

MS Objective	Critical Area Domain Cluster	CCSS Standard	I Can Statements Included in MS Framework Included in Phase 1 infusion Included in Phase 2 infusion
--------------	------------------------------	---------------	---

1st Nine Weeks

<p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)</p> <p>1i. Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals). (DOK 1)</p>	<p>Domain: The Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>I Can:</p> <p>6.NS.3.1 Fluently add multi-digit decimal numbers.</p> <p>6.NS.3.2 Fluently subtract multi-digit decimal numbers.</p> <p>6.NS.3.3 Fluently multiply multi-digit decimal numbers.</p> <p>6.NS.3.4 Fluently divide multi-digit decimal numbers.</p> <p>6.NS.3.5 Recall estimation strategies for adding, subtracting, multiplying and dividing decimals.</p> <p>I Can:</p> <p>6.EE.1.1 Write a numerical expression involving whole numbers using exponents.</p> <p>6.EE.1.2 Write and solve expressions involving whole-number exponents</p> <p>6.EE.1.3 Evaluate a numerical expression involving whole numbers using exponents.</p>
<p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p>	<p>Critical Area: Writing, interpreting, and using expressions and equations.</p> <p>Domain: Expressions and Equations</p> <p>Cluster: 1. Apply and extend previous understandings of arithmetic to algebraic</p>	<p>6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.</p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, 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</p>	<p>I Can:</p> <p>6.EE.2a.1 Write numbers and variables to represent desired operations</p> <p>6.EE.2 a.2 Rewrite a numerical expression using variables.</p> <p>6.EE.2b.1 Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient)</p> <p>6.EE.2b.2 Identify one or more parts of an expression as a single entity</p> <p>6.EE.2c.1 Write and evaluate algebraic expressions from real world</p>

<p>2d. State the following properties using variables and apply them in solving problems: (DOK 1)</p> <ul style="list-style-type: none"> • Zero property of multiplication • Inverse properties of addition/subtraction and multiplication/division • Commutative and associative properties of addition and multiplication • Identity properties of addition and multiplication • Distributive properties of multiplication over addition and subtraction 	<p>expressions</p> <p>2. Reason about and solve one variable equations and inequalities</p>	<p>sum of two terms.</p> <p>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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p> <p>6.EE.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 $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p> <p>6.EE.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.</p> <p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm</p>	<p>situations.</p> <p>6.EE.2c.2 Apply order of operations to solve expressions and equations. (no parenthesis)</p> <p>6.EE.2c.3 Substitute specific value for variables in order to evaluate the expression</p> <p>I Can:</p> <p>6.EE.3.1 Identify the properties of operations</p> <p>6.EE.3.2 Apply the properties of operations to generate equivalent expressions.</p> <p>I Can:</p> <p>6.EE.6.1 Write an expression to represent a real-world or mathematical situation.</p> <p>6.EE.6.2 Represent a number with a variable.</p> <p>6.EE.6.3 Justify that a variable can represent an unknown number or any number in a specified set</p>
---	--	---	--

<p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p> <p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)</p>			<p>I Can:</p> <p>6.NS.2.1 Apply the rules of division to solve multi-digit problems</p> <p>6.NS.2.2 Explain my understanding of place value when dividing a multi-digit number by another multi-digit number.</p> <p>6.NS.2.3 Use base 10 blocks to illustrate the algorithm</p> <p>6.NS.2.4 Use strategies such as T-chart, estimation, etc... to solve division problems</p>
<p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)</p> <p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem</p>	<p>Domain: The Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm</p> <p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>I Can:</p> <p>6.NS.2.1 Apply the rules of division to solve multi-digit problems</p> <p>6.NS.2.2 Explain my understanding of place value when dividing a multi-digit number by another multi-digit number.</p> <p>6.NS.2.3 Use base 10 blocks to illustrate the algorithm</p> <p>6.NS.2.4 Use strategies such as T-chart, estimation, etc... to solve division problems</p> <p>I Can:</p> <p>6.NS.3.1 Fluently add multi-digit decimal numbers.</p> <p>6.NS.3.2 Fluently subtract multi-digit decimal numbers.</p> <p>6.NS.3.3 Fluently multiply multi-digit decimal numbers.</p> <p>6.NS.3.4 Fluently divide multi-digit decimal numbers.</p> <p>6.NS.3.5 Recall estimation strategies for adding, subtracting, multiplying and dividing</p>

<p>context. (DOK 2) 1i. Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals). (DOK 1)</p> <p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p> <p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p> <p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p>		<p>6.EE.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</p> <p>6.EE.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.</p> <p>6.EE.2.c Write, read, and evaluate expressions in which letters stand for numbers 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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p>	<p>decimals.</p> <p>I Can: 6.EE.5.1 Understand solving an equation or inequality as a process of answering a question. 6.EE.5.2 Recognize that the correct Answer to an equation or inequality makes it true. 6.EE.5.3 Use substitution to check the answer or determine if a given number is a solution</p> <p>I Can: 6.EE.6.1 Write an expression to represent a real-world or mathematical situation. 6.EE.6.2 Represent a number with a variable. 6.EE.6.3 Justify that a variable can represent an unknown number or any number in a specified set</p> <p>I Can: 6.EE.2c.1 Write and evaluate algebraic expressions from real world situations. 6.EE.2c.2 Apply order of operations to Solve expressions and equations. (no parenthesis) 6.EE.2c.3 Substitute specific value for variables in order to evaluate the expression</p>
--	--	--	--

<p>2d. State the following properties using variables and apply them in solving problems: (DOK 1)</p> <ul style="list-style-type: none"> • Zero property of multiplication • Inverse properties of addition/subtraction and multiplication/division • Commutative and associative properties of addition and multiplication • Identity properties of addition and multiplication • Distributive properties of multiplication over addition and subtraction 	<p>Critical Area: Writing, interoperating, and using expressions and equations.</p> <p>Domain: Expressions and Equations</p> <p>Cluster: 1. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>2. Reason about and solve one-variable equations and inequalities.</p>	<p>6.EE.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 $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p> <p>6.EE.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.</p> <p>6.EE.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</p> <p>6.EE.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.</p>	<p>I Can:</p> <p>6.EE.3.1 Identify the properties of operations</p> <p>6.EE.3.2 Apply the properties of operations to generate equivalent expressions.</p> <p>I Can:</p> <p>6.EE.4.1 Identify when two expressions Are equivalent.</p> <p>6.EE.4.2 Identify the properties of operations.</p> <p>6.EE.4.3 Apply the properties of operations to generate equivalent expressions.</p> <p>I Can:</p> <p>6.EE.5.1 Understand solving an equation or inequality as a process of answering a question.</p> <p>6.EE.5.2 Recognize that the correct Answer to an equation or inequality makes it true.</p> <p>6.EE.5.3 Use substitution to check the answer or determine if a given number is a solution</p> <p>I Can:</p> <p>6.EE.6.1 Write an expression to represent a real-world or mathematical situation.</p> <p>6.EE.6.2 Represent a number with a variable.</p> <p>6.EE.6.3 Justify that a variable can Represent an unknown number or any number in a specified set</p>
<p>2c. Formulate algebraic expressions, equations, and inequalities to reflect a given situation. (DOK 2)</p>			

<p>2a. Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used. (DOK 2)</p> <p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)</p> <p>1c. Determine the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of two numbers. (DOK 2)</p>	<p>Domain: The Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>6.EE.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.</p> <p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm</p> <p>6.NS.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 $4(9 + 2)$.</p>	<p>I Can:</p> <p>6.EE.7.1 Solve a simple equation and Explain how I solved it.</p> <p>6.EE.7.2 Write an equation from real-World situations and then use inverse operations to solve the equation.</p> <p>6.EE.7.3 Write and solve equations of the form $x+p$ and $px=q$ (in which p,q, and x are non-negative rational numbers)</p> <p>I Can:</p> <p>6.NS.2.1 Apply the rules of division to solve multi-digit problems</p> <p>6.NS.2.2 Explain my understanding of place value when dividing a multi-digit number by another multi-digit number.</p> <p>6.NS.2.3 Use base 10 blocks to illustrate the algorithm</p> <p>6.NS.2.4 Use strategies such as T-chart, estimation, etc... to solve division problems</p> <p>I Can:</p> <p>6.NS.4.1 Determine the greatest common factor (GCF) of two numbers less than or equal to 100.</p> <p>6.NS.4.2 Determine the least common multiple (LCM) of two whole numbers less than or equal to 12.</p> <p>6.NS.4.3 Explain the difference between LCM and GCF.</p> <p>6.NS.4.4 Justify the LCM and GCF of two whole numbers using math.</p> <p>6.NS.4.5 Prove that two whole numbers Have a common factor based on the distributive property.</p> <p>6.NS.4.6 Identify the distributive property</p> <p>6.NS.4.7 Use the distributive property to solve addition problems.</p>
---	---	--	---

Domain Pacing Guide

6th Grade Math

MS Objective	Critical Area Domain Cluster	CCSS Standard	I Can Statements Included in MS framework Included in Phase 1 infusion Included in Phase 2 infusion
--------------	------------------------------	---------------	--

2nd Nine Weeks

<p>1e. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)</p> <p>1i. Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals). (DOK 1)</p>	<p>Domain: The Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>I Can:</p> <p>6.NS.3.4 Fluently divide multi-digit decimal numbers.</p> <p>6.NS.3.1 Fluently add multi-digit decimal numbers.</p> <p>6.NS.3.2 Fluently subtract multi-digit decimal numbers.</p> <p>6.NS.3.3 Fluently multiply multi-digit decimal numbers.</p> <p>6.NS.3.5 Recall estimation strategies for adding, subtracting, multiplying and dividing decimals.</p>
<p>1c. Determine the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of two numbers. (DOK 2)</p>	<p>Domain: The Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples</p>	<p>6.NS.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 $4(9 + 2)$.</p>	<p>I Can:</p> <p>6.NS.4.1 Determine the greatest common factor (GCF) of two numbers less than or equal to 100.</p> <p>6.NS.4.2 Determine the least common multiple (LCM) of two whole numbers less than or equal to 12.</p> <p>6.NS.4.3 Explain the difference between LCM and GCF.</p> <p>6.NS.4.4 Justify the LCM and GCF of two whole numbers using math.</p> <p>6.NS.4.5 Prove that two whole numbers Have a common factor based on the distributive property.</p> <p>6.NS.4.6 Identify the distributive property</p> <p>6.NS.4.7 Use the distributive property to solve addition problems.</p>

		<p>6.RP.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.”</p>	<p>I Can: 6.RP.1.1 Identify a ratio 6.RP.1.2 Write a ratio in different forms (fraction, colon, word form) 6.RP.1.3 Compare two quantities using a ratio 6.RP.1.4 Explain a ratio by drawing a picture. 6.RP.1.5 Comprehend a given ratio by matching the ratio to a given illustration 6.RP.1.6 Use things/people in my classroom to develop a ratio.</p>
	Domain: The Number System		
<p>1d. Compute using basic operations with fractions and mixed numbers. Express answers in the simplest form. (DOK 1)</p> <p>1j. Explain the meaning of multiplication and division of rational numbers. (DOK 2)</p>	<p>Critical Area: Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. Domain: The Number System Cluster: 1. Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 2. Apply and extend previous understandings of numbers to the system of rational numbers.</p>	<p>6.NS.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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$). 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?</p>	<p>I Can: 6.NS.1.1 List the steps to determine the quotient of fractions (1. Keep 2. Change 3. Flip) 6.NS.1.2 Determine the quotient of fractions. 6.NS.1.4 Solve word problems involving division of fractions using different methods. 6.NS.1.3 Recognize a fraction as a division problem; naming the divisor, dividend, and quotient. 6.NS.1.5 Compare quotients of fractions using models. 6.NS.1.6 Compute quotients of fractions using models. 6.NS.1.7 Evaluate how to solve division problems with fractions in real life and mathematical situations. 6.NS.1.8 Find the reciprocal of a number 6.NS.1.9 Create a word problem involving division of fractions</p>

1g. Model addition and subtraction of integers with physical materials and the number line. (DOK 2)

6.NS.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.

I Can:

a.

- 6.NS.6a.1 Locate a number and its opposite using a coordinate plane.
- 6.NS.6a.2 Recognize that 0 is its own opposite
- 6.NS.6a.3 Locate a rational number on a number line (ex. 5 and its opposite -5)
- 6.NS.6a.4 Demonstrate that the opposite of the opposite of a number is the number itself (ie. $-(-4)=4$)

b.

- 6.NS.6b.1 Choose the quadrant for any ordered pair
- 6.NS.6b.2 Predict the quadrant for an ordered pair.
- 6.NS.6b.3 Use the signs of numbers (negative, positive) to predict the quadrant of a reflection.
- 6.NS.6b.4 Justify that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- 6.NS.6b.5 Use reflections to correctly plot ordered pairs and their opposites.

c.

- 6.NS.6c.1 Order rational numbers on a number line horizontally or vertically
- 6.NS.6c.2 Plot all integers and other rational numbers on number lines (vertically and horizontally) and coordinate planes
- 6.NS.6c.3 Find the position of integer pairs and other rational numbers on a coordinate plane.

<p>2a. Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used. (DOK 2)</p>		<p>6.EE.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.</p>	<p>I Can: 6.EE.7.1 Solve a simple equation and Explain how I solved it. 6.EE.7.2 Write an equation from real-World situations and then use inverse operations to solve the equation. 6.EE.7.3 Write and solve equations of the form $x+p$ and $px=q$ (in which p,q, and x are non-negative rational numbers)</p>
	<p>Critical Area: Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.</p> <p>Domain: The Number System</p> <p>Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.</p>	<p>6.NS.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.</p> <p>6.NS.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., $-(-3^{\circ}) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in</p>	<p>I Can: 6.NS.5.1 Understand the meaning of 0. 6.NS.5.2 Identify positive and negative numbers using a number line. 6.NS.5.3 Label a number line with positive and negative numbers. 6.NS.5.4 Interpret the use of negative and positive numbers to represent real world situations. 6.NS.5.5 Use positive and negative numbers to represent quantities in the real world (ex. temperature above zero and below zero)</p> <p>I Can: a. 6.NS.6a.1 Locate a number and its opposite using a coordinate plane. 6.NS.6a.2 Recognize that 0 is its own opposite 6.NS.6a.3 Locate a rational number on a number line (ex. 5 and its opposite -5) 6.NS.6a.4 Demonstrate that the opposite of the opposite of a number is the number itself (ie. $-(-4)=4$) b. 6.NS.6b.1 Choose the quadrant for any ordered pair</p>

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.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 $-3^{\circ} > -7^{\circ}$ 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 $-3^{\circ} \text{ C} > -7^{\circ} \text{ C}$ to express the fact that -3° C is warmer than -7° C .

6.NS.6b.2 Predict the quadrant for an ordered pair.

6.NS.6b.3 Use the signs of numbers (negative, positive) to predict the quadrant of a reflection.

6.NS.6b.4 Justify that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6b.5 Use reflections to correctly plot ordered pairs and their opposites.

c.

6.NS.6c.1 Order rational numbers on a number line horizontally or vertically

6.NS.6c.2 Plot all integers and other rational numbers on number lines (vertically and horizontally) and coordinate planes

6.NS.6c.3 Find the position of integer pairs and other rational numbers on a coordinate plane.

I Can:

a.

6.NS.7a.4 Understand absolute value of rational numbers

6.NS.7a.1 Compare negative and positive numbers

6.NS.7a.2 Understand ordering of rational numbers

6.NS.7a.3 Order rational numbers on a number line

6.NS.7a.5 Use a number line to find the absolute value of any number.

b.

6.NS.7b.1 Write an inequality to show the relationship between rational numbers in real world

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 represent a debt greater than 30 dollars.

6.NS.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.

situations.

6.NS.7b.2 Explain in my own words how to compare rational numbers (written or spoken)

c.

6.NS.7c.1 Define and identify absolute value.

6.NS.7c.2 Use a number line to find the absolute value of any number.

6.NS.7c.3 Understand absolute value as the distance from zero on the number line

6.NS.7c.4 Apply absolute value to real world situations.

6.NS.7c.5 Recognize the symbol (| |) as representing absolute value

d.

6.NS.7d.2 Understand that absolute value deals only with distance from zero (regular whole numbers are their true values)

6.NS.7d.1 Distinguish comparisons of absolute value by statements of order.

I Can:

6.NS.8.1 Graph points in all four quadrants of the coordinate plane.

6.NS.8.2 Solve real-world problems by graphing points in all four quadrants of a plane (maps, shapes, pictures)

6.NS.8.3 Solve mathematical problems by graphing points in all four quadrants of a plane (maps, shapes, pictures)

6.NS.8.4 Calculate distances between two points with the same first or second coordinates using absolute values, given only coordinates.

6.G.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.

I Can:

- 6.G.3.1 Draw polygons on a coordinate plane given coordinates for the vertices
- 6.G.3.2 Evaluate the length of polygons by using grid models.
- 6.G.3.3 Determine the length of the sides of polygons in a coordinate plane given the same first or second coordinate.
- 6.G.3.4 Apply the technique of using coordinate planes to find the length of the side of polygons in real-world situations.

Domain Pacing Guide

6th Grade Math

MS Objective	Critical Area Domain Cluster	CCSS Standard	I Can Statements Included in MS Framework Included in Phase 1 infusion Included in Phase 2 infusion
--------------	------------------------------	---------------	--

3rd Nine Weeks

	<p>Domain: Geometry</p>	<p>6.EE.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.</p>	<p>I Can: 6.EE.9.1 Use variables to represent two quantities in a real world situation that change in relationship to one another. 6.EE.9.2 Distinguish between dependent and independent variables. 6.EE.9.3 Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable) 6.EE.9.4 Relate the data between the dependent and independent variables using graphs and tables and relate these to the equation</p>
	<p>Critical Area: Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.</p> <p>Domain: Ratio and Proportional Relationships</p> <p>Cluster: Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>6.RP.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."</p>	<p>I Can: 6.RP.1.1 Identify a ratio 6.RP.1.2 Write a ratio in different forms (fraction, colon, word form) 6.RP.1.3 Compare two quantities using a ratio 6.RP.1.4 Explain a ratio by drawing a picture. 6.RP.1.5 Comprehend a given ratio by matching the ratio to a given illustration 6.RP.1.6 Use things/people in my classroom to develop a ratio.</p>

	<p>6.RP 2 Understand the concept of a unit rate a/b associated with a ratio $a:b$, with b not equal 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.”</p> <p>6.RP 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.</p> <p>a. Make tables of 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.</p> <p>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?</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a 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.</p> <p>d. Use ratio reasoning to convert</p>	<p>I can:</p> <p>6.RP.2.1 Explain that a ratio is a fraction which is also a division problem.</p> <p>6.RP.2.2 Write a ratio using letters $a:b$, a/b, a to b – where b is not equal to 0 according to the definition of ratio.</p> <p>6.RP.2.3 Define unit rate</p> <p>6.RP.2.4 Explain in my own words what a unit rate is.</p> <p>6.RP.2.5 Calculate unit rate when given certain quantities.</p> <p>I Can:</p> <p>6.RP.3.1 Create a real-world ratio problem</p> <p>6.RP.3.2 Demonstrate a real-world ratio problem (not with a worksheet)</p> <p>6.RP.3.3 Solve a real-world ratio problem</p> <p>a.</p> <p>6.RP.3a.1 Identify equivalent ratios</p> <p>6.RP.3a.2 Create a table by using equivalent fractions</p> <p>6.RP.3 a.3 Find a missing value from a table of ratios</p> <p>6.RP.3a.4 Solve proportions using equivalent ratios (ex. by using simple proportions $\frac{1}{2} = c/4$)</p> <p>b.</p> <p>6.RP.3b.1 Solve for rate using real-world situations</p> <p>6.RP.3b.2 Create a tape diagram using a unit rate</p> <p>6.RP.3b.3 Interpret a rate from a tape diagram</p> <p>6.RP.3b.4 Use a t-chart to compare proportional quantities</p> <p>6.RP.3b.5 Write a proportion correctly</p> <p>6.RP.3b.6 Solve an equation using that proportion(above)</p> <p>c.</p> <p>6.RP.3c.1 Explain that percent is out of 100</p> <p>6.RP.3c.2 Explain how ratio and percent</p>
--	--	---

		<p>measurement units; manipulate measurement units, manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>are related.</p> <p>6.RP3 c.3 Convert a rate to a percent</p> <p>6.RP.3c.4 Illustrate what I know about ratios & fractions to define a percent using Base 10 blocks</p> <p>6.RP.3c.5 Calculate percent given the rate and base (Rate of base = part)</p> <p>6.RP.3c.6 Design a model using Base 10 blocks showing how a percent is a ratio of 100.</p> <p>6.RP.3c.7 Solve problems involving finding the whole, given a part and the percent</p> <p>d.</p> <p>6.RP.3d.1 Recall English and Metric units of measurement</p> <p>6.RP.3d.2 Convert units using multiplication and division in multiple ways (proportions, multiplication, division, and moving decimals)</p> <p>6.RP.3d.3 Convert measurement units using ratio reasoning within customary units</p> <p>6.RP.3d.4 Convert measurement units using ratio reasoning within metric units</p> <p>6.RP.3d.5 Convert measurement units using ratio reasoning between customary and metric units</p> <p>6.RP.3d.6 Use T-Charts, Base 10 blocks, and other manipulative to convert units of measurement.</p>
--	--	---	---

		<p>6.EE.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.</p>	<p>I Can: 6.EE.9.1 Use variables to represent two quantities in a real world situation that change in relationship to one another. 6.EE.9.2 Distinguish between dependent and independent variables. 6.EE.9.3 Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable) 6.EE.9.4 Relate the data between the dependent and independent variables using graphs and tables and relate these to the equation</p>
	<p>Critical Area: Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.</p> <p>Domain: Ratio and Proportional Relationships</p> <p>Cluster: Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>6.RP 2 Understand the concept of a unit rate a/b associated with a ratio $a:b$, with b not equal 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."</p> <p>6.RP 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 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.</p>	<p>I can: 6.RP.2.1 Explain that a ratio is a fraction which is also a division problem. 6.RP.2.2 Write a ratio using letters $a:b$, a/b, a to b – where b is not equal to 0 according to the definition of ratio. 6.RP.2.3 Define unit rate 6.RP.2.4 Explain in my own words what a unit rate is. 6.RP.2.5 Calculate unit rate when given certain quantities.</p> <p>I Can: 6.RP.3.1 Create a real-world ratio problem 6.RP.3.2 Demonstrate a real-world ratio problem (not with a worksheet) 6.RP.3.3 Solve a real-world ratio problem a. 6.RP.3a.1 Identify equivalent ratios 6.RP.3a.2 Create a table by using equivalent fractions 6.RP.3 a.3 Find a missing value from a table of ratios 6.RP.3a.4 Solve proportions using equivalent ratios (ex. by using simple proportions $\frac{1}{2} = c/4$)</p>

		<p>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?</p>	<p>b.</p> <p>6.RP.3b.1 Solve for rate using real-world situations</p> <p>6.RP.3b.2 Create a tape diagram using a unit rate</p> <p>6.RP.3b.3 Interpret a rate from a tape diagram</p> <p>6.RP.3b.4 Use a t-chart to compare proportional quantities</p> <p>6.RP.3b.5 Write a proportion correctly</p> <p>6.RP.3b.6 Solve an equation using that proportion(above) metric units</p>
	<p>Critical Area: Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.</p> <p>Domain: Ratio and Proportional Relationships</p> <p>Cluster: Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>6.RP 3</p> <p>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.</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a 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.</p>	<p>I Can:</p> <p>6.RP.3.1 Create a real-world ratio problem</p> <p>6.RP.3.2 Demonstrate a real-world ratio problem (not with a worksheet)</p> <p>6.RP.3.3 Solve a real-world ratio problem</p> <p>c.</p> <p>6.RP.3c.1 Explain that percent is out of 100</p> <p>6.RP.3c.2 Explain how ratio and percent are related.</p> <p>6.RP3 c.3 Convert a rate to a percent</p> <p>6.RP.3c.4 Illustrate what I know about ratios & fractions to define a percent using Base 10 blocks</p> <p>6.RP.3c.5 Calculate percent given the rate and base (Rate of base = part)</p> <p>6.RP.3c.6 Design a model using Base 10 blocks showing how a percent is a ratio of 100.</p> <p>6.RP.3c.7 Solve problems involving finding the whole, given a part and the percent</p>

Domain Pacing Guide

6th Grade Math

MS Objective	Domain Pacing Guide 6th Grade Math	CCSS Standard	I Can Statements Included in MS Framework Included in Phase 1 infusion Included in Phase 2 infusion
--------------	---------------------------------------	---------------	--

4th Nine Weeks

	<p>Critical Area: Writing, interpreting, and using expressions and equations.</p> <p>Domain: Expressions and Equations</p> <p>Cluster: 1. Reason about and solve one variable equations and inequalities. 2. Represent and analyze quantitative relationships between dependent and independent variables.</p>	<p>6.EE.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</p> <p>6.EE.8 Write an inequality of the form $x > c$ 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.</p> <p>6.EE.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,</p>	<p>I Can:</p> <p>6.EE.5.1 Understand solving an equation or inequality as a process of answering a question.</p> <p>6.EE.5.2 Recognize that the correct Answer to an equation or inequality makes it true.</p> <p>6.EE.5.3 Use substitution to check the answer or determine if a given number is a solution</p> <p>I Can:</p> <p>6.EE.8.1 Write an inequality to represent a constraint or condition in a real-world or mathematical situation.</p> <p>6.EE.8.2 Recognize and justify that inequalities have infinitely many solutions.</p> <p>6.EE.8.3 Represent solutions of inequalities on a number line (graph)</p> <p>I Can:</p> <p>6.EE.9.1 Use variables to represent two quantities in a real world situation that change in relationship to one another.</p> <p>6.EE.9.2 Distinguish between dependent and independent variables.</p> <p>6.EE.9.3 Write an equation to express</p>
--	--	---	--

		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.	one quantity (dependent variable) in terms of the other quantity (independent variable) 6.EE.9.4 Relate the data between the dependent and independent variables using graphs and tables and relate these to the equation
	<p>Critical Area: Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.</p> <p>Domain: Ratio and Proportional Relationships</p> <p>Cluster: Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>6.RP.3.d. Use ratio reasoning to convert measurement units; manipulate measurement units, manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>I Can:</p> <p>6.RP.3d.1 Recall English and Metric units of measurement</p> <p>6.RP.3d.2 Convert units using multiplication and division in multiple ways (proportions, multiplication, division, and moving decimals)</p> <p>6.RP.3d.3 Convert measurement units using ratio reasoning within customary units</p> <p>6.RP.3d.4 Convert measurement units using ratio reasoning within metric units</p> <p>6.RP.3d.5 Convert measurement units using ratio reasoning between customary and metric units</p> <p>6.RP.3d.6 Use T-Charts, Base 10 blocks, and other manipulative to convert units of measurement.</p>
	<p>Domain: Geometry</p> <p>Cluster: Solve real-world and mathematical problems involving area, surface area, and volume</p>	<p>6.G.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.</p>	<p>I Can:</p> <p>6.G.1.1 List formulas for solving the area of various polygons</p> <p>6.G.1.2 Apply the formulas and calculate area of various polygons</p> <p>6.G.1.3 Determine the area of a triangle using a formula.</p> <p>6.G.1.4 Determine the area of a rectangle using a formula</p> <p>6.G.1.5 Recognize how to compose and decompose polygons into triangles and rectangles.</p> <p>6.G.1.6 Find the area of certain polygons by composing into rectangles and decomposing into triangles and other shapes</p> <p>6.G.1.7 Determine the area of a triangle</p>

		<p>6.G.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.</p> <p>6.EE.2.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 $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p>	<p>by constructing diagrams.</p> <p>6.G.1.8 Determine the area of real world shapes.</p> <p>6.G.1.9 Discuss the area of triangles and parallelograms in mathematical problems.</p> <p>I Can:</p> <p>6.G.4.1 Give examples of 3 dimensional shapes.</p> <p>6.G.4.2 Recognize that 3 dimensional shapes can be represented using nets.</p> <p>6.G.4.3 Solve problems to determine the surface area of figures.</p> <p>6.G.4.4 Construct three-dimensional figures using nets made up of rectangles and triangles</p> <p>6.G.4.5 Use nets to calculate surface area of figures in a given situation.</p> <p>6.G.4.6 Use area of a 2 dimensional shape to determine the surface area of 3 dimensional shapes.</p> <p>6.G.4.7 Explain the surface area of objects in the class room.</p> <p>I Can:</p> <p>6.EE.2c.1 Write and evaluate algebraic expressions from real world situations.</p> <p>6.EE.2c.2 Apply order of operations to solve expressions and equations. (no parenthesis)</p> <p>6.EE.2c.3 Substitute specific value for variables in order to evaluate the expression</p>
--	--	--	--

		<p>6.EE.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.</p>	<p>I Can: 6.EE.7.1 Solve a simple equation and explain how I solved it. 6.EE.7.2 Write an equation from real-world situations and then use inverse operations to solve the equation. 6.EE.7.3 Write and solve equations of the form $x+p$ and $px=q$ (in which p,q, and x are non-negative rational numbers)</p>
	<p>Domain: Geometry</p> <p>Cluster: Solve real-world and mathematical problems involving area, surface area, and volume</p>	<p>6.G.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.</p> <p>6.G.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.</p>	<p>I Can: 6.G.2.1 Recall the formula for finding the volume of a rectangular prism 6.G.2.2 Calculate the volume of a right rectangle prism. 6.G.2.3 Tell what volume is in relation to its formula 6.G.2.4 Construct unit cubes to find volume. 6.G.2.5 Justify that the “modeled volume” is equal to the “formula volume”. 6.G.2.6 Apply volume formulas for right rectangular prisms to solve real-world problems. 6.G.2.7 Model the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths</p> <p>I Can: 6.G.4.1 Give examples of 3 dimensional shapes. 6.G.4.2 Recognize that 3 dimensional shapes can be represented using nets. 6.G.4.3 Solve problems to determine the surface area of figures. 6.G.4.4 Construct three-dimensional figures using nets made up of</p>

			<p>rectangles and triangles</p> <p>6.G.4.5 Use nets to calculate surface area of figures in a given situation.</p> <p>6.G.4.6 Use area of a 2 dimensional shape to determine the surface area of 3 dimensional shapes.</p> <p>6.G.4.7 Explain the surface area of objects in the class room.</p>
	<p>Critical Thinking: Developing understanding of statistical thinking</p> <p>Domain: Statistics and Probability</p> <p>Cluster: 1.Develop understanding of statistical variability. 2. Summarize and describe distributions.</p>	<p>6.SP.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.</p> <p>6.SP.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.</p> <p>6.SP.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.</p>	<p>I Can:</p> <p>6.SP.1.1 Recognize variability.</p> <p>6.SP.1.2 Ask statistical questions.</p> <p>6.SP.1.3 Recognize a statistical question as one that anticipates variability</p> <p>I Can:</p> <p>6.SP.2.1 Design a survey.</p> <p>6.SP.2.2 Collect data from a survey.</p> <p>6.SP.2.3 Interpret data gathered from a survey.</p> <p>6.SP.2.4 Construct a histogram.</p> <p>6.SP.2.5 Use a histogram to answer a statistical question showing the distribution of its center, spread, and overall shape.</p> <p>6.SP.2.6 Describe a set of data by its center, spread, and overall shape</p> <p>I Can:</p> <p>6.SP.3.1 Use mean to describe data.</p> <p>6.SP.3.2 Understand that there is variation in data.</p> <p>6.SP.3.3 Distinguish between “measure of center” and “measure of variation”.</p>

		<p>6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> 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. 	<p>I Can:</p> <p>6.SP.4.1 Illustrate data using a variety of graph types. (number line, dot plot, histogram, & box plot)</p> <p>I Can:</p> <p>6.SP.5.1 Summarize data sets in relation to their content.</p> <p>6.SP.5a.1 Report the number of observations.</p> <p>6.SP.5b.1 Describe the data collected including how it was measured and its unit of measurement</p> <p>6.SP.5c.1 Explain data in terms of measures of center and measures of variability.</p> <p>6.SP.5c.2 Calculate quantitative measures of variance (ie. range, interquartile range, mean absolute deviation)</p> <p>6.SP.5c.3 Identify outliers in data.</p>
--	--	---	--