# CAR Unit Template

## Unit Title: Mathematics – Expressions, Equations, and Geometry – Unit 3 – Module A

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **6.EE.A.1**. Write and evaluate numerical expressions involving whole-number exponents.

 **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers.

a. 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*.

 **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers.

b. 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.*

 **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used 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 = s³ and A = 6s² to find the volume and surface area of a cube with sides of length s = ½.*

 **6.NS.B.4** 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).*

 **6.EE.A.3** 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.*

 **6.EE.A.4** 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.*

 **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that avariable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **6.EE.A.1 – WALT** write a numerical expression using whole-number exponents |  |  |  |  |
| **6.EE.A.1 – WALT** evaluate numerical expressions involving whole number exponents |  |  |  |  |
| **6.EE.A.2a. – WALT** write an algebraic expression from a verbal description that includes operations, numbers, and variables |  |  |  |  |
| **6.EE.A.2b. – WALT** identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient) |  |  |  |  |
| **6.EE.A.2b. – WALT** view one or more parts of an expression as a single entity |  |  |  |  |
| **6.EE.A.2c. – WALT** evaluate expressions, including formulas, for specific values of the variables |  |  |  |  |
| **6.EE.A.2c. – WALT** perform arithmetic operations, utilizing the Order of Operations, that include whole number exponents and no parentheses |  |  |  |  |
| **6.NS.B.4 – WALT** find the greatest common factor of two whole numbers that are less than or equal to 100 |  |  |  |  |
| **6.NS.B.4 – WALT** find the least common multiple of two whole numbers that are less than or equal to 12 |  |  |  |  |
| **6.NS.B.4 – WALT** use the distributive property to factor the greatest common factor from a sum of two whole numbers in the range 1 to 100 |  |  |  |  |
| **6.EE.A.3 – WALT** generate equivalent expressions using the properties of operations |  |  |  |  |
| **6.EE.A.4 – WALT** two expressions are equivalent when they name the same number regardless of which value is substituted into them |  |  |  |  |
| **6.EE.A.4 – WALT** identify when two expressions are equivalent |  |  |  |  |
| **6.EE.B.6 – WALT** variables are used to represent unknown numbers, including any number in a specified set |  |  |  |  |
| **6.EE.B.6 – WALT** write expressions using variables to represent real-world or mathematical situations |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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