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<b>Strand: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (6.NS.1)</b>			
<b>Strand: Compute fluently with multi-digit numbers and find common factors and multiples. (6.NS. 2-4)</b>			
<b>Strand: Apply and extend previous understandings of numbers to the system of rational numbers (6.NS.5-8)</b>			
<b>Standard 6.NS.1: I can interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.</b>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Create a story content and use a visual fraction model to show the quotient.</li> <li>• Use the relationship between multiplication and division to explain sum of fractions.</li> <li>• Interpret what the product and quotient represents</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>• quotient, reciprocal, inverse operation</li> </ul>	<p style="text-align: center;"><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• A question I had was.....</li> <li>• Why did you.....?</li> <li>• How are these the same? Different?</li> </ul>	<p style="text-align: center;"><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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**Standard 6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.**

<b>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• Identify when it is appropriate to use the standard algorithm.</li> <li>• Divide multi-digit numbers using the standard algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>• dividend, division notation, /, ÷, divisor, quotient, remainder</li> </ul>	<ul style="list-style-type: none"> <li>• I solved the problem by....</li> <li>• How is this like something you have done before?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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**Standard 6.NS.3: I can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**

<b>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• Understand role of place value in the operations of addition, subtraction, multiplication, and division.</li> <li>• Add, subtract, multiply, and divide multi-digit decimals.</li> <li>• Model the operations with manipulatives, diagrams and story contexts for multi-digit decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• addend, sum, difference, factor, product, divisor, dividend, quotient, remainder</li> </ul>	<ul style="list-style-type: none"> <li>• What changes did you make to solve the problem?</li> <li>• How have you shown your thinking (e.g., picture, model, number sentence)?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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<b>Standard 6.NS.4: I can 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.</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand the process of prime factorization.</li> <li>Find the greatest common factor (GCF) of two whole numbers less than or equal to 100.</li> <li>Find the least common multiple of two whole numbers less than or equal to 12.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>distributive property, factor, greatest common factor (GCF), least common multiple (LCM), multiple, prime factorization</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>How does knowing ____ help you to answer the questions ____?</li> <li>A question I had was....?</li> <li>The steps I followed was...</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><a href="#"><u>District CFA Number Systems</u></a></li> </ul>
<b>Standard 6.NS.5: I understand that positive and negative numbers are used together to describe quantities having opposite directions or values.</b>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>Use positive/negative numbers to represent quantities in real-world contexts; explaining meaning of 0.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>integer, negative, positive, rational, zero, +, -, ↓, ↑, ←, →</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>I did something like this before when.....</li> <li>What other math can you connect with this?</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><a href="#"><u>District CFA Number Systems</u></a></li> </ul>

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**Standard 6.NS.6: I understand a rational number as a point on the number line. Extend the 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>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• integer, opposite, rational number, ( ), point, +, -, (x,y), coordinate plane, ordered pair, point, quadrant, reflection, x-axis, y-axis</li> </ul>	<ul style="list-style-type: none"> <li>• This new math idea is.....</li> <li>• How do you know?</li> <li>• How is this similar to.....?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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**Standard 6.NS.7: I understand ordering and absolute value of rational numbers.**

<b>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</li> <li>• Write, interpret, and explain statements of order for rational numbers in real-world contexts.</li> <li>• 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.</li> <li>• Distinguish comparisons of absolute value from statements about order.</li> </ul>	<ul style="list-style-type: none"> <li>• inequality, rational numbers, <math>&lt;</math>, <math>&gt;</math>, absolute value, <math> x </math>, <math> -x </math>, decrease, increase, =</li> </ul>	<ul style="list-style-type: none"> <li>• What would happen if...?</li> <li>• What does this make you think of?</li> <li>• The most important thing I learned in math today is....</li> </ul>	<ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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**Standard 6.NS.8: I can 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.**

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>• Understand that a line segment from one coordinate pair to another represents a distance.</li> <li>• Understand that if two coordinates have the same x or y value they are on the same line.</li> <li>• Understand that the distance from a point on a coordinate plane to an axis is an absolute value.</li> <li>• Understand that the units on a coordinate plane define the unit of distance measure.</li> <li>• Understand that the coordinate plane can be used to represent real-world contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• coordinate plane, absolute value, coordinate, point</li> </ul>		<ul style="list-style-type: none"> <li>• <u>District CFA Number Systems</u></li> </ul>

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