

UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	Bits and Pieces I & Common Core Investigations 1 & 3
Grade Level	6 th
Power Standard/CCSS Power Standard	PS: 6N1Ab, 6N1B, 6RP1-3 (pending per vertical team) CCSS: 6.RP
Suggested Length of Unit	8 weeks

Reference Deconstruction Document and Power Standard/CCSS Power Standard	http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_6_Mathematics_DeconStd.pdf Pages: 1, 7, 14, 17, 21, 23, 24
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Unwrapped Concept: Pull “the what” from deconstruction documents, should represent what students need to know.	Key Vocabulary: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	Depth of Knowledge (DOK):
Whole numbers to millions Fractions and decimals to thousandths Location on a number line Visual models Equivalent representation for the same number Equivalent fractions, decimals, and percents Benchmark decimals, fractions, and percents Multiplication and division Patterns Problems Ratios Rates	Understand and use Compare and order Build an understanding Develop ways to model Develop and use	1/2

<p>Supporting Standards (current and CCSS): PS: 6N3Ca, 6N3Cb, 6A2A, 6N1Aa CCSS: 6.RP, 6.EE, 6.NS</p>	<p>Other Vocabulary Terms:</p> <table border="0"> <tr> <td>Fraction</td> <td>Decimal</td> <td>Percent</td> </tr> <tr> <td>Benchmark</td> <td>Equivalent</td> <td>Number line</td> </tr> <tr> <td>Millions</td> <td>Thousandths</td> <td>Ratios/rates</td> </tr> <tr> <td>Positive numbers</td> <td>Rational numbers</td> <td></td> </tr> <tr> <td>Coordinate plane</td> <td>Coordinate pairs</td> <td></td> </tr> <tr> <td>Absolute value</td> <td>Quadrants</td> <td></td> </tr> </table>	Fraction	Decimal	Percent	Benchmark	Equivalent	Number line	Millions	Thousandths	Ratios/rates	Positive numbers	Rational numbers		Coordinate plane	Coordinate pairs		Absolute value	Quadrants	
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<p>Reference to Power Standard Assessment: Paste the link to the appropriate power standard assessment in this box.</p>	<p>http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/6N1B.pdf</p> <p>http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/6N1Ab.pdf</p>
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PART II: LEARNING PROGRESSIONS

<p>Directions:</p> <ol style="list-style-type: none"> 1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below. 2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor. 3. Write a synopsis for each selected task and list the tasks in a “learning progressions” sequence. Bold those concepts and skills that are directly represented in the tasks.

Learning Progressions:

Task 1: Build an understanding of fractions, decimals, and percents and the relationships between and among these concepts and their representations.

Task 2: Use benchmarks such as 0, $\frac{1}{2}$, 1, $1\frac{1}{2}$ to help estimate the size of a number or sum, and use equivalent fractions to reason about situations.

Task 3: Move flexibly between fractions, decimals, and percent representations.

Task 4: Understand ratio concepts and use ratio reasoning to solve problems.