

## Unit 1 Plan by Prioritized Standards

<b>Content Area</b>	MATH	
<b>Grade/Course</b>	6th	
<b>Unit of Study</b>	Number System	
<b>Duration of Unit</b>	16 days - 4 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (address "supporting" standards in daily lesson plans)		
<b>MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</b>		
<b>MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</b>		
<b>MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*computation with multi-digit whole numbers and decimals (to hundredths), *multiplication, and division of common fractions, mixed numbers and a combination *familiarity with factors and multiples  <b>INTERPRET, COMPUTE, MODEL</b>  <b>FLUENTLY COMPUTE</b>	*strategies to divide fractions *strategies to perform operations with decimals *divide multi-digit numbers fluently using the standard algorithm  <b>QUOTIENTS OF FRACTIONS</b>  <b>MULTI-DIGIT NUMBERS AND DECIMALS</b>	          3/ANALYZE          2/APPLY
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*The meanings of each operation on fractions are consistent with the meanings of the operations on whole numbers. For example: It is possible to divide fractions without multiplying by the inverse or reciprocal of the second fraction. *When dividing by a fraction, there are two ways of thinking about the operation – partition and measurement, which will lead to two different thought processes for division. When we divide one number by another, we may get a quotient that is bigger than the original number, smaller than the original number, or equal to the original number.		*Why would it be useful to know the greatest common factor of a set of numbers? *Why would it be useful to know the least common multiple of a set of numbers? *How can the distributive property help me with computation? *Why does the process of invert and multiply work when dividing fractions? *When I divide one number by another number, do I always get a quotient smaller than my original number? *Which strategies are helpful when dividing multi-digit numbers? *Which strategies are helpful when performing operations on multi-digit decimals?
<b>Essential Unit Vocabulary</b>		
Algorithm • Difference • Distributive Property • Dividend • Divisor • Factor • Greatest Common Factor • Least Common Multiple • Measurement Model of Division • Minuend • Multiple • Quotient		
<b>Next step, create assessments and engaging learning experiences</b>		

