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SIXTH GRADE

Mathematics

Curriculum Guide

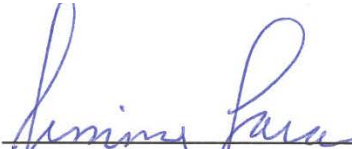
Developed: June 2016


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MaryEllen Fresquez, Instructional Coach












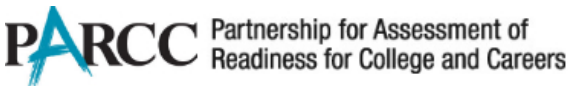
Mathematics Resources



Adopted Curriculum

Grade Band	Resource	District Contact
Pre K 2013-2018	<p>Creative Classroom</p> <p>Website:</p>	<p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p>
K -6 2013-2018	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Website: www.pearsonsuccessnet.com</p>	<p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p>
7-8 2013-2018	<p><u>College Preparatory Math (CPM)</u></p>  <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p>	<p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal</p>
9-12 2013-2018	<p><u>College Preparatory Math (CPM)</u></p>  <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p>	<p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair</p>

Mathematics Resources
Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
Pre K 2016-2021	<i>Insert Resource</i> Website: Insert <i>Insert Resource</i> Website: Insert	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
K -6 2016-2021	<i>Insert Resource</i> Website: Insert <i>Insert Resource</i> Website: Insert	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
7-8 2016-2021	<i>Insert Resource</i> Website: Insert  Website: Insert	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
9-12 2015-2020	<i>Insert Resource</i> Website:  Website: Insert	Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator

Grade Band	Resource	District Contact:
<p>Pre K 2016-2021</p>	<p><i>Insert Resource</i> Website: Insert</p>  <p>PreK Observation & Portfolios</p>	<p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p>
<p>K-1</p>	<p>Envisions:</p>  <p>Topic Book Assessments Topic Mat Assessments</p> <p>Renaissance Learning:</p>  <p>STAR EARLY LITERACY (Numeracy) https://hosted39.renlearn.com/258790/default.aspx</p>	<p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p>
<p>2-12</p>	<p>Envisions:</p>  <p>Topic Book Assessments Topic Mat Assessments (2nd)</p> <p>Renaissance Learning:</p>  <p>STARMath https://hosted39.renlearn.com/258790/default.aspx</p>	<p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p>
<p>3-11</p>	<p>PARCC</p> 	<p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p>

		<p>Assessment Contact: TBA, Assessment & RtI Facilitator</p>
<p>7-12</p>	<p>End of Course Exams (EoC)</p>  <p>College Preparatory Math (CPM)</p>  <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p>	<p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p>

Quarterly Mathematics Pacing “At A Glance” Sixth Grade

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	1,3,5,6,7,10,16,19	1,2,3,4,6,8,10,11,17	4,5,7,8,11,12,15,17,18	7,12,13,14,15
Topic Learning Targets	<p><u>Topic 1:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 3:</u> Students will be able to fluently divide multi-digit numbers using the standard algorithm.</p> <p><u>Topic 5:</u> Students will be able to 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.</p> <p><u>Topic 6:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 7:</u> Students will be able to use ratio language to describe a ratio relationship between two quantities.</p> <p><u>Topic 10:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 16:</u> Students will be able to use ratio reasoning to convert measurement units.</p> <p><u>Topic 19:</u> Students will be able to display numerical data in plots on a number line.</p>	<p><u>Topic 1:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 2:</u> Students will be able to write, read, and evaluate expressions in which letters stand for numbers.</p> <p><u>Topic 3:</u> Students will be able to fluently divide multi-digit numbers using the standard algorithm.</p> <p><u>Topic 4:</u> Students will be able to solve real-world and mathematical problems.</p> <p><u>Topic 6:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 8:</u> Students will be able to interpret and compute quotients of fractions.</p> <p><u>Topic 10:</u> Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>Topic 11:</u> Students will be able to represent and analyze quantitative relationship.</p> <p><u>Topic 17:</u> Students will be able to evaluate expressions at specific values for their variables.</p>	<p><u>Topic 4:</u> Students will be able to solve real-world and mathematical problems.</p> <p><u>Topic 5:</u> Students will be able to 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.</p> <p><u>Topic 7:</u> Students will be able to use ratio language to describe a ratio relationship between two quantities.</p> <p><u>Topic 8:</u> Students will be able to interpret and compute quotients of fractions.</p> <p><u>Topic 11:</u> Students will be able to represent and analyze quantitative relationship.</p> <p><u>Topic 12:</u> Students will be able to solve unit rate problems.</p> <p><u>Topic 15:</u> Students will be able to write an inequality of the form $x > c$ or $x < c$.</p> <p><u>Topic 17:</u> Students will be able to evaluate expressions at specific values for their variables.</p> <p><u>Topic 18:</u> Students will be able to apply the formulas $V = l w h$ and $V = b h$ to find volumes.</p>	<p><u>Topic 7:</u> Students will be able to use ratio language to describe a ratio relationship between two quantities.</p> <p><u>Topic 12:</u> Students will be able to solve unit rate problems.</p> <p><u>Topic 13:</u> Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements.</p> <p><u>Topic 14:</u> Students will be able to find a percent of a quantity as a rate per 100.</p> <p><u>Topic 15:</u> Students will be able to write an inequality of the form $x > c$ or $x < c$.</p>

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Ratio & Proportional Relationships	3d	CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Use ratio reasoning to convert measurement units.	TOPIC 16 LESSON 16- 2 16-3 16-4	EngageNY 6.RP.3	Performance Assessment Master Topic 16 Summative Quick Check Master (Formative) 16-2 16-3 16-4 Free-Response Test Teacher Resource Masters Topic 16 Lesson 16 Item #7,8,9 Page 60	
6	Number System	2	CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	Fluently divide multi-digit numbers using the standard algorithm.	TOPIC 3 LESSON 3-5 3-6 3-7 TOPIC 10 LESSON 10-7	EngageNY 6.NS.2	Performance Assessment Master Topic 3 Topic 10 Summative Quick Check Master (Formative) 3-5 3-6 3-7 10-7 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-7 Item #31 Textbook Page 241	PARCC EOY Sample 6.NS.1-2 page 6

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	3	CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	TOPIC 1 LESSON 1-5 TOPIC 3 ALL LESSONS TOPIC 6 LESSON 6-1 TOPIC 10 LESSON 10-4, 10-5, 10-6, 10-7	EngageNY 6.NS.3	Performance Assessment Master Topic 1 Topic 3 Topic 6 Topic 10 Summative Quick Check Master (Formative) 1-5 All Topic 3 Quick Checks 6-1 10-4 10-5 10-6 10-7 Free-Response Test: Refer to Previous Citation Topic 1 Topic 3 Topic 6 Topic 10	PARCC EOY Sample 6.NS.3 page 17
6	Number System	4	CC.6.NS.4 Compute fluently with multi-digit numbers and find common factors and multiples. 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 $4(9 + 2)$.	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.	TOPIC 5 LESSON 5-3, TOPIC 7 LESSON 7-2	EngageNY 6.NS.4	Performance Assessment Master Topic 5 Topic 7 Summative Quick Check Master (Formative) 5-3 7-2 Free-Response Test: Refer to Previous Citation Topic 1 Topic 3 Topic 6 Topic 10	Practice Test Items 6.NS.3-4 page 5 and pg. 13

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Expressions and Equations	1	CC.6.EE.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.	Write and evaluate numerical expressions involving whole-number exponents.	TOPIC 1 LESSON 1-5	EngageNY 6.EE.1	Performance Assessment Master Topic 1 Summative Quick Check Master (Formative) 1-5 Free-Response Test/Textbook Teacher Resource Masters Topic 1 Lesson 1-5 Item #2,3,4 Page 90	PARCC EOY Sample 6.EE.1 page 7
6	Expressions and Equations	5	CC.6.EE.5 Reason about and solve one-variable equations and inequalities. 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.	Reason about and solve one-variable equations.	TOPIC 3 LESSON 3-9	EngageNY 6.EE.5	Performance Assessment Master Topic 3 Summative Quick Check Master (Formative) 3-9 Free-Response Test/Textbook Teacher Resource Masters Topic 3 Lesson 3-9 Item #17 Page 93	
6	Expressions and Equations	6	CC.6.EE.6 Reason about and solve one-variable equations and inequalities. 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.	Use variables to represent numbers and write expressions.	TOPIC 3	EngageNY 6.EE.6	Performance Assessment Master Topic 3 Summative Quick Check Master (Formative) 3-9 Free-Response Test/Textbook Teacher Resource Masters Topic 3 Lesson 3-9 Item #17 Page 93	PARCC EOY Sample 6.EE.6 page 5

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Statistics and Probability	1	CC.6.SP.1 Develop understanding of statistical variability. 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.	Recognize a statistical question.	TOPIC 19 LESSON 19-1	EngageNY 6.SP.1	Performance Assessment Master Topic 19 Summative Quick Check Master (Formative) 19-1 Free-Response Test Teacher Resource Masters Topic 19 Lesson 19-1 Item #1,2,3 Page 98	Practice Test Items 6.SP.1 page 12
6	Statistics & Probability	2	CC.6.SP.2 Develop understanding of statistical variability. 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.	Use a set of data collected to answer a statistical question that has a distribution.	TOPIC 19 LESSON 19-2	EngageNY 6.SP.2	Performance Assessment Master Topic 19 Summative Quick Check Master (Formative) 19-2 Free-Response Test Teacher Resource Masters Topic 19 Lesson 19-2 Item #6 Page 98	
6	Statistics & Probability	3	CC.6.SP.3 Develop understanding of statistical variability. 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.	Recognize a measure of center for a numerical data set that summarizes all of its values.	TOPIC 19 LESSON 19-3	EngageNY 6.SP.3	Performance Assessment Master Topic 19 Summative Quick Check Master (Formative) 19-3 Free-Response Test Teacher Resource Masters Topic 19 Lesson 19-3 Item #4,5 Page 98	PARCC Practice Test Items. 6.SP.3 page 4

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Statistics & Probability	4	CC.6.SP.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Display numerical data in plots on a number line.	TOPIC 19 LESSON 19-6	EngageNY 6.SP.4	Performance Assessment Master Topic 19 Summative Quick Check Master (Formative) 19-6 Free-Response Test Teacher Resource Masters Topic 19 Lesson 19-6,9 Item #12 Page 99	
6	Statistics & Probability	5	CC.6.SP.5 Summarize and describe distributions. 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 (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was 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 was gathered.	Summarize numerical data sets in relation to their context.	TOPIC 19 LESSON 19-3 19-4 19-5 19-7 19-8 19-9	EngageNY 6.SP.5	Performance Assessment Master Topic 19 Summative Quick Check Master (Formative) 19-3 19-4 19-5 19-7 19-8 19-9 Free-Response Test Teacher Resource Masters Topic 19 Lesson 19-6,9 Item #12 Page 99	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	1	CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$ -cup servings 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?	Interpret and compute quotients of fractions.	TOPIC 8 REINFORCING CONCEPTS REQUIRED FOR TOPIC 12	EngageNY 6.NS.1	Performance Assessment Master Topic 8 Topic 10 Summative Free-Response Test Teacher Resource Masters Topic 8 Lesson 8-5 Item #26 Page 49	PARCC EOY Sample 6.NS.1-2 page 6
6	Number System	2	CC.6.NS.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.	Fluently divide multi-digit numbers using the standard algorithm.	TOPIC 3 LESSON 3-5 3-6 3-7 TOPIC 10 LESSON 10-7	EngageNY 6.NS.2	Performance Assessment Master Topic 3 Topic 10 Summative Quick Check Master (Formative) 3-5 3-6 3-7 10-7 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-7 Item #31 Textbook Page 241	PARCC EOY Sample 6.NS.1-2 page 6

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	3	CC.6.NS.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	TOPIC 1 LESSON 1-5 TOPIC 3 ALL LESSONS TOPIC 6 LESSON 6-1 TOPIC 10 LESSON 10-4, 10-5, 10-6, 10-7	EngageNY 6.NS.3	Performance Assessment Master Topic 1 Topic 3 Topic 6 Topic 10 Summative Quick Check Master (Formative) 1-5 All Topic 3 Quick Checks 6-1 10-4 10-5 10-6 10-7 Free-Response Test: Refer to Previous Citation Topic 1 Topic 3 Topic 6 Topic 10	PARCC EOY Sample 6.NS.3 page 17
6	Number System	5	CC.6.NS.5 Apply and extend previous understandings of numbers to the system of rational numbers. 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, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Use positive and negative numbers to represent quantities in real-world contexts.	TOPIC 10 LESSON 10-1	EngageNY 6.NS.5	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-1 Free-Response Test: Refer to Previous Citation Topic 10	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	6	CC.6.NS.6 Apply and extend previous understandings of numbers to the system of rational numbers. 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.	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line.	TOPIC 10 LESSON 10-3	EngageNY 6.NS.6	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-3 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-3 Item #22,23,24 Page 96	
6	Number System	6a	CC.6.NS.6a Recognize opposite signs of numbers as 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.	Recognize that the opposite of the opposite of a number is the number itself.	TOPIC 10 LESSON 10-3	EngageNY 6.NS.6	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-3 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-3 Item #22,23,24 Page 96	
6	Number System	6b	CC.6.NS.6b 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.	Recognize signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.	TOPIC 10 LESSON 10-9	EngageNY 6.NS.6	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-9 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-9 Item #25,26,27 Page 97	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	6c	CC.6.NS.6c 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.	Find and position integers.	TOPIC 10 LESSON 10-3 LESSON 10-9	EngageNY 6.NS.6	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-3 10-9 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-9 Item #25,26,27 Page 97	PARCC EOY Sample 6.NS.1c page 9
6	Number System	7	CC.6.NS.7 Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers.	Understand ordering and absolute value of rational numbers.	TOPIC 10 LESSON 10-2 LESSON 10-8	EngageNY 6.NS.7	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-2 10-8 Free-Response Test Teacher Resource Masters Topic 10 Lesson 10-8 Item #34 Page 97	PARCC EOY Sample item 6.ns.7 page 2
6	Number System	7a	CC.6.NS.7a 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 on a number line oriented from left to right.	Interpret statements of inequality.	TOPIC 10 LESSON 10-2	EngageNY 6.NS.7	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-2 Free-Response Test Teacher Resource Masters Topic 10 Lesson 10-2 Item #13,14,15,16,17 Page 96	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	7b	CC.6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .	Write, interpret, and explain statements of order for rational numbers.	TOPIC 10 LESSON 10-3	EngageNY 6.NS.7	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-3 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-3 Item #22,23,24 Page 96	
6	Number System	7c	CC.6.NS.7c 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.	Interpret the absolute value of a rational number as its distance from 0 on the number line.	TOPIC 10 LESSON 10-3 LESSON 10-9	EngageNY 6.NS.7	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-3 10-9 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-9 Item #25,26,27 Page 97	
6	Number System	7d	CC.6.NS.7d 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.	Distinguish comparisons of absolute value.	TOPIC 10 LESSON 10-8	EngageNY 6.NS.7	Performance Assessment Master Topic 10 Summative Quick Check Master (Formative) 10-8 Free-Response Test Teacher Resource Masters Topic 10 Lesson 10-8 Item #34 Page 97	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	8	CC.6.NS.8 Apply and extend previous understandings of numbers to the system of rational numbers. 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.	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.	TOPIC 10 LESSON 10-9 LESSON 10-10	EngageNY 6.NS.8	Performance Assessment Master Topic 10 Summative 10-9 10-10 Free-Response Test/Textbook Teacher Resource Masters Topic 10 Lesson 10-10 Item #18,19,20,21 Page 96	
6	Expressions and Equations	2	CC.6.EE.2 Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers.	Write, read, and evaluate expressions in which letters stand for numbers.	TOPIC 2 LESSON 2-6 2-7 2-8	EngageNY 6.EE.2	Performance Assessment Master Topic 2 Summative Quick Check Master (Formative) 2-62-72-8 Free-Response Test/Textbook Teacher Resource Masters Topic 2 Lesson 2-6,2-7,2-8 Item #26 Page 82	6th Grade Practice Test Items page 2
6	Expressions and Equations	2a	CC.6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	Write expressions that record operations with numbers and with variables.	TOPIC 2 Lesson 2-1	EngageNY 6.ee.2a	Performance Assessment Master Topic 2 Summative Quick Check Master (Formative) 2-1 Free-Response Test/Textbook Teacher Resource Masters Topic 2 Lesson 2-1 Item #6,7,8,9 Page 81	6th Grade Practice Test Items page 2

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Expressions and Equations	2b	CC.6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	Identify parts of an expression using mathematical terms.	TOPIC 2 LESSON 2-2 2-3 2-4 2-5	EngageNY 6.ee.2b	Performance Assessment Master Topic 2 Summative Quick Check Master (Formative) 2-2 2-3 2-4 2-5 Free-Response Test/Textbook Teacher Resource Masters Topic 2 Lesson 2-4,2-5 Item #29 Page 82	6th Grade Practice Test Items page 2
6	Expressions and Equations	2c	CC.6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	Evaluate expressions at specific values for their variables.	TOPIC 17 LESSON 17-1 17-2 17-3	EngageNY 6.EE.2c	Performance Assessment Master Topic 17 Summative Quick Check Master (Formative) 17-1 17-2 17-3 Free-Response Test/Textbook Teacher Resource Masters Topic 17 Lesson 17-1,17-2,17-3 Item #1,2,3,4,5,6,7,8,9,10,11 Page 61	6th Grade Practice Test Items page 2
6	Expressions and Equations	3	CC.6.EE.3 Apply and extend previous understandings of arithmetic to algebraic expressions. 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 $3y$.	Apply the properties of operations to generate equivalent expressions.	TOPIC 2 LESSON 2-2 2-3 2-4	EngageNY 6.EE.3	Performance Assessment Master Topic 2 Summative Quick Check Master (Formative) 2-22-32-4 Free-Response Test/Textbook Teacher Resource Masters Topic 2 Lesson 2-4,2-5 Item #29 Page 82	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Expressions and Equations	4	CC.6.EE.4 Apply and extend previous understandings of arithmetic to algebraic expressions. 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.	Identify when two expressions are equivalent.	TOPIC 4 LESSON 4-1	EngageNY 6.EE.4	Performance Assessment Master Topic 4 Summative Quick Check Master (Formative) 4-1 Free-Response Test/Textbook Teacher Resource Masters Topic 4 Lesson 4-1 Item #1 Page 52	PARCC EOY Page 1
6	Expressions and Equations	7	CC.6.EE.7 Reason about and solve one-variable equations and inequalities. 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.	Solve real-world and mathematical problems.	TOPIC 4 LESSON 4-2 4-3 4-4 TOPIC 9 LESSON 9-6	EngageNY 6.EE.7	Performance Assessment Master Topic 4 Topic 9 Summative Quick Check Master (Formative) 4-2 4-3 4-4 9-6 Free-Response Test/Textbook Teacher Resource Masters Topic 4 Lesson 4-2,4-3,4-4 Item #20 Page 53	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Expressions and Equations	9	CC.6.EE.9 Represent and analyze quantitative relationships between dependent and independent variables. 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.	Represent and analyze quantitative relationship.	TOPIC 11 LESSON 11-9 TOPIC 12 LESSON 12-5 TOPIC 15 LESSON 15-2 15-4	EngageNY 6.EE.9	Performance Assessment Master Topic 11 Topic 12 Topic 15 Summative Quick Check Master (Formative) 11-9 12-5 15-2 15-4 Free-Response Test/Textbook Teacher Resource Masters Topic 15 Lesson 15-2,15-4 Item #1,2,3,11,12 Page 68	PARCC EOY Sample 6.EE.9 page 12
6	Geometry	3	CC.6.G.3 Solve real-world and mathematical problems involving area, surface area, and volume. 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 these techniques in the context of solving real-world and mathematical problems.	Draw polygons in the coordinate plane.	TOPIC 10 LESSON 10-10	EngageNY6.G.3	Performance Assessment MasterTopic 10SummativeQuick Check Master (Formative)10- 10Free-Response Test/TextbookTeacher Resource MastersTopic 10Lesson 10- 10Item #18,19,20,21 Page 96	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Ratio & Proportional Relationships	1	CC.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. 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."	Use ratio language to describe a ratio relationship between two quantities.	TOPIC 7 7-1 7-3 7-4 7-5 7-6 TOPIC 12 12-1	EngageNY 6.rp.1	Performance Assessment Master Topic 7 Topic 12 Summative Quick Check Master (Formative) 7-1 7-3 7-4 7-5 7-6 12-1 Free-Response Test Teacher Resource Masters Topic 7 Lesson 7-1,3,4,5,6 Item #39 Page 71 Topic 12 Lesson 12-1 Item#39 Page 61	PARCC EOY Sample 6.RP.1 page 8
6	Number System	1	CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$ -cup servings 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?	Interpret and compute quotients of fractions.	TOPIC 8 REINFORCING CONCEPTS REQUIRED FOR TOPIC 12	EngageNY 6.NS.1	Performance Assessment Master Topic 8 Topic 10 Summative Free-Response Test Teacher Resource Masters Topic 8 Lesson 8-5 Item #26 Page 49	PARCC EOY Sample 6.NS.1-2 page 6

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Number System	4	CC.6.NS.4 Compute fluently with multi-digit numbers and find common factors and multiples. 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 $4(9 + 2)$.	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.	TOPIC 5 LESSON 5-3, TOPIC 7 LESSON 7-2	EngageNY 6.NS.4	Performance Assessment Master Topic 5 Topic 7 Summative Quick Check Master (Formative) 5-3 7-2 Free-Response Test: Refer to Previous Citation Topic 1 Topic 3 Topic 6 Topic 10	Practice Test Items 6.NS.3-4 page 5 and pg. 13
6	Expressions and Equations	2c	CC.6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	Evaluate expressions at specific values for their variables.	TOPIC 17 LESSON 17-1 17-2 17-3	EngageNY 6.EE.2c	Performance Assessment Master Topic 17 Summative Quick Check Master (Formative) 17-1 17-2 17-3 Free-Response Test/Textbook Teacher Resource Masters Topic 17 Lesson 17-1,17-2,17-3 Item #1,2,3,4,5,6,7,8,9,10,11 Page 61	6th Grade Practice Test Items page 2
6	Expressions and Equations	7	CC.6.EE.7 Reason about and solve one-variable equations and inequalities. 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.	Solve real-world and mathematical problems.	TOPIC 4 LESSON 4-2 4-3 4-4 TOPIC 9 LESSON 9-6	EngageNY 6.EE.7	Performance Assessment Master Topic 4 Topic 9 Summative Quick Check Master (Formative) 4-24-34-49-6 Free-Response Test/Textbook Teacher Resource Masters Topic 4 Lesson 4-2,4-3,4-4 Item #20 Page 53	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Geometry	1	CC.6.G.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find 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 solving real-world and mathematical problems.	Solve problems involving area, surface area, and volume.	TOPIC 17 LESSON 17-3	EngageNY 6.G.1	Performance Assessment Master Topic 17 Summative Quick Check Master (Formative) 17-3 Free-Response Test/Textbook Teacher Resource Masters Topic 17 Lesson 17-1,17-2,17-3 Item #1,2,3,4,5,6,7,8,9,10,11 Page 61	PARCC EOY Sample 6.G.1-2 page 3
6	Geometry	2	CC.6.G.2 Solve real-world and mathematical problems involving area, surface area, and volume. 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.	Apply the formulas $V = l w h$ and $V = b h$ to find volumes.	TOPIC 18 LESSON 18-3 18-4	EngageNY 6.G.2	Performance Assessment Master Topic 18 Summative Quick Check Master (Formative) 18-3 18-4 Free-Response Test/Textbook Teacher Resource Masters Topic 18 Lesson 18-1,18-2,18-3 Items #12,15,16 Page 53	PARCC EOY Sample 6.G.1-2 page 3
6	Geometry	4	CC.6.G.4 Solve real-world and mathematical problems involving area, surface area, and volume. 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.	Represent three-dimensional figures using nets.	TOPIC 17 LESSON 17-4 17-5 TOPIC 18 LESSON 18-1 18-2 18-5	EngageNY 6.G.4	Performance Assessment Master Topic 17 Topic 18 Summative Quick Check Master (Formative) 17-4 17-5 18-1 18-2 18-5 Free-Response Test/Textbook Teacher Resource Masters Topic 18 Lesson 18-1,18-2,18-3 Items #1-10 Page 53	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Ratio & Proportional Relationships	1	CC.6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems. 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."	Use ratio language to describe a ratio relationship between two quantities.	TOPIC 7 7-1 7-3 7-4 7-5 7-6 TOPIC 12 12-1	EngageNY 6.rp.1	Performance Assessment Master Topic 7 Topic 12 Summative Quick Check Master (Formative) 7-1 7-3 7-4 7-5 7-6 12-1 Free-Response Test Teacher Resource Masters Topic 7 Lesson 7-1,3,4,5,6 Item #39 Page 71 Topic 12 Lesson 12-1 Item#39 Page 61	PARCC EOY Sample 6.RP.1 page 8
6	Ratio & Proportional Relationships	2	CC.6.RP.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), 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." (Expectations for unit rates in this grade are limited to non-complex fractions.)	Use ratio reasoning to solve problems.	TOPIC 12 LESSON 12-6	EngageNY 6.rp.2	Performance Assessment Master Topic 12 Summative Quick Check Master (Formative) 12-6 Free-Response Test Teacher Resource Masters Topic 12 Lesson 12-6 Item #39 Page 61	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Ratio & Proportional Relationships	3	CC.6.RP.3 Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	Use ratio and rate reasoning to solve real-world and mathematical problems,	TOPIC 12 LESSON 12-2 TOPIC 13 LESSON 13-3 TOPIC 14 LESSON 14-1 14-2	engageNY 6.rp.3	Performance Assessment Master Topic 12 Topic 13 Topic 14 Summative Quick Check Master (Formative) 12-2 13-3 14-1 14-2 Free-Response Test Teacher Resource Masters Topic 13 Lesson 13-3 Item #9 Page 59	
6	Ratio & Proportional Relationships	3a	CC.6.RP.3a 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.	Make tables of equivalent ratios relating quantities with whole-number measurements.	TOPIC 13 LESSON 13-5	EngageNY 6.RP.3	Performance Assessment Master Topic 13 Summative Quick Check Master (Formative) 13-5 Free-Response Test Teacher Resource Masters Topic 13 Lesson 13-3 Item #9 Page 59	

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Ratio & Proportional Relationships	3b	CC.6.RP.3b 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?	Solve unit rate problems.	TOPIC 12 LESSON12-4 TOPIC 13 LESSON 13-2	EngageNY 6.RP.3	Performance Assessment Master Topic 12 Topic 13 Summative Quick Check Master (Formative) 12-413-2 Free-Response Test Teacher Resource Masters Topic 13 Lesson 13-3 Item #9 Page 59 Free-Response Test: Refer to Previous Citation Topic 12-Topic13	PARCC EOY Sample 6.RP.3b page 11 and pg. 13
6	Ratio & Proportional Relationships	3c	CC.6.RP.3c 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.	Find a percent of a quantity as a rate per 100.	TOPIC 14 LESSON 14-3 14-5 14-6 14-7	EngageNY 6.RP.3	Performance Assessment Master Topic 14 Summative Quick Check Master (Formative) 14-5 14-6 14-7 Free-Response Test Teacher Resource Masters Topic 14 Lesson 14-3,5,6,7 Item #30 Page 72	PARCC EOY Sample 6.RP.3c page 14
6	Expressions and Equations	8	CC.6.EE.8 Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or 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.	Write an inequality of the form $x > c$ or $x < c$.	TOPIC 15 LESSON 15-6	EngageNY 6.EE.8	Performance Assessment Master Topic 15 Summative Quick Check Master (Formative) 15-6 Free-Response Test/Textbook Teacher Resource Masters Topic 15 Lesson 15-6 Item #7,8,9,10 Page 69	PARCC EOY Sample 6.EE.8 page 10

Gr	Domain or Conceptual Theme	Std #	Standard	Focus Statements: "I can..." or "Today, I am learning how to..."	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessment
6	Expressions and Equations	9	CC.6.EE.9 Represent and analyze quantitative relationships between dependent and independent variables. 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.	Represent and analyze quantitative relationship.	TOPIC 11 LESSON 11-9 TOPIC 12 LESSON 12-5 TOPIC 15 LESSON 15-2, 15-4	EngageNY 6.EE.9	Performance Assessment Master Topic 11 Topic 12 Topic 15 Summative Quick Check Master (Formative) 11-9 12-5 15-2 15-4 Free-Response Test/Textbook Teacher Resource Masters Topic 15 Lesson 15-2,15-4 Item #1,2,3,11,12 Page 68	PARCC_EOY_Sample 6.EE.9 page 12