



Orcutt Union School District's 6th Grade Math Plan 2020-2021

This document was created to help teachers plan their math lessons during the Coronavirus Pandemic.

It is the intent that teachers would use the Remote Learning Plan when campuses are closed and switch to the Block Schedule when campuses re-open into a blended/hybrid model. Both the Remote Learning Plan and the Block Schedule use the CPM curriculum, so teachers should be able to switch back and forth as needed.

CPM offers many NEW resources on the e-book website that support CPM teaching remotely during this time (including classes and videos on how to teach with and without breakout rooms).

Please view the bookmarks of this document.

You might notice that the Remote Learning Plan only contains the first four chapters. This is for two reasons. First CPM is hopeful that the entire 2020-21 school year will return to the classroom at some point! Yes, CPM is being optimistic! Second, CPM said that this plan has their best guesses for remote learning and they will update the plan after they get feedback from teachers this fall.

As the school year starts and teachers begin using the suggestions, please let us know if the plan is reasonable and/or provide other suggestions for pacing when teaching with CPM remotely.

Please continue to give us feedback as you teach CPM this year.

CPM Educational Program

For a more detailed explanation of what you will find contained here in our sample lesson plan, click on this link: [Introductory Note](#).

In each guide for CC1 through CC3, you will find that the lesson planning is by section, given that you may not have the time to do full lessons every day. The core problems that should be focused on during a reduced year capacity have been suggested for you. Keep in mind that this is merely a suggestion, as you know your students, your school, your district directives, and your state mandates. The days that are listed for each section are also a guide. You may need more or less depending on the time that you have with students. Keep in mind that the number of days per section do not include any closure, assessment or remediation.

The suggested settings for working the core problems fall in to one of three categories:

- * **TF** -- teacher-facilitated. This should be done in person or synchronously, as they require guidance from the teacher
- * **VT** -- virtual teamwork. This may be done synchronously or asynchronously. Asynchronous (**A**) work should allow teams to discuss ideas and solutions.
- * **IS** -- independent work. Often the first problem of a lesson can be done prior to meeting together. Teacher feedback is desired, but can be done asynchronously.

Some of the best lessons we have, such as the Algebra Walk or Newton's Revenge in CC3, or the Mystery Mascot from CC1, are best (and sometimes only) done in person. When planning what time you may have together in person, consider how you can incorporate these memorable problems into the limited and valuable time you have together.

Since time together may well be reduced, use the time for core problems to increase conceptual understanding leading to fluency. With the other learning activities, such as **review/preview, journals, learning logs, math notes** and other aspects that can be done independently, consider assigning to students outside of your time together. As with any assignment, feedback from the teacher is very valuable, but can be done asynchronously.

Remediation Resources have been included for you to help fill in gaps students may have from previous courses. Meeting with students or assigning these resources is more effective than trying to reteach content from previous courses before beginning the grade-level content in the current course.

Lastly, be conscious to factor in time to build community and care for the social and emotional safety of your students. Our need to care for students' social and emotional safety is as important as the mathematical content. Connections, discussion and sharing about life outside of school can be helpful.

Click [here](#) to go to the Google Sheets version of the Remote Plan that has active hyperlinks to helpful resources



6th Grade OUSD CPM Remote Plan Pacing Guide

08/2020

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Chapter	Section	Core Concepts	Possible Remediation	Sample Lesson Plan by Section Limited Contact Time
1	1.1	Problem Solving, Teamwork Virtual Skills	Materials for Students who need extra support with decimal place value: RTI Decimals SE RTI Decimals TE	<p>Day 1: Community Building and Area/Perimeter. If you are together, do problems 1-1 and 1-2 (TF). In a virtual environment, or for an alternative -- see note on Lesson 1.1.1. 1-5 (TF); 1-7 (VT); 1-9 (IS) -- see note on Lesson 1.1.2.</p> <p>Day 2: Math Autobiography</p> <p>Day 3: Seeing Patterns and Representing Data. Problem 1-15 and 1-18 (VT). The eTools in the lesson are very helpful. -- see note on Lesson 1.1.4. 1-25 (TF) and 1-26 (A). Problem 1-26 mentions the book If You Hopped Like a Frog. Consider a read-aloud or show a video reading of the book to introduce this problem.</p> <p>Day 4: Review and Preview 1-10 to 1-14</p>
	1.2	Multiple Representations	Checkpoint Practice for those who need extra support on rounding. Checkpoint Rounding	<p>Day 1: Inequalities. 1-53 (TF); 1-54 and 1-55 (VT). Lesson 1.2.1 has been skipped here, since it is best done in person -- see note on Lesson 1.2.1. Another option is this Desmos Sample.</p> <p>Day 2: Review & Preview Questions 1-48, 1-50, 1-57, 1-60</p> <p>Day 3: Number Arrays. 1-63 (TF); 1-64 and 1-65 (VT)</p> <p>Day 4: Review & Preview Questions 1-68 to 1-72</p> <p>Day 5: Products and Factors. 1-73 (IS) completed before meeting. 1-76 and 1-77 (VT); 1-78 (TF); 1-79 and 1-80 (VT)</p> <p>Day 6: Review and Preview 1-85 to 1-94, note 1-93 is Checkpoint 1 Rounding</p>

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2	2.1	Data Displays	Teachers can use Parent Guide worksheets to scaffold students who need extra support.	<p>Day 1: Data Displays. 2-1 and 2-2 (TF); 2-4 (IS). If not in person, consider this Desmos activity: How Many Pets? -- see note on Lesson 2.1.1.</p> <p>Day 2: Review & Preview Questions 2-6, 2-9, 2-10, 2-16, 2-19</p> <p>Day 3: Data Displays. 2-12 (TF); 2-13 (A). Also, this Desmos Activity: Creating Histograms can be used as an alternate way to teach this lesson.</p> <p>Day 4: Review and Preview</p>
	2.2	Area and Perimeter	Teachers can use Parent Guide worksheets to scaffold students who need extra support.	<p>Day 1: Exploring Area. 2-20 through 2-22 (VT). See note on Lesson 2.2.1.</p> <p>Day 2: Review and Preview Questions 2-25 to 2-28</p> <p>Day 3: Rectangles and Square Units. 2-29 (TF); 2-30; 2-31 and 2-33 (VT).</p> <p>Day 4: Review and Preview 2-34 to 2-38</p> <p>Day 5: Area and Perimeter. 2-39 and 2-40 (VT) -- consider using this web app. 2-43 (IS)</p> <p>Day 6: Review and Preview 2-46 to 2-50</p>
	2.3	Multiplication and Area	<p>This Desmos activity is designed to allow multiple practice problems: Multi-Digit Multiplication and the Generic Rectangle.</p> <p>Checkpoint Practice for those who need extra support on Add and Subtract Decimals:</p> <p>Checkpoint Materials Expressions RTI Student Edition Expressions RTI Teacher Edition</p>	<p>Day 1: Area Model and Generic Rectangle. 2-51 and 2-54 (VT); 2-60 (TF); 2-62 (IS)</p> <p>Day 2: Review and Preview 2-65 to 2:69</p> <p>Day 3: GCF and Distributive Property. 2-70 and 2-71 (TF); 2-80 and 2-81 (VT); 2-82 (TF)</p> <p>Day 4: Review and Preview 2-86 to 2-90, note 2-90 is Checkpoint 2 Add and Subtract Decimals</p>

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Chapter	Section	Core Concepts	Possible Remediation	Sample Lesson Plan by Section Limited Contact Time
3	3.1	Rational Numbers: Fraction-Decimal-Percent	<p>Desmos Decimals</p> <p>This Desmos activity: Stock the Pond can be a helpful supplement to Lesson 3.2.1.</p>	<p>Day 1: Multiplicative Identity. 3-1, 3-3 (TF); 3-4 (IS); 3-5 and 3-6 (VT)</p> <p>Day 2: Review and Preview 3-12, 3-13, 3-16 to 3-18</p> <p>Day 3: Percents. 3-24 and 3-27 (TF); 3-28 (A) and 3-29 (IS)</p> <p>Day 4: Review and Preview 3-31 to 3-35</p> <p>Day 5: Fraction-Decimal-Percent. 3-36 (A) -- teacher should begin with a brief discussion; 3-37; 3-38 and 3-41 (VT)</p> <p>Day 6: Review and Preview 3-45, 3-46, 3-50, 3-54, 3-55</p> <p>Day 7: Portions Web. 3-67 (parts d and e) and 3-69 (VT); 3-78 (VT); 3-79 and 3-81 (TF)</p> <p>Day 8: Review and Preview 3-73, 3-77, 3-87, 3-84, 3-88</p>
	3.2	Integers	<p>Math Notes Box from CC1 Lesson 3.1.6</p> <p>Checkpoint Practice for those who need extra support on Add and Subtract Fractions:</p> <p>Checkpoint Materials Expressions RTI Student Edition Expressions RTI Teacher Edition</p>	<p>Day 1: Opposites. 3-90 through 3-92 (VT)</p> <p>Day 2: Review and Preview 3-94 to 3-98</p> <p>Day 3: Negative Numbers. 3-100; 3-102 and 3-103 (VT)</p> <p>Day 4: Review and Preview 3-106 to 3-110</p> <p>Day 5: Absolute Value/Coordinate Plane. 3-111 (IS); 3-113 (VT); 3-114 (TF); 3-123 (VT); 3-125 (TF); 3-126 (IS)</p> <p>Day 6: Review and Preview 3-118, 3-119, 3-128, 3-129, 3-132, note 3-132 is Checkpoint 3 Add and Subtract Fractions</p>

6th Grade OUSD CPM Remote Plan Pacing Guide Chapter 5 updated 12-21-20

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Chapter	Section	Core Concepts	Possible Remediation	Sample Lesson Plan by Section Limited Contact Time
4	4.1	Expressions with Variables	This Desmos activity can be used for practice: Adding Integers can be used for practice	<p>Day 1: Variables. 4-1 (IS); 4-2 and 4-3 (VT)</p> <p>Day 2: Review and Preview 4-7 to 4-11</p> <p>Day 3: Equivalent Expressions. 4-13 (TF); 4-14 and 4-15 (A)</p> <p>Day 4: Review and Preview 4-16 to 4-20</p> <p>Day 5: Variable Expressions. 4-24 (VT); 4-25 (IS); 4-26 and 4-27 (VT); 4-29 (IS)</p> <p>Day 6: Review and Preview 4-35 to 4-37, 4-39, 4-43</p>
	4.2	Scale Factors as Ratios	Checkpoint Practice for those who need extra support on Add and Subtract Mixed Numbers: Checkpoint Materials Expressions RTI Student Edition Expressions RTI Teacher Edition	<p>Day 1: Scale Drawings. 4-53 (VT); 4-54 (IS); 4-63 through 4-65 (VT)</p> <p>Day 2: Review and Preview 4-47, 4-50, 4-58 to 4-60</p> <p>Day 3: Ratios. 4-75 (IS); 4-77 and 4-78 (A)</p> <p>Day 4: Review and Preview 4-70, 4-73, 4-80 to 4-82, note 4-82 is Checkpoint 4 Add and Subtract Mixed Numbers</p>
	5.1	Fraction Multiplication	Math Learning Center Fractions App	<p>Day 1: Visualizing Parts of Parts in Diagrams. 5-1 and 5-9 (TF), 5-3, 5-10, 5-11 (VT)</p> <p>Day 2: Review and Preview 5-4 to 5-8</p> <p>Day 3: Connecting Diagrams to Algorithms: 5-18(TF), 5-19, 5-20, 5-23 (IS)</p> <p>Day 4 Review and Preview 5-24 to 5-28</p> <p>Day 5 Connecting Diagrams to Algorithms Part Two: 5-29 (TF) 5-31, 5-32 (VT)</p> <p>Day 6 Review and Preview 5-34 to 5-38</p>

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5	5.2	Decimal Multiplication	Math Learning Center Math At Home, By Grade Level	<p>Day 1: Connecting Fraction Multiplication to Decimal Multiplication. 5-40 to 5-43 (TF)</p> <p>Day 2: Review and Preview 5-48 to 5-52</p> <p>Day 3: Review Decimal Multiplication, Launch 5-54 and Finish in teams (TF, VT) Consider how much additional practice your students might need with multiplication and decimals and perhaps spend an extra day with this topic, using some of the skipped problems. Then, look for Review and Preview problems you can use for monitoring their progress and mastery over time.</p> <p>Day 4: Review and Preview 5-61 to 5-65</p>
	5.3	Area of Parallelograms, Triangles, and Trapezoids		<p>Day 1: Introduce Section 5.3 Vocabulary and Concepts: Desmos Polygraph: Subdividing Shapes (TF, VT) or 5-66, 5-67, 5-69b (TF, VT)</p> <p>Day 2: Review and Preview 5-71 to 5-75</p> <p>Day 3: Explore How Shapes Can Be Rearranged Into Rectangles/Parallelograms: Use the etools in 5.3.2 to facilitate 5-76 and 5-78 c-e or Desmos Making Rectangles (TF, VT)</p> <p>Day 4: Review and Preview 5-80 to 5-84</p> <p>Day 5: Area of Triangles Use Desmos Exploring Triangle Area with Geoboards (VT, TF);</p> <p>Day 6: Review and Preview 5-91 to 5-95</p> <p>Day 7: Area of Trapezoids: Use Lesson 5.3.4 etools to facilitate 5-96 and 5-100</p> <p>Day 8: Review and Preview 5-101 to 5-105</p>

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	6.1	Connect a division situation to concepts of numerator, denominator, and to consider fact families that involve fractions		<p>The Resources Pages and Models used for this section are good for marking up. Using Jamboard or GoFormative for the writing tools or another whiteboard-type tool can facilitate collaboration.</p> <p>Day 1: Model Division with Fraction Quotients VT: 6-2, TF: 6-3</p> <p>Day 2: Review and Preview 6-5 to 6-9</p> <p>Day 3: Model Division with Fraction Divisors (VT) 6-26 and 6-29</p> <p>Day 4: Review and Preview 6-33 to 6-57</p> <p>Day 5: Begin to Connect Fraction Division to Multiplication Consider focusing on 6-44 or 6-45</p> <p>Day 6: Review and Preview 6-51 to 6-55</p>

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6	6.2	Understand what algebra tiles represent and use them to model, write, and simplify algebraic expressions		<p>Day 1: Order of Operations A: 6-62 and Parent Guide 6.2.1</p> <p>Day 2: Review and Preview 6-69 to 6-73</p> <p>Day 3: Order of Operations (Trapezoid) VT: 6-63 to 6-65</p> <p>Day 4 Review and Preview 6-74 to 6-78</p> <p>Day 5: Intro To Algebra Tiles VT 6-80 to 6-82, desmos activity option</p> <p>Day 6 Review and Preview 6-86 to 6-90</p> <p>Day 7 Algebra Tiles 6-94 or Sharing Tab Google Slides Activity with Class</p> <p>Day 8: Algebra Tiles Practice Parent Guide 6.2.3 Practice Consider using Goformative.</p> <p>Day 9: Equivalent Expressions. (TF);6-101, 6-102T);If students are already good at combining like terms, you could emphasize vocabulary.</p> <p>Day 10 Review and Preview 6-106 to 6-110</p> <p>Day 11: Evaluate Expressions (TF); 6-111 or Desmos Activity found in sharing tab of CPM.</p> <p>Day 12 Review and Preview 6-115 to 6-119</p>
	7.1	Using rates and unit rates		<p>Day 1 Rates: TF/VT 7-1 & 7-2, If students are doing well with rates, consider doing either 7.1.2 or 7.1.3 as a class, or assigning that work asynchronously</p> <p>Day 2 Review and Preview 7-9 to 7-13</p>

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7	7.2	Fraction Division Algorithm		<p>Day 1 Strategies for Dividing Fractions: TF/VT 7-35 and 7-36. Skip 7.2.2 or use for remediation.</p> <p>Day 2: Review and Preview 7-44 to 7-48</p> <p>Day 3 Division with Fractions and Decimals: TF/VT 7-57 to 7-61</p> <p>Day 4: Review and Preview 7-64 to 7-68</p> <p>Day 5 Fraction Division as Ratios: 7-69 Independent or Partners/Virtual Teams</p> <p>Day 6: Review and Preview 7-44 to 7-78</p>
	7.3	Modeling Inverse Operations and the Distributive Property with Algebra Tiles		Skip, or select only problems you need to meet required standards.

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8	8.1	Understand how mean, median, and range describe a set of data		<p>Emphasize the concept of a distribution and the usefulness of summary measures over calculating them by hand. Have students submit their family data before you begin the chapter.</p> <p>Day 1 Mean: TF/VT 8-1, 8-3, 8-4. Use this A Desmos Activity to reinforce the concept of mean.</p> <p>Day 2: Review and Preview 8-7 to 8-11</p> <p>Day 3: Median or Mean VT Desmos Activity</p> <p>Day 4: Review and Preview 8-20 to 8-24</p> <p>Day 5: Shape and Spread 8-35 to introduce shape vocabulary. Provide quick access to data sets, calculations, graphs</p> <p>Day 6: Review and Preview 8-39 to 8-43</p> <p>Day 7 Box Plots Parent Guide 8.1.4</p> <p>Day 8 Review and Preview 8-51 to 8-55</p>
	8.2	Statistical Questions		<p>Day 1: Statistical Questions 8-71</p> <p>Day 2: Review and Preview 8-74 to 8-78</p>
	8.3	Multiplication Equations		Skip

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9	9.1	Volume is the number of cubic units in an object, surface area is the area of all outer faces.		<p>Day 1 Volume of a Rectangular Prism: VT/TF 9-1 to 9-3, or A/VT Shape Visualization activities.</p> <p>Day 2: Review and Preview 9-10 to 9-14</p> <p>Day 3 Surface Area: VT/TF Investigate Surface Area through 9-19 and 9-20, and/or investigating boxes.</p> <p>Day 4 Review and Preview 9-24 to 9-28</p>
	9.2	Benchmark percents can be used to calculate more complex percents.		<p>Day 1 Multiplicative Growth and Percents: VT/TF 9-29 to 9-30.</p> <p>Day 2: Review and Preview 9-35 to 9-39</p> <p>Day 3 Composition and Decomposition of Percents: VT/TF 9-41, choose 9-42 or 9-43.</p> <p>Day 4: Review and Preview 9-44 to 9-48</p> <p>Day 5 Percent Discounts: VT 9-49</p> <p>Day 6: Review and Preview 9-60 to 9-64</p> <p>Day 7 Simple Interest and Tips: VT 9-70 and 9-71</p> <p>Day 8: Review and Preview 9-75 to 9-79</p>
Course Closure				

Core Connections 1 Block Schedule Pacing Guide

Notes about the Block Schedule Pacing Guide:

- *These block period lessons are designed for a minimum of 70 minutes. Since they are based on two 45-minute lessons, it is important that students quickly start on class work so they have enough time to complete the core problems.*
- *Modifications and suggestions originate from teachers who have used the course. It is still expected that you will read the “Suggested Lesson Activity” notes in the Teacher Edition and **use your own judgment about how to meet the needs of your students.***
- *Core Problems have sometimes been altered to reflect time constraints of the block schedule and possible overlap between lessons that will be done on the same day.*
- *Assigning uncompleted class work problems as homework is **not** advised.*
- *Further Guidance problems are not usually listed as Core Problems in this matrix. See the front matter for more information about how to use Further Guidance.*
- *When choosing the homework from the Review and Preview sections of combined lessons, this guide has suggested problems to skip. The suggested “Essential Homework” problems are listed so you do not have to assign every problem. You can add to this or modify it to meet the needs of your students. While you should try to assign as many of the homework problems as you can, assigning double homework each night is likely more than students can reasonably do. There is research that shows that too much homework can be counterproductive. (A summary of one study can be found at <http://news.stanford.edu/news/2014/march/too-much-homework-031014.html>). The farther into the program you get, the more important spaced practice becomes. Pay attention to the needs of your students when deciding on homework. Consider using the skipped problems as warm-up problems, formative assessments, etc. Remember, these are just suggestions.*
- *When there is an orphan half-day lesson you can choose to use the other half of the period for a team assessment, individual assessment for the previous chapter, to review concepts you see students struggling with, or to begin the next lesson. If you are moving through the course at a reasonably good pace, there may be enough days to assign some skipped homework problems during a half period or as part of closure to give students extra practice. This can be an opportunity for observing how your students are doing with specific topics.*
- *You will notice that individual assessments are often suggested several lessons into the next chapter. This is to allow students to consolidate their learning by completing the homework problems at the beginning of the next chapter. The guidelines about spiraling the assessment topics is important for students moving through the course on a block schedule. If individual assessments are allowed to take more than half of a block period, there will not be enough days to complete the curriculum.*
- *Often, a two-day lesson will include making a poster and a presentation or Gallery Walk. This can be challenging to accomplish in a single 70-minute period. To save some time, consider having students make the posters on their work paper and share them using a document camera.*
- *Chapter and Lesson Closure remain important.*
- *Try to follow the pacing guide closely. Remember, mastery happens over time.*

6th Grade OUSD CPM Block Schedule Pacing Guide

Chapter 1 Block Schedule Pacing Guide

It may be tempting to spend more time on this chapter than necessary. Remember, the goal is to get teams working together and engaged in problem solving. Be proactive in setting the pace for the class. The first two days include extra time for beginning of the semester schedule changes, classroom expectations, Team Roles, etc.

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
1.1.1	1	Visualizing Information	<ul style="list-style-type: none"> You could answer the questions from problem 1-2 as a whole class activity to save time. Do this lesson on the first day of school, even if you need to pass out papers or books, make announcements, etc. 	1-1 and 1-2	1-3 to 1-4
1.1.2	1	6.G.1 Perimeter and Area Relationships	<ul style="list-style-type: none"> Be mindful of the objective here, specifically that students should be looking at relationships, not necessarily solving specifically for perimeter and area. Give time for students to explore. 	1-5 and 1-9 (a)	1-10 to 1-14
1.1.3	1	Describing and Extending Patterns	<ul style="list-style-type: none"> You could use problem 1-15 as a participation quiz to get teams working and discussing together. 	1-15	1-19 to 1-21, 1-28, 1-31
1.1.4		6.SP.4 Representing Data	<ul style="list-style-type: none"> Lesson 1.1.4's objective is for students to explore data and ways to use it, so let the students spend time on problem 1-24. 	1-24 and 1-25	
1.1.5	1	Making Sense of a Logic Problem	<ul style="list-style-type: none"> This lesson can be a bit tricky for students (and teachers!) so use a whole day to let students begin to make sense of the concept. The main goal is to have them try different ideas. 	1-33 and 1-34	1-36 to 1-40
1.2.1	1	6.NS.4 Multiple Representations	<ul style="list-style-type: none"> Students should spend time making different penny arrangements, comparing with other tables, and discussing what makes a good array. They then begin to change the arrays into expressions, which is a foundation for understanding order of operations. 	1-41 to 1-44	1-46 to 1-48, 1-50, 1-57, 1-60
1.2.2		6.NS.4 Representing Comparison	<ul style="list-style-type: none"> Skip right to problem 1-52 and have students write expressions from their penny arrays (from problem 1-44). 	1-52 to 1-55	
1.2.3	1	6.NS.4 Characteristics of Numbers	<ul style="list-style-type: none"> This lesson builds on the penny array investigations from Lessons 1.2.1 and 1.2.2. 	1-62 to 1-65	1-68 to 1-72
1.2.4	1	6.NS.4, 6.EE.1 Products, Factors, and Factor Pairs	<ul style="list-style-type: none"> Problem 1-73 could be used as a quick warm-up; problems 1-74 and 1-75 could be done as a whole class discussion. Do problems 1-76, 1-77, 1-78 to 1-81 (a) as group work and closure. 	1-73 to 1-81	1-85 to 1-94 1-93 Checkpoint #1
Chapter Closure	Various Options				

Total: 7 block days plus optional time for Closure and Assessment

Chapter 2 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
2.1.1	1	6.SP.4 Dot Plots and Bar Graphs	<ul style="list-style-type: none"> Problem 2-11 is a great problem to break up the day, could use problem 2-5 and/or problem 2-14 as a closure activity. 	2-1 and 2-2	2-6, 2-9, 2-10, 2-16, 2-19
2.1.2		6.SP.4 Histograms and Stem-and-Leaf Plots		2-11 to 2-13	
2.2.1	1	6.G.1 Exploring Area	<ul style="list-style-type: none"> Problem 2-22 is a fun activity, use the resource page to help students structure their work. 	2-22	2-27, 2-28, 2-34, 2-37, 2-38
2.2.2		6.G.1 Square Units and Area of Rectangles		2-29 to 2-32	
2.2.3	1	6.G.1 Area and Perimeter	<ul style="list-style-type: none"> Problem 2-39 could be done as a whole class activity. Students could be confused by problems 2-52 and 2-53, possibly start at problem 2-54 and then go back and compare this to the strategies used in the two earlier problems. 	2-39 to 2-42	2-46, 2-49, 2-55, 2-56, 2-59
2.3.1		preparation 6.EE.3 Using Rectangles to Multiply		2-54	
2.3.2	1	6.EE.3 Using Generic Rectangles	<ul style="list-style-type: none"> This is the first full lesson on generic rectangles, which is an important thread in this and later CPM courses. Take the whole day to let students explore and practice this idea. 	2-60 to 2-62	2-65 to 2-69
2.3.3	1	6.NS.4 Generic Rectangles and the Greatest Common Factor	<ul style="list-style-type: none"> Students are using generic rectangle to explore GCF and the Distributive Property. Allow for exploration time on problems 2-71 and 2-82. 	2-70 to 2-72	2-75, 2-76, 2-79, 2-86
2.3.4		6.EE.3 Distributive Property		2-80 to 2-82	2-90 Checkpoint #2
Chapter Closure	Various Options				

Total: 5 block days plus optional time for Closure and Assessment

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Chapter 3 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
3.1.1	1	preparation 6.RP.3c Using the Multiplicative Identity	<ul style="list-style-type: none"> Spend more time on this lesson if students need more basic review of fractions, less if they have a more solid understanding. Students may need help clarifying the percent ruler from problem 3-27. Show them that 100% is $\frac{40}{40}$, so they build the understanding of one whole. Problem 3-28 can be a whole class closure to save time. 	3-3 to 3-8	3-12, 3-13, 3-16, 3-31, 3-33
3.1.2		6.R.3c Portions as Percents		3-22 to 3-27	
3.1.3	1	preparation 6.NS.3 Connecting Percents with Decimals and Fractions	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. Problem 3-39 has many practice sub-problems, try splitting them up and using a STTS instead of having every team solve every part. 	3-36 to 3-42	3-45, 3-46, 3-50, 3-52, 3-54
3.1.4	1	6.NS.3 Multiple Representations of a Portion	<ul style="list-style-type: none"> Problem 3-58 could be done in teams or in groups, assigning each team only 1 or 2 parts to check for understanding. Problem 3-61 is a Learning Log that could be used as a closure activity. Problem 3-67 could be done as guided practice/whole class, or just focus on parts (d) and (e). Problem 3-69 could also be done with a Hot Potato or as a Jigsaw. 	3-55 and 3-58	3-62, 3-64, 3-73, 3-74, 3-77
3.1.5		preparation 6.RP.3c Completing the Web		3-67 to 3-69	
3.1.6	0.5	6.RP.1 Investigating Ratios	<ul style="list-style-type: none"> Problem 3-80 could be a whole class discussion or a way to check for understanding as you circulate. Use the rest of this day for a formative assessment of your choice. 	3-78 to 3-82	3-84 to 3-88
3.2.1	1	6.NS.6a Addition, Subtraction, and Opposites	<ul style="list-style-type: none"> Problem 3-89 could be done as a warm-up problem. Keep the lesson objective in mind, this is just recognizing opposites and connecting this with movement along a number line. For problems 3-103 and 3-104, use your discretion. Students may not need to do all of the parts of problem 3-103 and can move on or students may not be ready for problem 3-104 and may need more practice with the simpler problems in problem 3-103. 	3-90 to 3-92	3-94, 3-96, 3-97, 3-106, 3-108, 3-109
3.2.2		6.NS.3, 6.NS.5 Locating Negative Numbers		3-99 to 3-104	
3.2.3	1	6.NS.7 Absolute Value	<ul style="list-style-type: none"> Problem 3-111 could be a quick class warm up problem, problem 3-115 can be used as a formative assessment. Students may need a refresher on locating points on a coordinate grid. In that case, do problem 3-123. You could skip problem 3-126 if you run short on time. 	3-112 to 3-114	3-118, 3-119, 3-128, 3-129, 3-132 Checkpoint #3
3.2.4		6.NS.6 Length on a Coordinate Graph		3-124 to 3-127	
Chapter Closure	Various Options				

Total: 5.5 block days plus optional time for Closure and Assessment

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Chapter 4 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
4.1.1	1	6.EE.2 Introduction to Variables	<ul style="list-style-type: none"> Problems 4-1 through 4-3 should be mostly review and go fairly quickly. Problem 4-12 should be done as a whole class, and can be combined with problem 4-13 (since students may suggest some of the strategies on their own before they see problem 4-13). 	4-1 to 4-3	4-7, 4-8, 4-11, 4-16, 4-20
4.1.2		preparation 6.EE.4, 6.EE.6 Writing Equivalent Expressions		4-12 to 4-14	
4.1.3	1	6.EE.2, 6.EE.4, 6.EE.6 Using Variables to Generalize	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	4-21 to 4-30	4-35 to 4-37, 4-39, 4-43
4.2.1	1	6.RP.1 Enlarging Two-Dimensional Shapes	<ul style="list-style-type: none"> Problem 4-52 could be used as a whole class discussion as an intro problem for the whole day. You might choose to do Lesson 4.2.2 first, then go back to Lesson 4.2.1 as they are closely related, and Lesson 4.2.1 could potentially fill up more time that you want it to if it is taught first. 	4-44 and 4-45	4-47, 4-50, 4-58 to 4-60
4.2.2		6.RP.1 Enlarging and Reducing Figures		4-52 to 4-54	
4.2.3	1	6.RP.1 Enlargement and Reduction Ratios	<ul style="list-style-type: none"> Problems 4-77 and 4-78 are good to do if you have time, but they could also be used as a formative assessment or on a future summative assessment. 	4-63 to 4-66	4-70, 4-73, 4-80 to 4-82
4.2.4		6.RP.1 Ratios in Other Contexts		4-76 and 4-77	
Chapter Closure		Various Options			4-81 Checkpoint # 4

Total: 4 block days plus optional time for Closure and Assessment

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Chapter 5 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
5.1.1	1	preparation 6.NS.1 Representing Fraction Multiplication	<ul style="list-style-type: none"> Problem 5-1 can be difficult for students to grasp, and it may need extra time. In that case, do problem 5-3 as extra practice with students. 	5-1 and 5-3	5-4, 5-5, 5-7, 5-13, 5-14, 5-17
5.1.2		preparation 6.NS.1 Describing Parts of Parts		5-9 to 5-11	
5.1.3	1	preparation 6.NS.1 Calculating Parts of Parts	<ul style="list-style-type: none"> If you are running short on time, you could move on after only part (b) of problem 5-20 for this lesson. Be sure to focus on estimation and comparing multiplication strategies, not just on “solving” the problems. 	5-18 to 5-20	5-24, 5-25, 5-28, 5-34, 5-36
5.1.4		preparation 6.NS.1 Multiplying Mixed Numbers		5-29 to 5-32	
5.2.1	1	6.RP.3 Making Sense of Decimal Multiplication	<ul style="list-style-type: none"> Problem 5-39 is a good discussion question, and can lead to students needing time to work through it and discuss in teams or as a whole class. Allow time for this, as it can be very useful. Be sure to use the resource page for problem 5-54, and if you cannot get any further through the lesson, use problem 5-60 as closure. 	5-39 to 5-42	5-49, 5-50, 5-52, 5-56, 5-62, 5-65
5.2.2		preparation 6.NS.1 Fraction Multiplication Number Sense		5-53 and 5-54	
5.3.1	1	6.G.1 Rearranging Areas	<ul style="list-style-type: none"> Problem 5-69 could be done as a Gallery Walk to close out one part of the lesson and lead directly in to Lesson 5.3.2. 	5-68 to 5-69	5-72 to 5-74, 5-80, 5-82
5.3.2		6.G.1 Area of a Parallelogram		5-76 and 5-78	
5.3.3	1	6.G.1 Area of a Triangle	<ul style="list-style-type: none"> Remember, the objective is not for students to simply memorize and practice a given formula for area, but rather, to practice and develop their own formulas from what they discover about the shapes. Problem 5-99 could be used as a team assessment or formative assessment, if time allows. 	5-85 to 5-87	5-91 to 5-93, 5-101, 5-105
5.3.4		6.G.1 Area of a Trapezoid		5-96 and 5-98	
Chapter Closure	Various Options				
5.4	1	Mid-Course Reflection Activities	<ul style="list-style-type: none"> These are optional, but highly suggested. See teacher notes for ideas and choose one activity. 		

Total: 6 block days plus optional time for Closure and Assessment

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Chapter 6 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
6.1.1	1	preparation 6.NS.1 Dividing	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	6-1 to 6-3	6-5, 6-6, 6-10, 6-13
6.1.2	1	6.NS.1 Fractions as Division Problems	<ul style="list-style-type: none"> Use problem 6-15 as a lesson launch, and possibly with only verbal answers. Use problems 6-26 to 6-28 for students that need further guidance before tackling problem 6-29. Use problem 6-30 for students who are ready for an additional challenge. 	6-17 to 6-19	6-21, 6-22, 6-34, 6-38
6.1.3		6.NS.1 Problem Solving with Division		6-29	
6.1.4	1	6.NS.1 Solving Problems Involving Fraction Division	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	6-43 to 6-50	6-52, 6-56, 6-58 to 6-60
6.2.1	1	6.EE.2 Order of Operations	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	6-61 to 6-67	6-69, 6-71, 6-73, 6-75, 6-77
6.2.2	1	6.EE.6 Area of a Rectangular Shape	<ul style="list-style-type: none"> In this lesson, students will use algebra tiles. Since these may be new for students, give them some time to explore and be sure to discuss ground rules for how they are to be used. This can be done at the same time as problem 6-80. 	6-80 to 6-83	6-86, 6-88, 6-96, 6-99, 6-100
6.2.3		6.EE.3 Naming Perimeters of Algebra Tiles		6-92 to 9-94	
6.2.4	1	6.EE.3 Combining Like Terms	<ul style="list-style-type: none"> Use the dynamic tool as a whole class for problem 6-111. Problem 6-113 could be used as an exit slip or as a team assessment question. 	6-101 to 6-103 (a)	6-106, 6-110, 6-115, 6-116,
6.2.5		6.EE.1 Evaluating Algebraic Expressions		6-111 to 6-113	
Chapter Closure	Various Options				6-119 Checkpoint #6

Total: 6 block days plus optional time for Closure and Assessment

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Chapter 7 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
7.1.1	1	6.RP.3 Comparing Rates	<ul style="list-style-type: none"> Problem 7-1 could be used as a Participation Quiz. Use problems 7-4 through 7-6 for students that need further guidance. Problem 7-14 could be done verbally as a whole class discussion, getting students ready to solve the next two problems. 	7-1, 7-2, 7-7	7-9, 7-11, 7-13, 7-19, 7-23
7.1.2		6.RP.3 Comparing Rates with Tables and Graphs		7-14 to 7-16	
7.1.3	0.5	6.RP.2 Unit Rates	<ul style="list-style-type: none"> Use the remainder of the period for a team or individual assessment. 	7-24 to 7-27	7-30 to 7-34
7.2.1	1	6.NS.1 Analyzing Strategies for Dividing	<ul style="list-style-type: none"> Problem 7-40 is a good problem to save for a later formative assessment or to use as an exit slip. You may need to read through problem 7-49 as a whole class to gain the background information referenced in problems 7-50 and 7-51. 	7-36 to 7-39	7-44, 7-47, 7-48, 7-54, 7-56
7.2.2		6.NS.1 Another Strategy for Dividing Fractions		7-50 and 7-51	
7.2.3	1	6.NS.1 Division with Fractions and Decimals	<ul style="list-style-type: none"> Use problem 7-57 as a warm-up problem. Be sure you go over the Math Notes from both lessons, as they are referred to in the Review and Preview problems. 	7-58 to 7-60	7-64 to 7-66, 7-74, 7-75
7.2.4		6.NS.1 Fraction Division as Ratios		7-69 to 7-71	
7.3.1	1	6.EE.3 Inverse Operations	<ul style="list-style-type: none"> Problem 7-94 is good to include if you have time, otherwise save it for a team assessment or formative assessment following Lesson 7.3.3. 	7-79 to 7-82	7-86, 7-87, 7-90, 7-96, 7-98, 7-100
7.3.2		6.EE.3 Distributive Property		7-92, 7-93, 7-95	
7.3.3	1	6.EE.3 Distributive Property and Expressions Vocabulary	<ul style="list-style-type: none"> This is a good place to do a team or formative assessment, possibly using problem 7-94. Problem 7-101 is a good review for students. 	7-101 to 7-104	7-107 to 7-111 7-109 Checkpoint #7b
7.3.4	1	6.EE.5 Writing Algebraic Equations and Inequalities	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. Problems 7-127 through 7-130 could be used as chapter closure. 	7-112 to 7-119	7-122 to 7-126
Chapter Closure		Various Options			

Total: 6.5 block days plus optional time for Closure and Assessment

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Chapter 8 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
8.1.1	0.5	6.SP.2 Measures of Central Tendency	<ul style="list-style-type: none"> Use this lesson as directed in the teacher notes, and take the extra time to do some whole course review, possibly using homework problems that were not assigned, or to do another form of assessment. 	8-1 to 8-5	8-7 to 8-11
8.1.2	1	6.SP.2 Choosing Mean or Median	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	8-12 to 8-17	8-20, 8-21, 8-25, 8-27 to 8-29
8.1.3	0.5	6.SP.2 6.SP.5 Shape and Spread	<ul style="list-style-type: none"> Use this lesson as directed in the teacher notes, and take the extra time to do some form of assessment. 	8-30 to 8-36	8-39 to 8-43
8.1.4	1	6.SP.5 Box Plots and Interquartile Range	<ul style="list-style-type: none"> This is a 2-day lesson in a traditional schedule, use as written but in one block period. 	8-44 to 8-49	8-51, 8-55 to 8-57, 8-60 Checkpoint # 8a
8.1.5	1	6.NS.4 Comparing and Choosing Representations	<ul style="list-style-type: none"> Use this lesson as directed in the teacher notes, and take the extra time to do some form of assessment. 	8-61 to 8-64	8-66 to 8-70
8.2.1	1	6.SP.1, 6.SP.5 Statistical Questions	<ul style="list-style-type: none"> Problem 8-71 could be done as a team activity. Problems 8-72 and 8-73 require some time for students to interview and gather data from each other. Allow for this and encourage them to rotate from team to team. This can be done in one block class period, especially if teams have good questions they are asking. 	8-71 to 8-73	8-74, 8-76, 8-83, 8-90, 8-91, 8-93
8.3.1		6.EE.7 Writing Multiplication Equations		8-84 and 8-85	
8.3.2	1	6.RP.3 Distance, Rate, and Time	<ul style="list-style-type: none"> Problem 8-98 could be saved and used later as a team assessment or individual test question. Use problems 8-108 through 8-111 as further guidance for students who need it. Problem 8-112 is also a good question to save for later if needed. 	8-95 to 8-97, 8-106, 8-107, 8-113	8-101, 8-102, 8-105, 8-117, 8-120 Checkpoint #8b
8.3.3		6.RP.3 Unit Conversion			
Chapter Closure	Various Options				

Total: 6 block days plus optional time for Closure and Assessment

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Chapter 9 Block Schedule Pacing Guide

Lesson	Block Days	Lesson Objectives	Suggested Lesson Adjustments / Comments	Core Problems	Essential Homework
9.1.1	1	6.G.2 Volume of Rectangular Prisms	<ul style="list-style-type: none"> Problem 9-1 is a good opportunity for students to explore with cubes. Allow them time to focus on building the “offices”, rather than focusing too much on getting the answer written out. Problem 9-2 will help them organize this data better. 	9-1 to 9-4, 9-8	9-10 to 9-12, 9-24 to 9-26, 9-28
9.1.2		6.G.4 Nets and Surface Area		9-17 to 9-19	
9.2.1	1	6.RP.3 Multiplicative Growth and Percents	<ul style="list-style-type: none"> Problem 9-29 can be tricky for students. Remind them to focus on units for when making comparisons. Use problem 9-41 if students need more direction or help with problem 9-40. 	9-29 and 9-30,	9-35 to 9-37, 9-39 Checkpoint #9a 9-44, 9-48
9.2.2		6.RP.3 Composition and Decomposition of Percents		9-40, 9-42, 9-43	
9.2.3	1	6.RP.3 Percent Discounts	<ul style="list-style-type: none"> Use problems 9-50 and 9-51 if students need extra help. Some students might benefit from using percent rulers, but some may want to use other methods they have learned throughout this course. Be sure they are showing understanding, but allow for other methods. 	9-49, 9-52, 9-53	9-61, 9-62, 9-65, 9-75, 9-78, 9-79 Checkpoint #9b
9.2.4		6.RP.3 Simple Interest and Tip		9-70 and 9-71	
Chapter Closure		Various Options			

Total: 3 block days plus optional time for Closure and Assessment

Note: Checkpoints are an assessment of certain skills that should have been developing since 4th & 5th grade. These assessments can help us assess lost learning and help us scaffold students who need extra support. Teachers can use the CPM checkpoint guide for targeted practice on these skills.