read, and interpret broken-line graphs Focuses on broken-line graphs and examining variations in data such as precipitation and temperature.</p>	<p>SMP1-4; ~~~~~ 6.G.3, 6.SP.5d</p>	26%	A S	TLG. pg. 45 MB#2	line graph , broken line graph, precipitation, graph key		<i>Landmark Shark</i> TLG page 40
<p>1.7 - Bar Graphs To create, read, and interpret bar graphs. Provides practice with side-by-side, stacked bar graphs and histograms and their interpretations <i>and uses</i>.</p>	<p>SMP1, 2, 4, 6; ~~~~~ 6.NS.5, 6.NS.8, 6.SP.1, 6.SP.2, 6.SP.4, 6.SP.5a</p>	26%	M A	TLG pg. 51B MB#2	side-by-side bar graph, bar graph, stacked bar graph, histogram		

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Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster A= Additional Cluster S = Supporting Cluster			
Unit: 1	Week 3			Lessons: 1.8 - 1.11			
<u>Lesson/Title/Objective Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing%</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>1.8 - Step Graphs To create, read, and interpret step graphs. <i>Focuses on reading, interpreting, and drawing step graphs, specifically related to distance.</i></p>	<p>SMP1, 2, 4, 6; ~~~~~ 6.NS.8, 6.EE.2c</p>	16%	M A		step graph		Name That Number TLG page57
<p>1.9 - The Percent Circle and Circle Graphs To review the Percent Circle; and to interpret circle graphs. <i>Reviews Percent Circles and practices using them to interpret circle graphs in preparation for Lesson 1-11</i></p>	SMP2–5, 7	16%		TLG. pg. 63 MB#3	circle, interior of a circle, arc, sector, radius, Percent Circle, circle graph		
<p>1.10 - Using a Graph to Investigate Perimeter and Area To find the perimeter and area of a rectangle; and to describe relationships between perimeter and area. <i>Focuses on using graphs to solve a problem regarding the relationship between perimeter and area size.</i></p>	<p>SMP2, 4, 7, 8; ~~~~~ 6.NS.6c, 6.NS.8, 6.EE.9, 6.G.1, 6.SP.5d</p>	16%	M A		perimeter, area		Landmark Shark TLG page40
<p>1.11 - Persuasive Data and Graphs To analyze data displays and explain ways in which data can be presented to misrepresent or mislead. <i>Focuses on good and bad presentations of data and recognizing which graph types are most persuasive for a particular set of data.</i></p>	<p>SMP2–4, 6; ~~~~~ 6.RP.3d, 6.NS.7b, 6.SP.5b</p>	16%	M A				

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Flex Day(Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment	M= Major Cluster S = Supporting Cluster A= Additional Cluster
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Unit: 1	Week 4			Lessons: 1.12-1.13			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>Standards</u>	<u>OCCT</u> <u>Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>1.12 - Samples and Surveys To determine whether a sample is random or biased; and to compare and <i>Practices determining bias in surveys. Introduces recall survey</i></p>	<p>SMP3, 4, 6; ~~~~~ 6.SP.5b, 6.SP.5d</p>		A		<p>sample, random sample, biased sample, recall survey</p>		
<p>1.13 - Progress Check 1 - To assess students' progress on mathematical content through the end of Unit 1</p>	<p>Project Based Learning: Project 7: Paper Throwing Experiments (TLG page 944) *During or after Unit</p>			<p>Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 1</p>			
<p>Flex Day</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>			<p>M= Major Cluster S = Supporting Cluster A= Additional Cluster</p>			

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Unit: 2	Week 5			Lessons: 2.1-2.2			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>2.1 - Reading and Writing Large Numbers</p> <p>To read and write large numbers in standard, expanded, and number-and-word notations.</p> <p><i>Practices number notations for numbers in the trillions as well as conversions between the various notation</i></p>	<p>SMP 1, 2, 4, 7; ~~~~~ 6.SP.4, 6.SP.5c, 6.SP.5d</p>	30%	A	TLG pg. 106 MB #5a	standard notation, expanded notation, number-and-word notation	<p><u>Can you count to a Google?</u> By Robert E. Wells</p> <p><u>How Much is a Million?</u> By D. Schwartz</p>	
<p>2.2 - Reading and Writing Small Numbers</p> <p>To read and write small numbers in standard and expanded notations.</p> <p><i>Practices number notations for numbers to the thousandths place and conversion between the notations</i></p>	<p>SMP , 3, 4, 6, 7; ~~~~~ 6.NS.6c, 6.NS.7a</p>	30%	M	TLG. pg. 111 MB #3	standard notation, expanded notation		<i>High-Number Toss TLG page 111</i>
Flex Day	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster S = Supporting Cluster A= Additional Cluster			

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Unit: 2	Week 6			Lessons: 2.3-2.6			
Lesson/Title/Objective Focus	Common Core Standards	OCCT Testing %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>2.3 - Addition and Subtraction of Decimals To add, subtract, and round decimals. <i>Focuses on the addition and subtraction of decimals, and metric unit conversions.</i></p>	<p>SMP2–6; ~~~~~ 6.NS.3, 6.SP.4</p>	30%	M A		precise	<p><u>Arithme-Tickle</u> by Lewis Patrick</p>	
<p>2.4 - Multiplying by Powers of 10 To develop and practice strategies for multiplying by powers of 10. <i>Focuses on multiplying by both positive and negative powers of 10.</i></p>	<p>SMP1, 5–8; ~~~~~ 6.EE.1</p>	30%	M		powers of ten, exponential notation	<p><u>On Beyond A Million</u> by D. Schwartz <u>The Best of Times Greg Tang. The King Chessboard</u> by David Birch</p>	<p><i>Doggone Decimal</i> TLG page 121</p>
<p>2.5 - Multiplication of Decimals: Part 1 To develop an estimation strategy for multiplying decimals. <i>Develops strategies for finding the product of decimals and locating the decimal point in the answer via estimation.</i></p>	<p>SMP3, 5, 6; ~~~~~ 6.NS.3, 6.EE.2b</p>	30%	M	TLG pg. 127 MB #1b	factor, product		<p><i>Multiplication Bull’s-Eye</i> TLG page126</p>
<p>2.6 - Multiplication of Decimals: Part 2 To develop strategies for multiplying decimals. <i>Practices using the lattice method and standard algorithm to find the product of decimals and methods for locating the decimal point.</i></p>	<p>SMP5, 6; ~~~~~ 6.NS.3</p>	30%	M	TLG. pg. 133 MB #3			<p><i>Divisibility Dash</i> TLG page 132</p>
<p>Flex Day (Day 5)</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>				<p>M= Major Cluster A = Additional Cluster S = Supporting Cluster</p>		

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Unit: 2	Week 7			Lessons: 2.7-2.10			
Lesson/Title/Objective Focus	Common Core Standards	OCCT Testing %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>2.7 Division of Whole Numbers To estimate quotients; and to use a paper-and pencil division algorithm to divide whole numbers. <i>Develops strategies for finding the product of decimals and locating the decimal point in the answer via estimation.</i></p>	<p>SMP5, 6; ~~~~~ 6.NS.2, 6.EE.2b, 6.SP.4</p>	30%	M		<p>partial-quotients division algorithm, dividend, divisor, quotient, remainder</p>		<p><i>Division Top-It TLG page 139</i></p>
<p>2.8 - Division of Decimals To estimate and calculate quotients of whole and decimal-number dividends; and to extend the partial-quotients division algorithm to include Decimal-number quotients. <i>Focuses on estimating the location of the decimal point in quotients and strategies for decimal division</i></p>	<p>SMP1, 5, 6; ~~~~~ 6.NS.2, 6.NS.3</p>	30%	M		truncated		
<p>2.9 - Scientific Notation for Large and Small Numbers To use scientific notation; and to convert between scientific and standard notation <i>Develops skill with and understanding of scientific notation, including the conversion between scientific and standard notations.</i></p>	<p>SMP1, 3, 7, 8; ~~~~~ 6.EE.1</p>	30%	M	<p>TLG. pg. 150 MB #1c/1d</p>	<p>positive of 10, negative power of 10, scientific notation</p>		<p><i>Scientific Notation Toss TLG page150</i></p>
<p>2.10 - Exponential Notation and the Power Key on a Calculator To review and extend knowledge of exponential notation; and to use the power key on a calculator <i>Reviews exponential notation and its conversion with standard notation with the game Exponent Ball</i></p>	<p>SMP3, 5-7; ~~~~~ 6.NS.3, 6.EE.1</p>	26%	M	<p>TLG. pg. 154 MB #5</p>	<p>power key, exponential notation, factor, base, exponent</p>		

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Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment	M= Major Cluster; S = Supporting Cluster; A= Additional Cluster					
Unit: 2	Week 8			Lessons: 2.11-2.12			
<u>Lesson/Title/Objective Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
2.11 - Scientific Notation on a Calculator To use a calculator to convert between scientific and standard notations. <i>Focuses on the interpretation of scientific notation displays on a calculator and conversion to standard notation</i>	SMP3, 5, 6; ~~~~~ 6.EE.1	26%	M				<i>Doggone Decimal or Exponent Bal TLG page159</i>
2.12 - Progress Check 2 - To assess students' progress on mathematical content through the end of Unit 2	Performance Task Algorithm 1: U.S. Traditional Addition: Decimals (TLG A1);Use after Lesson 2-3 Algorithm 2: U.S. Traditional Subtraction: Decimals (TLG A6); Use after Lesson 2-3 Project Based Learning Project 1: Exploring the Solar System (TLG. 914)- Vol. 1 *During or After Unit 2 Project 2: Modeling The Solar system. Vol. 1-(TLG 919); *During or After Unit 2 Project 3: Distances in the Solar System. Vol. 1-(TLG 927)*During or after Unit 2 Project 4: Movement of Planets (TLG-931) Vol.1-*During or after Unit 2 Project 5: Will It Be possible to Travel to Other Planets i n Your Lifetime. (TLG 935)-*During or after Unit 2			Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 2			
**September 30th – October 4th Benchmark Testing							

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Unit: 3	Week 9			Lessons: 3.1-3.2			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>3.1 - Using Variables to Describe Number Patterns</p> <p>To describe general number patterns in words; and to write special cases for general number patterns</p> <p><i>Focuses on using words to describe general number patterns and how they can be described by a one variable number sentence.</i></p>	<p>SMP2, 3, 5–8; ~~~~~ 6.NS.6a, 6.NS.6c, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE</p>	26%	M	TLG. pg.183 MB#4	general pattern, variable, special case	<p><u>The Kings Chessboard</u> by David Birch;</p> <p><u>Anno’s Magic Seeds</u> by Mitsumasa Anno</p>	
<p>3.2 General Patterns (Two Variables)</p> <p>To write special cases having two variables; and to describe general patterns using two variables.</p> <p><i>Practices with general patterns involving two variables and identifying special cases in those patterns.</i></p>	<p>SMP1–3, 5–7; ~~~~~ 6.EE.2, 6.EE.2a, 6.EE.2c, 6.EE.6</p>	26%	M	TLG. pg. 188 MB#1	commutative property of addition, commutative property of multiplication	<p><u>Math Talk : Math Ideas and Poems for Two Voices</u> by Theoni Pappas</p>	<i>Factor Captor</i> TLG page TLG 188
Flex Day	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 3	Week 10			Lessons: 3.3-3.6			
Lesson/Title/Objective Focus	Common Core Standards	OCCT Testing %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
3.3 - Algebraic Expressions To write and evaluate algebraic expressions. <i>Focuses on writing and evaluating written algebraic expressions.</i>	SMP2-6; 6.NS.3, 6.EE.2, 6.EE.2a, 6.EE.2c, 6.EE.6	26%	M		algebraic expression, evaluate an expression		
3.4 - Formulas To examine how formulas are derived; and to evaluate formulas. <i>Focuses on the derivation of geometric formulas and how they can be incorporated in "What's My Rule?" tables.</i>	SMP1-4, 6-8; 6.RP.3d, 6.EE.2, 6.EE.2a, 6.EE.2c, 6.G.1, 6.SP.4, 6.SP.5	26%	M		formula , evaluate (a formula), substitute		
3.5 - Formulas, Tables, and Graphs: Part 1 To represent rates with data tables, rules expressed in words, formulas, and line graphs. <i>Reviews the concept of rates and the advantages</i>	SMP1-4, 6, 8; 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b, 6.NS.2, 6.NS.6c, 6.NS.8, 6.EE.2,	14%	M	TLG page 206 Math box 4A	rate, speed, unit rate, independent variable, line graph		<i>Over and over squares TLG page206</i>
3.6 - A Science Experiment To use diagrams, formulas, and graphs for making predictions and drawing conclusions. <i>Practices using formulas to create tables and graphs to use in answering questions</i>	SMP1-4, 8; 6.RP.2, 6.RP.3, 6.NS.8, 6.EE.1, 6.EE.2, 6.EE.2c, 6.EE.9	14%	M	TLG page 212 for Math box #4			
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment Project Based Learning			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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	Algorithm 3: U.S. Traditional Multiplication: Decimals (TLG A12);Use after Lesson 2-6						
Fall Break October 13-24							
Unit: 3	Week 11		Lessons: 3.7-3.10				
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>Standards</u>	<u>OCCT</u> <u>Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
3.7 - Variables and Formulas in Spreadsheets: Part 1 To introduce spreadsheets; and to use variables, formulas, and operations in spreadsheets. <i>Focuses on the use of spreadsheets and the practice of mental addition for positive and negative numbers with the game Spreadsheet Scramble</i>	SMP1-7; ~~~~~ 6.NS.4, 6.NS.5	14%	M		spreadsheet, update(revise) a spreadsheet. cell, column, row		<i>Spread sheets scramble TLG page216</i>
3.8 - Variables and Formulas in Spreadsheets: Part 2 To practice spreadsheet computation; and to practice finding sums of signed numbers. <i>Extends Lesson 3-7. Practices computations by filling in spreadsheets. Practices mental addition for positive and negative numbers with the game Spreadsheet Scramble.</i>	SMP1-6, 8; ~~~~~ 6.EE.2, 6.EE.2c, 6.EE	14%	M	TLG page 222 for Math box 3B	horizon, square root		
3.9 - Reading and Drawing Graphs To interpret and draw graphs that corresponds to given situations. <i>Focuses on creating and explaining graphs to illustrate given situation.</i>	SMP1-4, 6; ~~~~~ 6.NS.7b	14%	M		time graph		<i>Scientific Notation Toss TLG page 228</i>
3.10 - Formulas, Tables, and Graphs: Part 2 To analyze a real-world situation by making and using a data table and a graph. <i>Focuses on profit analysis and comparisons using data tables, profit formulas, and graphs.</i>	SMP1-4, 6; ~~~~~ 6.NS.7b	14%	M				<i>Getting to One TLG page233</i>

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Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster, A= Additional Cluster			
Unit: 3 & 4	Week 12			Lessons: 3.11 - 4.4			
3.11 - Progress Check 3 - To assess students' progress on mathematical content through the end of Unit 3	Performance Task or Project Based Learning Project 6: Anthropometry (TLG 938); *During or after Unit 3			Assessment - Self – Assessment ; Written Assessment; Open response; RSA - For the End of Unit 3			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
4.1 - Equivalent Fractions To review finding equivalent fractions and Renaming fractions in simplest form. <i>Reviews multiplication and division rules for equivalent fractions and fraction simplification</i>	SMP1–4, 6, 8; 6.NS.4, 6.EE.5	30%	M		equivalent fractions, simplest form, greatest common factor(GCF), common factor		<i>Fraction Capture TLG page258</i>
4.2 - Comparing Fractions To compare fractions with unlike denominators. <i>Focuses on the use of different strategies for comparing fractions.</i>	SMP1–3, 6, 8; 6.NS.4, 6.NS.7	30%	M		common denominator, quick common denominator(QCD),		<i>Build-It TLG page264</i>
4.3 Adding and Subtracting Fractions To review adding and subtracting fractions with like and unlike denominators. <i>Reviews methods for finding common denominator and applying these methods to add and subtract fractions.</i>	SMP1–6; 6.NS.4	30%	M		least common denominator(LCD) least common multiple (LCM)		<i>Divisibility Dash TLG page269</i>
4.4 - Adding and Subtracting Mixed Numbers with Like Denominators To add and subtract mixed numbers with like denominators. <i>Practices adding and subtracting mixed numbers with like denominator fractions, in preparation for Lesson 4-5.</i>	SMP1–3, 5, 6	30%			mixed number, proper fraction, improper fraction, simplest form	<u>Math Talk: Math Ideas in Poems for Two Voices</u> by T. Pappas	<i>Fraction Action, Fraction Friction TLG page 276</i>

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Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster, A= Additional Cluster			
Unit: 4	Week 13			Lessons: 4.5-4.8			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
4.5 - Adding and Subtracting Mixed Numbers with Unlike Denominators To add and subtract mixed numbers with unlike denominators. <i>Reviews methods for finding sums and differences for mixed numbers with like denominators and applies them to mixed numbers with unlike denominator</i>	SMP1–3, 5, 6; 6.EE.2, 6.EE.2a, 6.EE.2c	30%	M	TLG page 281			
4.6 - Fraction Multiplication To represent the fraction multiplication algorithm as a general pattern; and to use the algorithm to find products of fractions. <i>Reviews fraction multiplication using a number-line.</i>	SMP2, 3, 5–8	30%		TLG 286 for Math boxes 1a & 1b			
4.7- Multiplication of Mixed Numbers To multiply mixed number <i>Focuses on multiplying mixed numbers, including converting between mixed numbers and fractions.</i>	SMP1, 3, 4, 6, 8; 6.EE.2, 6.EE.2c	30%	M				<i>Mixed Number Spin TLG page290</i>
4.8 - Fractions, Decimals, and Percent To review converting between fractions, decimals, and percent. <i>Reviews converting between fractions, decimals, and percent using fractions with denominators of 100.</i>	SMP1, 2, 5, 6; 6.RP.3c	30%	M		percent	<u>Twizzler’s Percentages Book</u> by Jerry Pallotta	<i>2-4-8 Frac-Tac-Toe and 3-6-9 Frac-Tac-Toe; Lit. TLG page296</i>
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 4	Week 14				Lessons: 4.9-4.12		
Lesson/ Title/Objective Focus	Common Core Standards	OCCT Testing %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>4.9 - More Difficult Conversions To develop a rule for converting between decimals and percent; and to convert fractions to decimals and percent. <i>Practices developing and applying rules and algorithms from converting between decimals and percent.</i></p>	SMP1, 3, 5-8; 6.RP.3c	14%	M	TLG page 305 For Math boxes #1			2-4-8 Frac-Tac-Toe and 3-6-9 Frac-Tac-Toe TLG page 296
<p>4.10 - Graphing Garbage To represent data with circle graphs. <i>Focuses on converting data into percent and then representing and analyzing these percent in a circle graph</i></p>	SMP1-6; 6.SP.5c	14%	A				
<p>4.11 - Percent of a Number To review finding a percent of a number. <i>Reviews finding percent of numbers and solving number stories involving finding percentages.</i></p>	SMP1-3, SMP5, 6; 6.RP.3c	30%	M		regular price, discount, sale price, interest		
<p>4.12 - Progress Check 3 - To assess students' progress on mathematical content through the end of Unit 4</p>	<p>Project Based Learning Algorithm 4: U.S. Traditional Long Division (TLG A17); Vol. 1-Use after Lesson 2-7; B-2-8</p>				<p>Assessment - Self – Assessment ; Written Assessment; Open response; RSA - For the End of Unit 4</p>		
<p>Flex Days November 25-26</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>				<p>M= Major Cluster, S = Supporting Cluster A= Additional Cluster</p>		
<p>Thanksgiving Break</p>							

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Unit: 5	Week 15			Lessons: 5.1-5.4			
Lesson/Title/Objective Focus	Common Core Standards	OCCT Testing %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>5.1 - Measuring and Drawing Angles To provide practice in classifying angles by size; and to measure and draw angles with a protractor. <i>Practices using full- and half-circle protractors to measure, classify, and draw angles with the game Angle Tangle</i></p>	SMP3, 5, 6	14%		TLG page 339 For math box 4C		<p><u>Pig on the Ball</u> by Amy Axelrod;</p> <p><u>The Greedy Triangle</u> by Marilyn Burns</p>	
<p>5.2 - Reasoning with Angle Measures To find angle measures by reasoning with angle definitions and with sums of angle measures in triangles and quadrangles. <i>Focuses on solving problems involving supplementary and vertical angles and determining angle measures in triangles and quadrangles as a follow-up to Lesson 5-1</i></p>	SMP3, 5, 6, 8	14%		TLG page 344 For math box #1		<p><u>Sir Cumference and the Great Knight of Angle Land</u> by Cindy Neuschwander</p>	
<p>5.3 - Using a Protractor to Make Circle Graphs To introduce how to calculate degree measures of sectors; and to use a protractor to draw circle graphs. <i>Focuses on using fractions, decimals, and percent to calculate and draw degree measures in circle graphs as a follow up to Lesson 5-1.</i></p>	SMP1–6, 8	14%					
<p>5.4 - Coordinate Geometry To plot ordered number pairs; to apply properties of polygons; and to explore the relationship between endpoints and midpoints. <i>Reviews plotting ordered pairs and plotting and naming polygons. Explores endpoints-midpoints relationship</i></p>	SMP1, 3, 6–8; 6.NS.6, 6.NS.6b, 6.NS.6c, 6.NS.8, 6.G.	14%	M S	TLG page 339 For math box 4C		<p><u>Pig on the Ball</u> by Amy Axelrod;</p> <p><u>The Greedy Triangle</u> by Marilyn Burn</p>	

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Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			
Unit: 5	Week 16			Lessons: 5.5 - 5.9			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
5.5 - Isometry Transformations To review transformations that produce another figure while maintaining the same size and shape of the original figure. <i>Reviews and practices isometry transformations, including reflections, translations, and rotations.</i>	SMP1–3, 5–8; 6.NS.6, 6.NS.6b, 6.NS.6c, 6.N	16%	M				
5.6 - Congruent Figures To explore the meaning of congruence; and to use drawing tools to construct congruent figures <i>Focuses on the properties of and constructing congruent figures, angles, and line segments</i>	SMP1–6; 6.NS.8, 6.G.3	16%	M A	TLG 366 for math boxes #1			
5.7 - Compass-and-Straightedge Constructions Part 1 To construct figures with a compass and a straightedge. <i>Reviews copying a line segment and copying a triangle using a compass and straightedge.</i>	SMP1, 3, 5, 6; 6.NS.6b	16%	M	TLG page 372 for math box #1			2-4-8 Frac-Tac-Toe and 3-6-9 Frac-Tac-Toe decimal versionp296
5.8 - Compass-and-Straightedge Constructions Part 2 To copy angles and construct perpendicular bisectors; and to solve construction problems. <i>Continues learning of Lesson 5-7, expanding to include copying angles and constructing perpendicular bisectors.</i>	SMP1, 3, 5–7	16%		TLG page 378 for Math boxes #1			Polygon CaptureTLG page378
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 5	Week 17			Lessons: 5.9 - 5.11			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core Standards</u>	<u>OCCT Testing %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>5.9 – Parallel Lines and Angle Relationships To explore and apply angle relationships <i>Focuses on applying special relationships angles of parallel lines with transversal</i></p>	SMP1, 3, 5–8; 6.NS.6b	16%	M				
<p>5.10 - Parallelograms To introduce the relationships between angles of parallelograms; and to construct a parallelogram using a compass and a straightedge. <i>Focuses on the relationship between angles of parallelograms and their construction, continuing with the learning of Lessons 5-8 and 5-7.</i></p>	SMP1, 3, 5–8	16%					<i>3-D Shape Sort TLG page378</i>
<p>5.11 - Progress Check 5 - To assess students’ progress on mathematical content through the end of Unit 5</p>	<p>Project Based Learning Project 8: Cross Sections of Clay Solids (TLG 953); *During or after Unit 5</p>			<p>Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 5 M= Major Cluster, S = Supporting Cluster A= Additional Cluster</p>			
<p>Winter Break December 18 – January 3</p>							

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Unit: 6	Week 18			Lessons: 6.1-6.4			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State</u> <u>Standards</u>	<u>OCCT</u> <u>Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>6.1 -Multiplication of Fractions and Mixed Numbers To review multiplying fractions and mixed numbers; and to find reciprocals. <i>Reviews multiplying fractions and mixed numbers in preparation for Lesson 6-2.</i></p>	SMP2, 5–8	30%		TLG page 534 for MB 2b, 2d.		<u>Math Course</u> by Jon Scieszka	<i>Fraction/ Whole Number Top-It TLG Page534</i>
<p>6.2 -Division of Fractions and Mixed Numbers To introduce an algorithm for division of fractions <i>Focuses on a division algorithm for fractions to be used for dividing fractions and mixed numbers.</i></p>	SMP1–6; 6.NS.1	30%	M	TLG 541 for MB 4C			
<p>6.3 -Review: Addition and Subtraction of Positive and Negative Numbers To practice adding and subtracting positive and negative numbers <i>Practices using number-line models and the Subtraction Rule to add and subtract signed numbers.</i></p>	SMP1–8; 6.NS.5, 6.NS.6, 6.NS.6a, 6.NS.6c, 6.NS.7, 6.NS.7a, 6.NS.7b,	30%	M				<i>Credits /Debits Game TLG page 546</i>
<p>6.4 – Multiplication and Division of Positive and Negative Numbers To develop and apply rules for multiplying and dividing positive and negative numbers. <i>Focuses on deriving rules for multiplying and dividing positive and negative numbers</i></p>	SMP4, 6–8; 6.NS.5	30%	M				
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment				M= Major Cluster, S = Supporting Cluster A= Additional Cluster		

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Unit: 6	Week 19				Lessons: 6.4a-6.7		
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State Standards</u>	<u>OCCT</u> <u>Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>6.4a - Absolute Value To find the absolute value of rational numbers; and to solve problems using absolute value <i>Focuses on using a distance model and algebra to define absolute value and apply absolute value to problems.</i></p>	SMP1–8; 6.NS.5, 6.NS.7, 6.NS.7a, 6.NS.7c, 6.NS.7d, 6.NS.8, 6.G.2	30%					
<p>6.5 - The Properties of Number Systems To summarize the properties of number systems and operations. <i>Explores the real number system and the properties of various real number sets.</i></p>	SMP2–4, 6–8; 6.NS.1, 6.NS.6, 6.NS.6a, 6.NS.6c, 6.NS.7, 6.NS.7a, 6.NS.7b, 6.NS.7c, 6.NS.7d, 6.EE.2	30%	M	TLG page 557 MB#1			
<p>6.6 - Order of Operations To review the order of operations; and to evaluate expressions containing parentheses. <i>Reviews the order of operations and applies it to evaluating expressions.</i></p>	SMP2–6; 6.NS.5, 6.EE.1, 6.EE.2c	30%	M	TLG page 564 for MB #3			Name That Number TLG Page 564
<p>6.7 - Review: Number Sentences To review number sentences; and to translate word sentences into number sentences. <i>Reviews number sentence terms, translating word sentences into number sentences, and solving number sentences.</i></p>	SMP1–4, 6, 8; 6.NS.1, 6.EE.2c, 6.G.1	30%	M	TLG page 569 for MB 2b			
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment				M= Major Cluster. A =Additional Cluster S = Supporting Cluster		

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Unit: 6	Week 20 January 19- No School			Lessons: 6.8-6.11			
Lesson Title/Objective Focus	Common Core State Standards	OCCT Test %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
6.8 - Solving Simple Equations To use trial and error and a cover-up method to solve equations. <i>Focuses on solving equations using trial and error methods and the cover-up method.</i>	SMP1, 3, 4, 6–8; 6.NS.7, 6.NS.7c, 6.NS.7d, 6.NS.8, 6.EE.2b, 6.EE.5, 6.EE.7	26%	M				
6.9 - Review: Pan-Balance Problems To model equation-solving techniques. <i>Focuses on using a pan-balance model to solve and understand multi-step equations and inequalities.</i>	SMP1–4, 6, 7; 6.EE.5	26%	M	TLG page 582 for MB 5c			
6.10 - Pan-Balance Equations To explore a method for solving equations <i>Explores using inverse operations and equality properties to solve equivalent equations</i>	SMP1–3, 6, 8; 6.EE.5, 6.EE.7	26%	M	TLG page 587 for MB 1c			
6.11 - The Equivalent-Equations Method To write and solve equivalent equations. <i>Focuses on writing equivalent equations and evaluating equations by playing Algebra Election.</i>	SMP1, 3, 6; 6.EE.2b, 6.EE.5, 6.EE.7	26%	M				
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 6	Week 21			Lessons: 6.12-6.13			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core State Standards</u>	<u>OCCT Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>6.12 Inequalities</p> <p>To find and represent all the values that make an inequality in one variable true; and to represent real-world situations with inequalities.</p> <p><i>Expands upon previous lessons to find solutions to sets of inequalities, practicing with the game Solution Search</i></p>	SMP1, 2, 4, 6; 6.NS.3, 6.EE.5, 6.EE.6, 6.EE.8	26%	M				
6.13 - Progress Check 6 - To assess students' progress on mathematical content through the end of Unit 6	<p>Project Based Learning</p> <p>Project 10: Mean Absolute Deviation(TLG 958F); *During or after Unit 6</p>				Assessment - Self –Assessment ; Written Assessment; Open response; **RSA - For the End of Unit 6		
Flex Day	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>				M= Major Cluster, S = Supporting Cluster A= Additional Cluster		

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Unit: 7	Week 22 No School February 6 th			Lessons: 7.1-7.3			
<u>Lesson/Title/Objective Focus</u>	<u>Common Core State Standards</u>	<u>OCCT Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>7.1 - When Outcomes Are Equally Likely To review the basic probabilities concepts of probability; and to provide experiences finding probabilities for events when all outcomes are equally likely. <i>Reviews calculating the probabilities of experiments with equally likely outcomes.</i></p>	SMP1, 2, 6; 6.RP.1, 6.NS.6c, 6.EE.8	14%	M	TLG page 624 for MB 2a	outcomes, equality likely, event, probability, favorable outcomes, possible outcomes	<p><u>Do You Want To Bet?</u> by Jean Cushman</p> <p><u>G is for Googol: A math Alphabet Book</u> by David Schwartz</p>	
<p>7.2 - Generating Random Numbers To investigate random numbers; and to use number cards to generate random numbers within a given range. <i>Focuses on the normalization of probabilities with increased sample size in preparation for Lesson 7-3.</i></p>	SMP2, 4–6	14%		TLG page 630 for MB #1	outcome, generate random numbers, random numbers		
<p>7.3 - A Random-Number Simulation To simulate a situation using random numbers; and to use simulation results to estimate the chance of each possible outcome. <i>Focuses on estimations based upon simulations with equal chance outcomes, expounding upon Lesson</i></p>	SMP1, 2, 4–7	14%			simulation, simulate	<p><u>Socrates and the Three Little Pigs</u> by Tuyosi Mori</p>	<p>2-4-8 <i>Frac-Tac-Toe</i> and 3-6-9 <i>Frac-Tac-Toe</i> TLG page 635</p>
<p>Flex Day (Day 5)</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>			<p>M= Major Cluster, S = Supporting Cluster A= Additional Cluster</p>			

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Unit: 7	Week 23			Lessons: 7.4-7.7			
Lesson/Title/Objective Focus	Common Core State Standards	OCCT Test %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>7.4 – Tree Diagram To use tree diagrams to find expected outcomes for chance. Events; and to compare actual results of a simulation to expected outcomes <i>Introduces tree diagrams and compares their expected outcomes to simulated outcomes, preparing for Lesson 7-5.</i></p>	SMP1–4, 6	14%			tree diagram, expected outcomes, actual results	<u>Anno’s Hat Tricks</u> by Akihiro Noza	
<p>7.5 – Using Tree Diagrams to Calculate Probabilities To use tree diagrams to find expected outcomes for chance events; and to compare actual results of a simulation to expected outcomes. <i>Focuses on the use of tree diagrams to predict outcomes and calculate their probabilities.</i></p>	SMP1–4, 6; 6.EE.8	14%	M	TLG page 649 for MB #2	Multiplication Counting Practice		
<p>7.6 – Venn Diagrams To solve problems using Venn diagrams. <i>Implements Venn diagrams in analyzing situations and problem solving.</i></p>	SMP2–4, 6	14%		TLG page 654 for MB #5	Venn diagram		
<p>7.7 – Fair and Unfair Games To determine whether or not games of chance are fair games <i>Focuses on the fairness of 4 simple games based upon the probability. The game Greedy is played.</i></p>	SMP1–6; 6.EE.8	14%	M	TLG page 663 for MB #2	fair game, unfair game		
<p>Flex Day (Day 5)</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>			<p>M= Major Cluster, S = Supporting Cluster A= Additional Cluster</p>			

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Unit: 7 & 8	Week 24			Lessons: 7.8-8.2			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core State Standards</u>	<u>OCCT Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>7.8 - Strategies for Multiple-Choice Tests To investigate the effects of guessing on multiple-choice tests <i>Focuses on the probability of guessing on multiple choice tests where answers can be eliminated.</i></p>	SMP2-4, 6-8; 6.EE.2, 6.EE.2a, 6.EE.	14%	M				
<p>7.9 - Progress Check 7 - To assess students' progress on mathematical content through the end of Unit 7</p>	Project Based Learning			Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 7			
<p>8.1 - Rates, Rate Tables, and Unit Rates To review rates; to use the per-unit-rate and rate table methods of solving rate problems; and to introduce proportions as models for rate situations <i>Reviews the meaning and terminology of rates and notation and solving related problems using rate tables.</i></p>	SMP1, 2, 4, 6-8; 6.RP.2, 6.RP.3, 6.RP.3b, 6.NS.2	30%	M	TLG page 694 for MB #3	rate, per-unit rate, rate table, equivalent rate, proportion	<u>Sir Cumference and the Dragon of Pi</u> by Cindy Nueschwander	
<p>8.2 - Solving Rate Problems with Proportions To use proportions to model and solve rate problem <i>Focuses on writing open proportions and using them to solve simple rate problems and rewrite simplified rate tables.</i></p>	MP1-4, 6, 8; 6.RP.2, 6.RP.3, 6.RP.3b, 6.RP.3d, 6.NS.3	30%	M	TLG page 701 for MB #3	open proportion, solution of the proportion		
<p>Flex Day (Day 5)</p>	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 8	Week 25			Lessons: 8.3 - 8.6			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State Standards</u>	<u>OCCT</u> <u>Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
8.3 - Solving Proportions by Cross Multiplication To introduce and use cross multiplication to solve proportions <i>Focuses on the use of cross-products rule to determine fractional equivalents and solve proportion rate problems.</i>	SMP1, 2, 4, 6–8; 6.RP.3, 6.RP.3b, 6.RP.3d, 6.EE.5, 6.EE.7	30%	M		cross products, cross multiplication		
8.4 - Calorie Use To estimate calorie use per day; and to practice solving rate problem <i>Implements calorie-use charts to estimate a student's caloric use in a typical day.</i>	SMP1–6; 6.RP.2, 6.RP.3, 6.RP.3b, 6.RP.3d	30%	M		calorie		
8.5 - Using Nutrition Information To solve rate and percent problems involving caloric content of food. <i>Focuses on using unit rates to calculate carbohydrate, protein, and fat calories and percentages in food.</i>	SMP1–6, 8; 6.RP.3, 6.RP.3c	30%	M	TLG page 720 for MB #5	balanced diet, fat, carbohydrate, protein		
8.6 - Ratios To review notations for and meanings of ratios; and to solve problems involving part-to-part and part-to-whole ratios. <i>Reviews the notation and meaning of ratios and uses number cards to model and solve problems.</i>	SMP1, 2, 4, 6; 6.RP.1, 6.RP.3, 6.NS.7	30%	M	TLG page 727 for MB #1a	ratio, equivalent ratios, part-to- whole ratio, part-to-part ratio	<u>The Librarian</u> <u>Who</u> <u>Measured the</u> <u>Earth</u> by Kathryn Lasky	<i>Build It</i> <i>TLG page726</i>
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 8	Week 26			Lessons: 8.7-8.10			
Lesson/Title/Objective Focus	Common Core State Standards	OCCT Test %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>8.7 - Using Proportions to Solve Percent Problems To solve percent problems by writing and solving proportions. <i>Focuses on using proportions as an alternative to using percent in problems.</i></p>	SMP1–4, 6; 6.RP.1, 6.RP.3, 6.RP.3c	30%			n-to-1 ratio, (scale factor or scale)		
<p>8.8 - Calculating the Fat Content of Foods To estimate percent equivalents for fractions; and to convert fractions to percent with a calculator, using division. <i>Develops estimation and computation skills fraction-percent conversions, which are applied calculating caloric percent.</i></p>	SMP1, 2, 4–6; 6.RP.1, 6.RP.3, 6.NS.7	30%					<i>Top-It with Positive and Negative Numbers TLG page 739</i>
<p>8.9 - Using Ratios to Describe Size Changes To explore the use of ratios to describe size changes <i>Focuses on the use of ratios to describe and practice size scaling</i></p>	SMP1, 2, 4–6; 6.RP.1, 6.RP.3, 6.NS.7	30%			size-change factor enlargement, reduction	<u>Counting on Frank</u> by Rod Clement	<i>Top-It with Positive and Negative Numbers TLG page 739</i>
<p>8.10 - Similar Polygons To explore the properties of similar polygons <i>Implements pattern blocks to learn the properties of similar polygons and the length ratios of corresponding sides.</i></p>	SMP1–8; 6.RP.1	16%		TLG Page 745 for MB 3b	similar figures, congruent figures, similar polygons, corresponding sides, corresponding angles		<i>Spoon Scramble TLG page 752</i>
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Spring Break March 9-20

Spring Break March 9-20							
Unit: 8 & 9	Week 27			Lessons: 8.11-9.1			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common</u> <u>Core State</u> <u>Standards</u>	<u>OCCT</u> <u>Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
8.11 - Comparing Ratios To compare ratios by renaming them as n-to-1 ratios; and to introduce the Golden Ratio. <i>Focuses on renaming and comparing ratios.</i>	SMP2–8; 6.RP.2, 6.RP.3, 6.NS.8	30%	M	TLG page for MB #3	Golden Rectangle		
8.12 - The Golden Ratio To explore Golden Rectangles and the Golden Ratio. <i>Focuses on the length-to-width ratio known as the Golden Ratio.</i>	SMP2, 5–8; 6.RP.3	30%	M		Golden Ratio		
8.13 - Progress Check 8 - To assess students' progress on mathematical content through the end of Unit 8	Performance Task or Project Based Learning			Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 8			
9.1 Area Models for the Distributive Property To explore the distributive property using area models. <i>Focuses on two methods for finding the areas of partitioned rectangles using number methods.</i>	SMP1, 2, 5–8; 6.EE.3	16 %	M	TLG page 790 for MB #4		<u>Spaghetti and Meatballs for All</u> by Marilyn Burns	
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 9	Week 28			Lessons: 9.2-9.5			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State Standards</u>	<u>OCCT</u> <u>Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>9.2 The Distributive Property To recognize the general patterns used to write the distributive property; and to mentally compute products using distributive strategies <i>Applies the distributive property to simplify algebraic expressions, calculate products, and factor expressions.</i></p>	SMP1–3, 5–8; 6.NS.4, 6.EE.2, 6.EE.2b, 6.EE.3	26%	M	TLG page 796 for #5 MB	distributive property		
<p>9.3 Simplifying Expressions: Combining Like Terms To simplify algebraic expressions by combining like terms <i>Focuses on using the distributive property to combine and simplify like terms</i></p>	SMP1–3, 5, 6, 8; 6.EE.2, 6.EE.2b, 6.EE.3, 6.EE.4	26%	M	TLG page 801 for MB #3c	like terms, combine like terms, simplify an expression		
<p>9.4 Simplifying Expressions: Removing Parentheses To simplify algebraic expressions by eliminating parentheses and combining like terms. <i>Focuses on implementing the distributive property to remove parentheses and combining like terms to simplify equations.</i></p>	SMP1–3, 5, 6, 8; 6.EE.2, 6.EE.2b, 6.EE.3, 6.EE.4	26%	M		simplify an expression		
<p>9.5 Simplifying and Solving Equations To simplify and solve equations. <i>Focuses on eliminating parentheses and combining like terms to simplify and solve equations</i></p>	SMP1–3, 6, 8; 6.NS.4, 6.EE.4, 6.EE.5	26%	M		equivalent fractions, simplify an equation		
<p>Flex Day (Day 5)</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>			<p>M= Major Cluster, S = Supporting Cluster A= Additional Cluster</p>			

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Unit: 9	Week 29			Lessons: 9.6-9.9			
Lesson/Title/Objective Focus	Common Core State Standards	OCCT Test %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>9.6 Using Equations to Solve Mobile Problems To write and solve equations based on a given formula. <i>Focuses on solving equations to find weights of suspended objects and their distances from the fulcrum</i></p>	SMP1–4, 6, 8; 6.EE.5, 6.EE.7	26%	M	TLG page 819 for MB # 3	mobile, fulcrum spreadsheet program, cell, address of a cell,		
<p>9.7 Computer Spreadsheets To learn how data are entered and displayed in a computer spreadsheet program. <i>Teaches students how to enter data and labels into spreadsheets to solve spreadsheet problems.</i></p>	SMP2–6; 6.RP.3a, 6.EE.9	14%	M	TLG page 826 for MB # 5	address box, display bar, labels, numbers, formulas		
<p>9.8 Area Formulas with Applications To review and use formulas for perimeter, circumference, and area <i>Reviews formulas for calculating perimeter, circumference, and area to use for solving for missing lengths.</i></p>	SMP1, 2, 4–6, 8; 6.RP.3a, 6.NS.4; 6.EE.1, 6.EE.2c, 6.EE.9, 6.G.1, 6.G.4	14%	M A S			<u>Sir Cumference and First Round Table</u> by Cindy Neuschwander	
<p>9.9 - Volume Formulas with Applications To review volume formulas for rectangular, prisms, cylinders, and spheres. <i>Reviews cylinders, rectangular prisms, and spheres and them to calculate the human body's volume.</i></p>	SMP1, 2, 4–6, 8; 6.EE.1, 6.EE.2c, 6.G.2	16%	M S				
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			

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Unit: 9	Week 30			Lessons: 9.10-9.13			
Lesson/Title/Objective Focus	Common Core State Standards	OCCT Test %		Writing	Vocabulary	Literature	Games
		PASS	CCSS				
<p>9.10 - Solving Equations by Trial and Error To approximate the solutions of equations using a trial-and-error method <i>Focuses on finding approximate solutions using substitution for variables.</i></p>	SMP1, 5–7; 6.NS.8, 6.EE.2c, 6.G.2	26%	M S	TLG page 844 for MB #2d	trial -and-error method, test number		<i>Spoon Scramble TLG page844</i>
<p>9.11- Formula Equations To evaluate formulas by substituting values for the variables and solving the resulting equation. <i>Focuses on solving volume, angle, perimeter, and area problems, and expressing given information as a formula</i></p>	SMP1–4, 6, 8; 6.EE.1, 6.EE.2a, 6.EE.2c, 6.G.2, 6.G.4	26%	M S		square of a number, square root of a number hypotenuse		
<p>9.12 - The Pythagorean Theorem To apply the Pythagorean theorem. <i>Reviews squares and square roots, using them to verify and apply the Pythagorean Theorem</i></p>	SMP2, 3, 5–8; 6.EE.1, 6.EE.2c	16%	M		square legs of a right triangle, Pythagorean theorem, right triangle, theorem		
<p>9.13 - Indirect Measurement Problems To find missing lengths in similar figures using ac size-change factor <i>Focuses on calculating the scale for similar figures and using these scales to calculate missing lengths in review of Lesson 8-9.</i></p>	SMP1–4, 6, 8	14%					
<p>Flex Day (Day 5)</p>	<p>Performance Task: Recognizing Student Achievement – RSA – See Attachment</p>			<p>M= Major Cluster S = Supporting Cluster A= Additional Cluster</p>			

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Unit: 9, 10	Week 31			Lessons: 9.14-10.3			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State Standards</u>	<u>OCCT Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
9.14- Progress Check 9 - To assess students' progress on mathematical content through the end of Unit 9	Performance Task or Project Based Learning			Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 9			
10.1 Semi-regular Tessellations To introduce semi-regular tessellations <i>Reviews regular tessellations and teaches semi regular tessellations in preparation of Lesson 10-2.</i>	SMP2, 3, 5–8	16%			regular polygon, tessellation, vertex point, regular tessellation, semi-regular tessellation		
10.2 Escher-Type Translation Tessellations To create nonpolygonal, Escher-type translation tessellations. <i>Focuses on creating nonpolygonal, Escher-type translation.</i>	SMP1–6, 8; 6.NS.6b, 6.NS.8, 6.G.3	16%	M S		translation tessellation		
10.3 Rotation Symmetry To explore point and rotation symmetry. <i>Focuses on the rotational symmetry transformation as follow-up to the transformations in Lesson 5-5.</i>	SMP3–6, 8	16%					
Flex Day (Day 5)	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster S = Supporting Cluster A= Additional Cluster			

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Unit: 10	Week 32			Lessons: 10.4-10.6			
<u>Lesson/Title/Objective</u> <u>Focus</u>	<u>Common Core</u> <u>State</u> <u>Standards</u>	<u>OCCT Test %</u>		<u>Writing</u>	<u>Vocabulary</u>	<u>Literature</u>	<u>Games</u>
		<u>PASS</u>	<u>CCSS</u>				
<p>10.3 Rotation Symmetry To explore point and rotation symmetry. <i>Focuses on the rotational symmetry transformation as a follow-up to the transformations in Lesson 5-5.</i></p>	SMP3–6, 8	16%					
<p>10.4 Introduction to Topology To introduce topology; and to perform topological transformations. <i>Uses clay and rubber sheets to explore topological transformation as a follow up to the transformations in Lesson 5-5.</i></p>	SMP1, 3–8	16%					
<p>10.5 Möbius Strips To experiment with Möbius strips. <i>Focuses on introducing and experimenting with the Möbius strip.</i></p>	SMP1–4, 6, 8	16%					
<p>10.6- Progress Check 10 - To assess students' progress on mathematical content through the end of Unit 10</p>	Performance Task or Project Based Learning			Assessment - Self –Assessment ; Written Assessment; Open response; RSA - For the End of Unit 10			
Flex Day	Performance Task: Recognizing Student Achievement – RSA – See Attachment			M= Major Cluster, S = Supporting Cluster A= Additional Cluster			