

MCS MYP Accelerated Grade 6/7 Mathematics Subject Group Overview

Unit Name	<u>UNIT 1</u> Exploring Real-Life Phenomena through Statistics	<u>UNIT 2</u> Rational Exploration: Numbers and their Opposites	<u>UNIT 3</u> Making Relevant Connections within and through The Number System	<u>UNIT 4</u> Investigating Rate, Ratio and Proportional Reasoning	<u>UNIT 5</u> Building Conceptual Understanding of Expressions	<u>UNIT 6</u> Reasoning with Real-Life Phenomena through Equations and Inequalities	<u>UNIT 7</u> Exploring Area and Volume	<u>UNIT 8</u> Graphing Rational Numbers	<u>Unit 9</u> Culminating Capstone Unit
Time Frame	4 weeks	3 weeks	5 weeks	6 weeks	4 weeks	4 weeks	4 weeks	2 weeks	2 weeks
Standards	6.NR.2 7.PAR.4 (10-12) 6.MP.1-8 MCS.Gifted.S1A MCS.Gifted.S1C. MCS. Gifted S3A MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.3 7.NR.1 (3) 6.MP.1-8 MCS.Gifted.S2 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.1 7.NR.1 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.4 7.PAR.4 (1-4,6,9) 6.MP.1-8 MCS.Gifted.S4C MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.6 7.PAR.2 (1-2) 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.7 7.PAR.3 (1-2) 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.GSR.5 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.8 6.MP. 1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	All Standards

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Approaches To Learning Instructional Strategies	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback.</p>
	<p>Category: Self-management Cluster: Organization, Affective, & Reflection Skills Skill Indicator: Organize and depict information logically</p>	<p>Category: Communication Cluster: Communication Skill Indicator: Organize and depict information logically</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Apply skills and knowledge in unfamiliar situations.</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues</p>	<p>Category: Communication Cluster: Communication Skill Indicator: Read critically and for comprehension</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues</p>	<p>Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues</p>
	<p>Statement of Inquiry</p>	<p>Gathering and modeling data provides for a better understanding of a population.</p>	<p>Modeling using a logical process helps us to understand the world</p>	<p>Mathematical models can help people represent real world relationships using operations with rational numbers.</p>	<p>By examining relationships and patterns, we can make predictions in real world situations.</p>	<p>Expressions, equations and inequalities communicate real world scenarios through symbols, numbers, and algebraic thinking.</p>	<p>Expressions, equations and inequalities communicate real world scenarios through symbols, numbers, and algebraic thinking.</p>	<p>Understanding simple shapes helps us enhance our environments.</p>	<p>By examining relationships and patterns, we can make predictions in real world situations.</p>
Global Context	Globalization and Sustainability	Identities and Relationships	Identity and Relationships and Globalization and Sustainability	Personal and Cultural Expression	Orientation in Time and Space	Globalization and Sustainability	Orientation in Time and Space Natural and human landscapes and resources	Identities and Relationships	Identities and Relationships

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Key Concepts	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.	Relationships The connections and associations between properties, objects, people and ideas.	Relationships The connections and associations between properties, objects, people and ideas. Logic A method of reasoning and a system of principles used to build arguments and reach conclusion	Relationships The connections and associations between properties, objects, people and ideas.	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.	Form The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.	Relationships The connections and associations between properties, objects, people and ideas.	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.
Related Concepts	Justification, Model	Equivalence, Generalization	Model, Representation	Pattern, model, system	Model, pattern, measurement	Model, pattern, measurement	Measurement, space, model	Equivalence, Generalization	Generalization
Design Cycle Transdisciplinary	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluation	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating	Inquiring and Analyzing Developing Ideas Creating a Solution Evaluating
MYP Assessments/ Performance Tasks	<i>Unit 1 CFA</i> <i>Unit 1 SA</i> <i>MYP Assessment: Criteria A (Knowing and Understanding) and Criteria D (Applying Math to real-world context)</i>	<i>Unit 2 CFA</i> <i>Unit 2 SA</i> <i>MYP Assessment: Criteria C (Communication) and Criteria D (Applying Math to real-world context)</i>	<i>Unit 3 CFA</i> <i>Unit 3 SA</i>	<i>Unit 4 CFA</i> <i>Unit 4 SA</i> <i>MYP Assessment: Criteria B (Investigating Patterns) Criteria C (Communication)</i>	<i>Unit 5 CFA</i> <i>Unit 5 SA</i> <i>MYP Assessment: Criteria A (Knowing and Understanding) and Criteria C (Communication)</i>	<i>Unit 6 CFA</i> <i>Unit 6 SA</i> <i>MYP Assessment: Criteria B (Investigating Patterns)</i>	<i>Unit 7 CFA</i> <i>Unit 7 SA</i> <i>MYP Assessment: Criteria D (Applying Math to real-world context)</i>	<i>Unit 8 CFA</i> <i>Unit 8 SA</i> <i>MYP Assessment: Criteria C (Communication)</i>	Grade 6 EOG

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Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.
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