6th Grade – Summary of Revisions and Planning Guidance - *Arizona Mathematics Standards - Adopted in 2016*

Additions	Deletions
No additions	**AZ.6.NS.C.9** Convert between expressions for positive rational numbers, including fractions, decimals, and percents.

Parameter Changes/Clarifications	
6.RP.A.1	The focus of this standard is now on understanding ratios as a multiplicative relationship.
6.RP.A.2	The example was removed and rate language is clarified in the standard.
6.RP.A.3	In part c the standard now requires unknown in all positions whereas the 2010 standard only required finding the whole, given a part and the percent.
6.NS.A.1	Using visual fraction models and equations is now part of the standard rather than as e.g.
6.NS.B.2	Replaced "the" standard algorithm with "a" standard algorithm.
6.NS.B.3	Replaced "the" standard algorithm with "a" standard algorithm.
6.NS.B.4	Added "use previous understanding of factors" to find… reinforcing the progressions of factors across grade levels.
6.NS.C	This cluster now includes a limit to these standards.
6.NS.C.7	Section d now includes using both real-world context and math problems therefore increasing the cognitive demand of this section.
6.EE.A.2	Part c includes solving mathematical problems as well as real-world contexts.
6.EE.A.3	One example was left in, two were removed. This provides only an example for the distributive property when the standard calls for applying properties of operations, reinforcing that examples do not encompass the entire standard.
6.EE.A.4	Removed the i.e. that defined equivalent as definitions are not part of the standards
6.EE.B.7	Included x - p = q and x/p = q therefore expanding the expectations of solving one step equations.
6.EE.B.8	Included $x \geq c$ and $x \leq c$ in this standard expanding the scope of inequalities.
6.EE.C.9	Removed the example and removed "thought of" as dependent and independent variables.
6.SP.A.3	The measure of variation now includes the terminology "spread" when stated "describe the spread" of the data set.

Fluency Expectations	
5th	**5.NBT.B.5 -** Fluently multiply multi-digit whole numbers using a standard algorithm.
6th	**6.NS.B.2 -** Fluently divide multi-digit numbers using a standard algorithm. **6.NS.B.3 -** Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation. **6.EE.A.2 -** Write, read, and evaluate algebraic expressions.
7th	**7.NS.A.1.d -** Apply properties of operations as strategies to add and subtract rational numbers. **7.NS.A.2.c -** Apply properties of operations as strategies to multiply and divide rational numbers. **7.EE.B.4.a -** Fluently solve one-variable equations of the form $px + q = r$ and $p(x + q) = r$

Fluency Definition

Fluency standard instruction should begin at the beginning of the year and continue throughout the school year. Wherever the word *fluently* appears in a content standard, the word includes ***efficiently, accurately, flexibly,*** *and* ***appropriately***. Being fluent means that students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches, and they are able to produce accurate answers efficiently.

- **Efficiency**—carries out easily, keeps track of sub-problems, and makes use of intermediate results to solve the problem.
- **Accuracy**—reliably produces the correct answer.
- **Flexibility**—knows more than one approach, chooses a viable strategy, and uses one method to solve and another method to double-check.
- **Appropriately**—knows when to apply a particular procedure.

Defining Standards, Curriculum and Instruction

Standards – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

6th Grade Content Emphasis	
Ratio and Proportion (RP)	
●	Understand ratio concepts and use ratio reasoning to solve problems.
The Number System (NS)	
●	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
●	Compute fluently with multi-digit numbers and find common factors and multiples.
●	Apply and extend previous understanding of numbers to the system of rational numbers. (Note: Limit negative rational numbers to integers and fractions with denominators of 2, 3, 4, 5, 10.)
Expressions and Equations (EE)	
●	Apply and extend previous understandings of arithmetic to algebraic expressions.
●	Reason about and solve one-variable equations and inequalities.
●	Represent and analyze quantitative relationships between dependent and independent variables.
Geometry (G)	
▲	Solve mathematical problems and problems in real-world context involving area, surface area, and volume.
Statistics and Probability (SP)	
▲	Develop understanding of statistical variability.
▲	Summarize and describe distributions.
● - Major Content ▲ - Supporting Content	

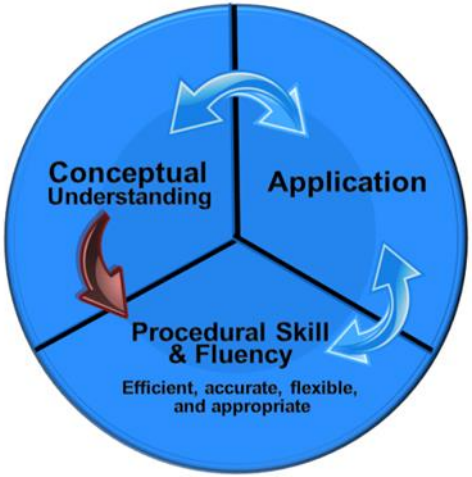
Major Content (●) from the content emphasis section should account for approximately 70% of instructional time.

The Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.

The Arizona Mathematics Standards now include narratives for each of the 8 Mathematical Practices.

Balance in the Math Classroom



Changes in Cognitive Demand

There are times in which the standards were changed, resulting in an increase or decrease in cognitive demand expectations within the standards. This is an important aspect of the standard to examine keeping in mind that cognitive demand refers to the complexity of thinking involved in which students interact with the content, it does **not** refer to difficulty.

Changes in Cognitive Demand in the 6th Grade Standards
6.NS.C.7

Adopted 2010		Adopted 2016		
Ratio and Proportion (RP)		Ratio and Proportion (RP)		
6.RP.A	**Understand ratio concepts and use ratio reasoning to solve problems.**			
	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	**6.RP.A** **Understand ratio concepts and use ratio reasoning to solve problems.**	**6.RP.A.1**	Understand the concept of a ratio as comparing two quantities multiplicatively or joining/composing the two quantities in a way that preserves a multiplicative relationship. Use ratio language to describe a ratio relationship between two quantities. *For example, "There were 2/3 as many men as women at the concert."*
	6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* (Expectations for unit rates in this grade are limited to non-complex fractions.)		**6.RP.A.2**	Understand the concept of a unit rate a/b associated with a ratio a : b with $b \neq 0$, and use rate language (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. (Complex fraction notation is not an expectation for unit rates in this grade level.)

	6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**6.RP.A (cont.)**	**6.RP.A.3**	Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System (NS)		The Number System (NS)		
6.NS.A	**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**			
	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for* (*2/3*) ÷ (*3/4*) *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* (*2/3*) ÷ (*3/4*) *= 8/9 because 3/4 of 8/9 is 2/3.* (*In general,* (*a/b*) ÷ (*c/d*) *= ad/bc.*) *How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	**6.NS.A** **Apply and extend previous understanding of multiplication and division to divide fractions by fractions**	**6.NS.A.1**	Interpret and compute quotients of fractions to solve mathematical problems and problems in real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem. *For example, create a story context for 2/3 ÷ 3/4 and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that 2/3 ÷ 3/4 = 8/9 because 3/4 of 8/9 is 2/3. In general, a/b ÷ c/d = ad/bc.*
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**			
	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	**6.NS.B** **Compute fluently with multi-digit numbers and find common factors and multiples.**	**6.NS.B.2**	Fluently divide multi-digit numbers using a standard algorithm.
	6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		**6.NS.B.3**	Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
	6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4*(*9+2*).		**6.NS.B.4**	Use previous understanding of factors to find the greatest common factor and the least common multiple. a. Find the greatest common factor of two whole numbers less than or equal to 100. b. Find the least common multiple of two whole numbers less than or equal to 12. c. Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4(9+2).*

6.NS.C	**Apply and extend previous understandings of the system of rational numbers.**			
	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	**6.NS.C** **Apply and extend previous understanding of numbers to the system of rational numbers.** *Note: Limit negative rational numbers to integers and fractions with denominators of 2, 3, 4, 5, 10.*	**6.NS.C.5**	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world context, explaining the meaning of 0 in each situation.
	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		**6.NS.C.6**	Understand a rational number can be represented as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

	6.NS.C.7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.For example, write –3 ^{o}C > –7 ^{o}C to express the fact that –3 ^{o}C is warmer than –7 ^{o}C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	**6.NS.C (cont.)**	**6.NS.C.7**	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line. b. Write, interpret, and explain statements of order for rational numbers in real-world context. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world context. d. Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.
	6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		**6.NS.C.8**	Solve mathematical problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

	AZ.6.NS.C.9. Convert between expressions for positive rational numbers, including fractions, decimals, and percents.			
Expressions and Equations (EE)		**Expressions and Equations (EE)**		
6.EE.A	**Apply and extend previous understandings of arithmetic to algebraic expressions.**			
	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	**6.EE.A** **Apply and extend previous understanding of arithmetic to algebraic expressions.**	**6.EE.A.1**	Write and evaluate numerical expressions involving whole-number exponents.
	6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8+7) as a product of two factors; view (8+7) as both a single entity and a sum of two terms.* c. 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). *For example, use the formulas V=s3 and A=6 s2 to find the volume and surface area of a cube with sides of length s=1/2.*		**6.EE.A.2**	Write, read, and evaluate algebraic expressions. a. Write expressions that record operations with numbers and variables. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. 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).

	6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + *x*) to produce the equivalent expression 6 + 3*x*; apply the distributive property to the expression 24*x* + 18*y* to produce the equivalent expression 6 (4x + 3*y*); apply properties of operations to *y* + *y* + *y* to produce the equivalent expression 3*y*.	**6.EE.A (cont.)**	**6.EE.A.3**	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.*
	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). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*		**6.EE.A.4**	Identify when two expressions are equivalent. *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
6.EE.B	**Reason about and solve one-variable equations and inequalities.**			
	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.	**6.EE.B** **Reason about and solve one-variable equations and inequalities.**	**6.EE.B.5**	Understand solving an equation or inequality as a process of reasoning to find the value(s) of the variables that make that equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
	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.		**6.EE.B.6**	Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.
	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		**6.EE.B.7**	Solve mathematical problems and problems in real-world context by writing and solving equations in the form x + p = q, x - p = q, px = q, and x/p = q for cases in which p, q and x are all non-negative rational numbers.

	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.	**6.EE.B (cont.)**	**6.EE.B.8**	Write an inequality of the form *x > c, x < c, x ≥ c, or x ≤ c* to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.
6.EE.C	**Represent and analyze quantitative relationships between dependent and independent variables.**			
	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. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*	**6.EE.C** **Represent and analyze quantitative relationships between dependent and independent variables.**	**6.EE.C.9**	Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
Geometry (G)		**Geometry (G)**		
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**			
	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	**6.G.A** **Solve mathematical problems and problems in real-world context involving area, surface area, and volume.**	**6.G.A.1**	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.

	6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		**6.G.A.2**	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Understand and use the formula $V = B \cdot h$, where in this case, B is the area of the base ($B = l \times w$) to find volumes of right rectangular prisms with fractional edge lengths in mathematical problems and problems in real-world context.
	6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		**6.G.A.3**	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques to solve mathematical problems and problems in a real-world context.
	6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		**6.G.A.4**	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.
Statistics and Probability (SP)		**Statistics and Probability (SP)**		
6.SP.A	**Develop understanding of statistical variabIlity.**			
	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	**6.SP.A** **Develop understanding of statistical variability.**	**6.SP.A.1**	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

	6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		**6.SP.A.2**	Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.
	6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		**6.SP.A.3**	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation uses a single number to describe the spread of the data set.
6.SP.B	**Summarize and describe distributions.**			
	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**6.SP.B** **Summarize and describe distributions.**	**6.SP.B.4**	Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.
	6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		**6.SP.B.5**	Summarize numerical data sets in relation to their context by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Standards for Mathematical Practice

6.MP.1 Make sense of problems and persevere in solving them.
Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, “Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.

6.MP.2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.

6.MP.3 Construct viable arguments, and critique the reasoning of others.
Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.

6.MP.4 Model with mathematics.
Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

6.MP.5 Use appropriate tools strategically.
Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.

6.MP.6 Attend to precision.
Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

6.MP.7 Look for and make use of structure.
Mathematically proficient students use structure and patterns to assist in making connections among mathematical ideas or concepts when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.

6.MP.8 Look for and express regularity in repeated reasoning.
Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.