6th Grade Priority Instructional Content

Addressing Unfinished Learning after COVID School Closures

Scope and Sequence

5th Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 20 Days	M1. Place Value and Decimal Fractions	5.NBT.1, 5.NBT.2,, 5.NBT.3, 5.NBT.4, 5.NBT.7, 5.MD.1
	1st Trimester – 35 Days	M2. Multi-Digit Whole Numbers and Decimal Fraction Operations	5.NBT.1, 5.NBT.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.1 5.OA.1, 5.OA.2
2nd TRIMESTER	2nd Trimester – 22 Days	M3. Addition and Subtraction of Fractions	5.NF.1, 5.NF.2
	2nd Trimester – 38 Days	M4. Multiplication and Division of Fractions and Decimal Fractions	5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6 5.NF.7, 5.NBT.7 5.MD.1, 5.MD.2 5.OA.1, 5.OA.2
3rd TRIMESTER	3rd Trimester – 25 Days	M5. Addition and Multiplication with Volume and Surface Area	5.G.3, 5.G.4 5.MD.3, 5.MD.4 5.MD.5, 5.NF.4
	3rd Trimester – 40 Days	M6. Problem Solving with the Coordinate Plane	5.G.1, 5.G.2 5.OA.2, 5.OA.3

Priority Standards = Approximately 70%
Supporting Standards = Approximately 20%
Additional Standards = Approximately 10%

6th Grade

Eureka Module Scope and Sequence

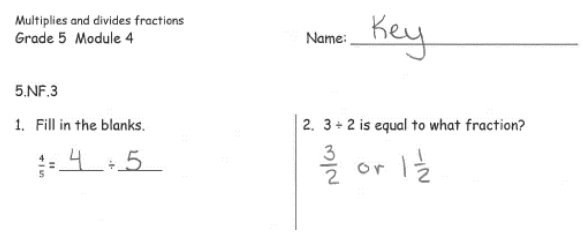
1st TRIMESTER	1st Trimester – 35 Days	M1. Ratio & Proportion: Unit Rates	6.RP.1, 6.RP.2, 6.RP.3
	1st Trimester – 25 Days	M2. Number Systems: Arithmetic Operations Including Dividing by a Fraction	6.NS.1, 6.NS.2, 6NS.3, 6.NS.4
2nd TRIMESTER	2nd Trimester – 25 Days	M3. Number Systems: Rational Numbers	6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8
	2nd &3rd Trimester – 45 Days	M4. Expressions and Equations	6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8 6.EE.9
3rd TRIMESTER	3rd Trimester – 25 Days	M5. Geometry: Area, Surface Area, and Volume	6.G.1, 6.G.2, 6.G.3,6.G.4
	3rd Trimester – 25 Days	M6. Statistics and Probability	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4,6.SP.5

Priority Standards = Approximately 70% Supporting Standards = Approximately 20% Additional Standards = Approximately 10%

Classroom Implications:

Students may have had limited practice with fractions, coordinate plane, and geometry.

Before Module 1, Formatively Diagnostic Assess 5.G.1&2, 5.NF.3



Multiplies and divides fractions
Grade 5 Module 4

Name: Key

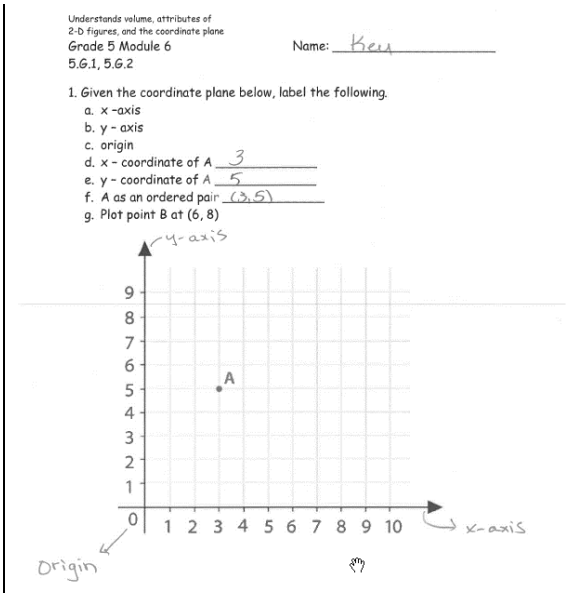
5.NF.3

1. Fill in the blanks.

$\frac{4}{5} = \frac{4}{5} \div 5$

2. 3 ÷ 2 is equal to what fraction?

$\frac{3}{2}$ or $1\frac{1}{2}$

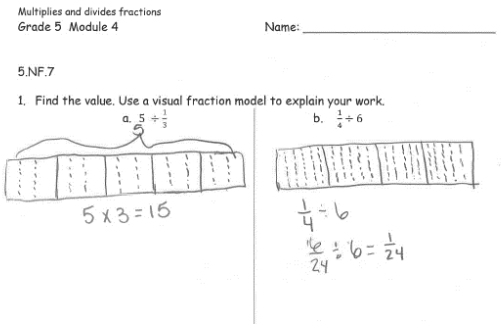


Understands volume, attributes of 2-D figures, and the coordinate plane
Grade 5 Module 6
5.G.1, 5.G.2

Name: Key

1. Given the coordinate plane below, label the following.
   a. x -axis
   b. y - axis
   c. origin
   d. x - coordinate of A 3
   e. y - coordinate of A 5
   f. A as an ordered pair (3,5)
   g. Plot point B at (6, 8)

Before Module 2, Formatively Diagnostic Assess 5.NBT. 7


Multiplies and divides fractions
Grade 5 Module 4 Name: _____

5.NF.7

1. Find the value. Use a visual fraction model to explain your work.

a. $5 \div \frac{1}{3}$

5 x 3 = 15

b. $\frac{1}{4} \div 6$

$\frac{1}{4} \div 6$

$\frac{6}{24} \div 6 = \frac{1}{24}$

Considerations for Addressing PRIORITY Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 6. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
6.RP.A	Ratio concepts and using ratio reasoning to solve problems. Time spent on instruction and practice should NOT be reduced.
6.NS.A	*Incorporate* foundational work on division with unit fractions and whole numbers (5.NF.B.7) in the early part of students' work on fraction division (6.NS.A).
6.NS.C	*Incorporate* foundational work on the coordinate plane (5.G.A.1) to support students' entry into this cluster.
6.EE.A	*Emphasize* equivalent expressions (6.EE.A.3 and 4), particularly the idea that applying properties of operations to an expression always results in an expression that is equivalent to the original one.
6.EE.B	Reasoning about and solving one-variable equations and inequalities. Time spent on instruction and practice should NOT be reduced.
6.EE.C	Representing and analyzing quantitative relationships between dependent and independent variables. Time spent on instruction and practice should NOT be reduced.

Considerations for Addressing REMAINING Grade-Level Content	
The clusters and standards listed in this table represent the remainder of grade 6 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
6.NS.B.2 6.NS.B.3	*Eliminate* lessons on computing fluently (6.NS.B.2 and 3) by *integrating* these problems into spiraled practice throughout the year. To keep students on track to algebra and avoid inequitable remediation structures, time in grade 6 should not be spent remediating multi-digit calculation algorithms.
6.NS.B.4	No special considerations for curricula well aligned to common factors and multiples, including using distributive property for expressions, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year.
6.G.A.1	*Emphasize* understanding of the reasoning leading to the triangle area formula; instead of teaching additional area formulas as separate topics, *emphasize* problems that focus on finding areas in real-world problems by decomposing figures into triangles and rectangles.
6.G.A.2	*Incorporate* foundational work on volume (5.MD.C) while working on volumes of right rectangular prisms with fractional edge lengths (6.G.A.2). *Emphasize* contextual problems, as detailed in the second sentence of the standard; *eliminate* lessons focused on the first sentence of the standard (finding the volume of a rectangular prism with fractional edge lengths by packing it with unit cubes).
6.G.A.3	*Eliminate* lessons and problems involving polygons on the coordinate plane.
6.G.A.4	*Eliminate* lessons and problems on constructing three-dimensional figures from nets and determining if nets can be constructed into three-dimensional figures during the study of nets and surface area.
6.SP.A	*Combine* lessons about introductory statistical concepts so as to proceed more quickly to applying and reinforcing these concepts in context. (Note that there are no procedural expectations in the cluster; no procedural practice is required to meet the expectations of the cluster.)
6.SP.B	*Reduce* the amount of required student practice in calculating measures of center and measures of variation by hand, to make room to emphasize the concept of a distribution and the usefulness of summary measures. *Reduce* the amount of time spent creating data displays by hand.