

Unit 3 - Expressions and Equations

Content Area: **Math**
Course(s): **Sample Course**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Mathematics

Grade 6 - Unit 3

Belleville Board of Education

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Unit Overview

After this unit grade 6 students will

- Write and evaluate numerical expressions involving whole number exponents
- Write, read and evaluate expressions in which letters represent the value of numbers
- Simplify algebraic expressions using properties
- Identify equivalent expressions
- Understand equations and inequalities
- Use variables, expressions, inequalities and equations to solve real world problems

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all New Jersey Student Learning Standards.

MA.6.EE	Expressions and Equations
MA.6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.
MA.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
MA.6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
MA.6.EE.A.3	Apply the properties of operations to generate equivalent expressions.

MA.6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
MA.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
MA.6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
MA.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
MA.6.EE.B	Reason about and solve one-variable equations and inequalities.
MA.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
MA.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MA.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
MA.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.
MA.6.EE.C	Represent and analyze quantitative relationships between dependent and independent variables.
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Exit Skills

By the end of this unit 6th grade math students should be able to:

Write, interpret, and use expressions and equations.

Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms.

Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Enduring Understanding

- Variables can be used to represent values or quantities that change
- Exponential notation is a way to express repeated products of the same number
- Algebraic expressions may be used to represent mathematical problems and real life situations
- Properties of numbers can be used to simplify and evaluate expressions
- Algebraic properties can be used to create equivalent expressions
- Two equivalent expressions form an equation

Essential Questions

- How are standard form and exponential form related?
- What is the purpose of an exponent?
- How are exponents used when evaluating expressions?
- How is the order of operations used to evaluate expressions?
- How are exponents useful in solving real world problems?
- How are properties of numbers helpful in evaluating expressions?
- What strategies can one use to help understand and represent real situations using algebraic expressions?
- How are the properties used in evaluating expressions?
- How is the distributive property used to evaluate, simplify and expand expressions?
- How can one tell if two expressions are equivalent?

Learning Objectives

Students will;

- Understand the use of variables in mathematical expressions
- Write expressions and equations that correspond to given situations
- evaluate expressions and use expressions and formulas to solve problems
- Understand that expressions in different form can be equivalent
- Use the properties of operations to rewrite expressions in equivalent forms
- Understand that the solutions of an equation are the values of the variables that make the equation true.
- Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve one-step equations
- Construct and analyze tables , such as tables of quantities that are in equivalent ratios
- Use equations to describe relationships between quantities

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

If you are utilizing the objectives but want to address rigor, use the chart below.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

Science

Social Studies

Health & Nutrition

Music

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

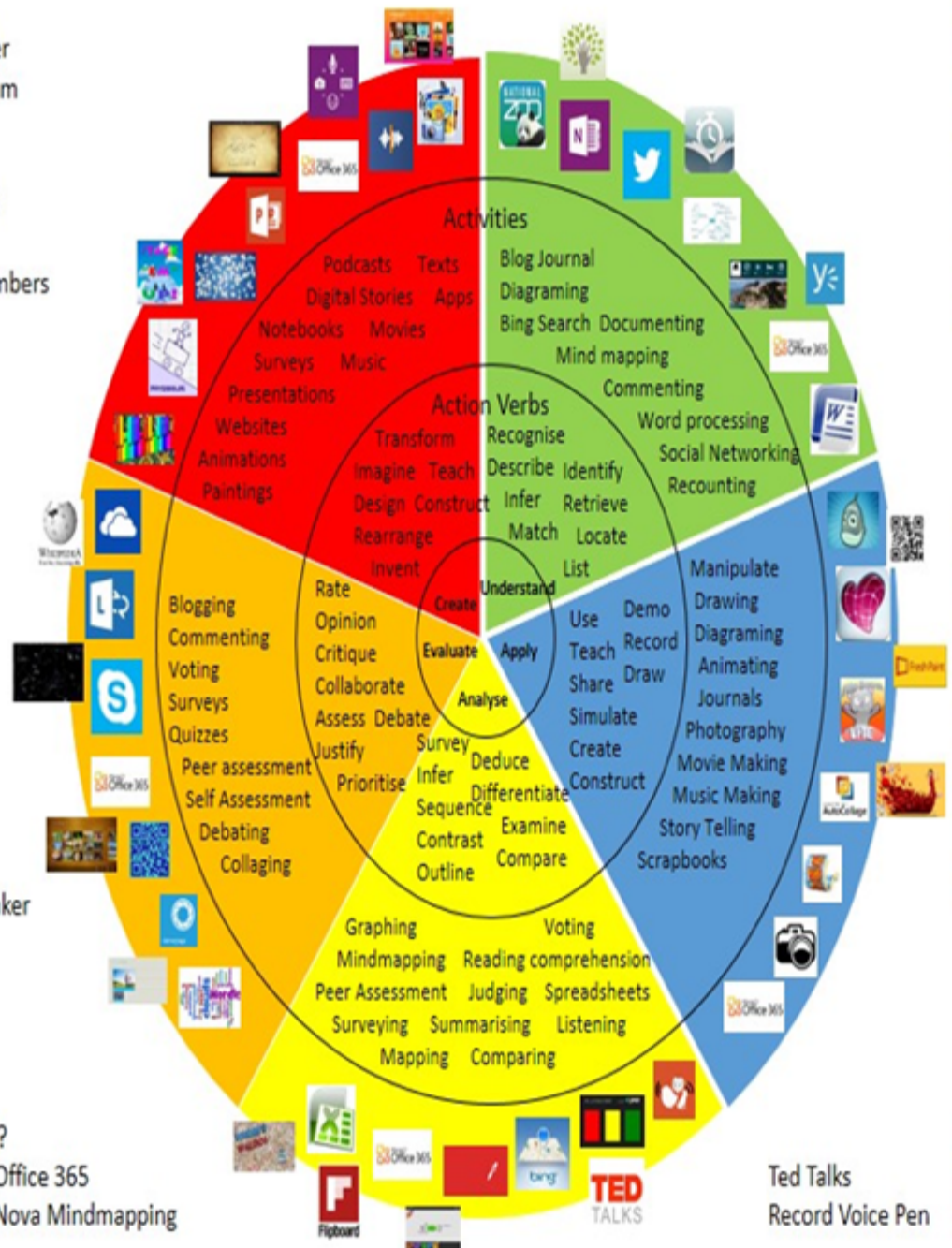
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Differentiation

- Pre-teach new vocabulary and meaning of symbols
- Connect new vocabulary and symbols to background knowledge and experience
- Break down terms to familiar parts, suffixes and prefixes
- Make dictionaries available to learners
- Increase experience to academic vocabulary and language
- Provide flash cards
- Incorporate as many learners senses as possible to enhance retention
- Brainstorm examples of use of new terms or symbols making real world applications
- Engage student in relevant discussion about conceptual process
- Post and refer to math guides and anchor charts when applicable
- Clarify the relationships between the operations
- Develop graphic representations of math processes
- Make connections to formulas, concepts or structures previously learned
- Utilize manipulatives to display structures
- Offer various ways to solve math problems
- Provide opportunities to integrate math, technology and art
- Provide graphic organizers and anchor charts for all symbols and formulas
- Create math journals for terms, formulas and symbols
- Develop interactive games and activities to promote retention
- Integrate videos
- Utilize graphics, diagrams, charts

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- tutoring by peers

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be

determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- providing study guides
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Unit tests

Primary Resources

Carnegie Learning Textbook Course 1

Standards Soltution

NJ Model Curriculum

PARCC/Pearson

Ancillary Resources

Dinah Zike's Foldables-Interactive Study Guides, Macmillan/MacGraw Hill

Glencoe/MacGraw Hill Workbooks

<http://www.khanacademy.org>

<http://mathgoodies.com>

<http://purplemath.com>

<http://buzzmath.com>

<http://IXL.com/math>

<http://www.ncpublicschools.org/acre/standards/common-core-tools/>

<http://www.uen.org/commoncore/>

<http://www.parcconline.org/math-plds>

<http://www.parcconline.org/mcf/mathematics/parcc-model-content-frameworks-browser>

<http://ime.math.arizona.edu/progressions/>

http://www.nciea.org/publications/Math_LPF_KH11.pdf

http://www.nciea.org/publications/Math%20Expanded%20LPF%205-8_KH11.pdf

<http://www.corestandards.org/the-standards/mathematics>

Dan Meyer's Three-Act Lessons

<https://docs.google.com/spreadsheet/ccc?key=0AjIqyKM9d7ZYdEhtR3BJMmdBWnM2YWxWYVM1UWoWTEE#gid=0>

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: