Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 6* / Grade 6 (Math Regional Curriculum)

Wednesday, October 31, 2012, 12:04PM

Standard/Module: Proficiency with Expressions and Equations 6.EE.8 (Week 12, 5 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 6.NS.5, 6.NS.6, 6.NS.7

6th Grade CCS Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 6th Grade , Expressions & Equations

6.EE Reason about and solve one-variable equations and inequalities.

- 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.

Enduring Understandings	Essential Questions
1. An inequality might represent a constraint or condition of a real- world or mathematical problem.	1. How can an infinite number of solutions not include all number?
2. Inequalities may have multiple solutions.	2. Write an inequality to show a real-world problem (example: write an inequality to show the rate at which water does not boil).
3. The solutions to an inequality can be graphed on a number line diagram.	

Critical Content

1. Inequality

   a. real world vs. mathematical problem

2. Constraint

3. Condition

4. Solution

5. Number line diagram

Skills	Vocabulary
1. Read, interpret, and write an inequality 2. Represent their solution of an inequality on a number line. 3. Identify the constraint or condition of an inequality in a real-world or mathematical problem	Tier 2 expression factor variable term evaluate simplify sum difference product quotient formula substitution balance rational set constraint condition infinite

	Tier 3 equivalent expressions like terms inequality equation inverse operation reciprocal nonnegative number line diagram

Stage 2: Assessment Evidence

Assessments

Formative: Performance: Skill Demonstration

1.) Graph $x \leq 4$ on the number line

2.) Jonas spent more than $50 at an amusement park. Write an inequality to represent the amount of money Jonas spent. What are some possible amounts of money Jonas could have spent? Represent the situation on a number line.

3.) Less than $200.00 was spent by the Flores family on groceries last month. Write an inequality to represent this amount and graph this inequality on a number line.

Stage 3: Learning Plan

Learning Activities	Resources
Illustrative mathematics: "6.EE.8" Many real-world situations are represented by inequalities. Students write an inequality and represent solutions on a number line for various contextual situations. For example, the class must raise at least $80 to go on the field trip. If *m* represents money, then the inequality *m* ≥ to $80. Students recognize that possible values	http://engageny.org/common-core/ http://illustrativemathematics.org/

can include too many decimal values to name. Therefore, the values are represented on a number line by shading.	www.livebinders.com/play/play/52180 http://illuminations.nctm.org/ http://www.mathsisfun.com/geometry/polyhedron.html http://www.korthalsaltes.com/

Differentiation Opportunities

Create questions/situations that would effect and/or interest students that would easily illustrate what a constraint is.

Create differentiated activities and assignments based on interest and ability.

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