# CAR Unit Template

## Unit Title: Mathematics – Integers in the Number System – Unit 4 – Module B

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**6.NS.C.6** 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.

c. 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.

**6.NS.C.6** 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.

b. 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.

**6.NS.C.8** 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.

**6.G.A.3** 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.

**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.NS.C.6c – WALT** find and position integers and other rational numbers on a horizontal or vertical number line |  |  |  |  |
| **6.NS.C.6c – WALT** find and plot pairs of integers and other rational numbers on the coordinate plane |  |  |  |  |
| **6.NS.C.6b – WALT** the signs of an ordered pair indicate its quadrant location in the coordinate plane |  |  |  |  |
| **6.NS.C.6b – WALT** ordered pairs that differ only by signs are reflections across one or both axes |  |  |  |  |
| **6.NS.C.8 – WALT** use coordinates and absolute value to find distances between points, with the same first coordinates or same second coordinates, in the four quadrants to solve real-world and mathematical problems |  |  |  |  |
| **6.G.A.3 – WALT** draw polygons in the coordinate plane given coordinates of the vertices |  |  |  |  |
| **6.G.A.3 – WALT** find the length of a side of a polygon using coordinates with the same first coordinate or the same second coordinate |  |  |  |  |
| **6.G.A.3 – WALT** apply the technique of finding the length of a side of a polygon to solve real-world and mathematical problems in the coordinate plane |  |  |  |  |

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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