# CAR Unit Template

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

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**6.NS.C.5** 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, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

**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.

a. 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.

**6.NS.C.7** Understand ordering and absolute value of rational numbers.

a. 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.*

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3° C > -7° C to express the fact that -3° C is warmer than -7° C.*

c. 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*.

d. 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.*

**6.EE.B.8** 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.

**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** |
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| **6.NS.C.5 – WALT** the signs of an ordered pair indicate its quadrant location in the coordinate plane |  |  |  |  |
| **6.NS.C.5 – WALT** ordered pairs that differ only by signs are reflections across one or both axes |  |  |  |  |
| **6.NS.C.6a. – WALT** locate numbers with opposite signs as points on opposite sides of zero on the number line |  |  |  |  |
| **6.NS.C.6a. – WALT** the opposite of an opposite of a number is the number itself and that zero is its own opposite |  |  |  |  |
| **6.NS.C.7a. – WALT** represent the relative position of two numbers on a number line diagram using inequality statements |  |  |  |  |
| **6.NS.C.7b. – WALT** write and interpret statements of order using rational numbers to explain real-world problems |  |  |  |  |
| **6.NS.C.7c. – WALT** absolute value of a rational number is its distance from zero on the number line |  |  |  |  |
| **6.NS.C.7c. – WALT** express the magnitude of a positive or negative quantity in a real-world situation using absolute value |  |  |  |  |
| **6.NS.C.7d. – WALT** statements about order are used to distinguish comparisons of absolute value |  |  |  |  |
| **6.EE.B.8 – WALT** represent a constraint or condition in a real-world or mathematical problem by writing an inequality in the form *x* > *c* or *x* < *c* |  |  |  |  |
| **6.EE.B.8 – WALT** inequalities of the form *x* > *c* or *x* < *c* have infinitely many solutions |  |  |  |  |
| **6.EE.B.8 – WALT** represent the infinitely many solutions to the inequalities *x* > *c* or *x* < *c* on a number line diagram |  |  |  |  |

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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