2020-2021 SCOPE & SEQUENCE RECOMMENDED ADJUSTMENTS
6th Grade Mathematics

The purpose of this document is to support teachers and leaders in making adjustments to the Fishtank Math Curriculum for the 2020-2021 school year. In developing the guidelines, we consulted Student Achievement Partner's [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) as well as incorporated knowledge of the progressions of mathematical content as they unfold in the Fishtank Math Curriculum. The recommendations aim to identify opportunities where additional, targeted remediation can occur, while ensuring a deep focus on grade-level content. We recognize that while the remote learning experience of this past spring has undoubtedly varied from student to student, this pandemic has magnified many existing inequities in educational access and opportunity. Our guidance for curricular adjustments aims to preserve deep engagement with grade-level content which we believe is critical for equitable instruction for all students.

Knowing that additional time will be needed to address unfinished learning and that pacing will be important, the guidance in this document serves to:
1. Highlight critical grade-level content that should be prioritized,
2. Identify opportunities where lessons can be reduced, combined, or eliminated in ways that will minimize negative impact on student progress and preserve grade-level priorities, and
3. Identify specific places where strong connections to prior grade-level work are beneficial to diagnose and integrate into the curriculum.

These guidelines are not designed as strict instructions on how to adjust the curriculum. Rather, they are meant to support teachers in making the curricular decisions that are right for their students. In particular, this resource provides some guidance around incorporating prior grade-level work based on "just-in-time" content connections, but it does not specify how deep to go into that work or how long to spend on it, as that type of diagnosis and planning will be most effective at the individual level. As noted in the document, our Pre-Unit Assessments, available to Fishtank Plus users, is one resource that can support this diagnosis and curriculum integration. Teachers can also create their own diagnostic assessments using the standard connections mentioned in this resource as well as the foundational standards indicated on the unit page for each unit.

Unit 1	Understanding and Representing Ratios

Time spent on instruction and practice for this unit should not be reduced. The pre-unit assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

Topics	Cluster(s)	Recommendations
A: Understanding and Describing Ratios	6.RP.A	Do not eliminate or consolidate lessons.
B: Equivalent Ratios	6.RP.A	Do not eliminate or consolidate lessons.
C: Representing Ratios in Tables	6.RP.A	Do not eliminate or consolidate lessons.
D: Solving Part:Part:Whole Ratio Problems	6.RP.A	Do not eliminate or consolidate lessons.

Unit 2	Unit Rates and Percent

Time spent on instruction and practice for this unit should not be reduced. The pre-unit assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

Topics	Cluster(s)	Recommendations
A: Defining Rate and Solving Rate Problems	6.RP.A	Do not eliminate or consolidate lessons.
B: Measurement Unit Conversions	6.RP.A	Incorporate foundational work from 5.MD.A.1 before starting this topic (see Grade 5 Unit 6 Topic D).
C: Percent	6.RP.A	Do not eliminate or consolidate lessons.

Unit 3	Multi-Digit and Fraction Computation

To keep students on track to algebra and to avoid inequitable remediation structures, time should not be spent remediating multi-digit calculation algorithms.

Topics	Cluster(s)	Recommendations
A: Dividing with Fractions	6.NS.A	Incorporate foundational work from 5.NF.B.7 before starting this topic (see Grade 5 Unit 5 Topic E).
B: Computing with Decimals	6.NS.B	For all decimal fluency objectives, incorporate ongoing fluency practice into spiraled review throughout the year. In addition: Eliminate Lesson 7. Combine Lessons 8 & 9. Eliminate Lesson 10. Combine Lessons 11 & 12. Eliminate Lesson 13.

C: Applying the Greatest Common Factor and the Least Common Multiple	6.NS.B	Eliminate Lesson 14. Eliminate Lesson 17.

Unit 4   Rational Numbers

Topics	Cluster(s)	Recommendations
A: Understanding Positive and Negative Rational Numbers	6.NS.C	Do not eliminate or consolidate lessons.
B: Order and Absolute Value	6.NS.C	Do not eliminate or consolidate lessons.
C: Rational Numbers in the Coordinate Plane	6.NS.C	Incorporate foundational work from 5.G.A.1 before starting this topic (see Grade 5 Unit 7 Topic A).

Unit 5   Numerical and Algebraic Expressions

Time spent on instruction and practice for cluster 6.EE.B should not be reduced. Emphasize the role of properties of operations in the equivalency of expressions.

Topics	Cluster(s)	Recommendations
A: Numerical Expressions with Exponents	6.EE.A	Combine Lessons 1 & 2.
B: Introduction to Algebraic Expressions	6.EE.A 6.EE.B	Focus of this unit should be on Topic C (6.EE.B.3 and 6.EE.B.4); if needed to allow for this focus: Combine Lessons 5 & 6.
C: Equivalent Expressions and Applications	6.EE.A, 6.EE.B	Do not eliminate or consolidate lessons.

Unit 6   Equations and Inequalities

Time spent on instruction and practice for this unit should not be reduced.

Topics	Cluster(s)	Recommendations
A: Reasoning About and Solving Equations	6.EE.B 6.RP.A	Do not eliminate or consolidate lessons.
B: Reasoning About and Solving Inequalities	6.EE.B	Do not eliminate or consolidate lessons.
C: Representing and Analyzing Quantitative Relationships	6.EE.C 6.RP.A	Do not eliminate or consolidate lessons.

Unit 7 — Geometry

Topics	Cluster(s)	Recommendations
A: Area of Triangles, Quadrilaterals, and Polygons	6.G.A	Focus of this topic should be on developing understanding of formulas and decomposition/composition; if needed: Combine Lessons 2 - 4.
B: Polygons in the Coordinate Plane	6.G.A	Eliminate Lessons in this topic.
C: Volume of Rectangular Prisms	6.G.A	Incorporate foundational work from 5.MD.C before starting this topic (see Grade 5 Unit 3 Topic A) Eliminate or combine Lessons 10 & 11; focus on real-world problems as described in the second sentence of 6.G.A.2.
D: Nets and Surface Area	6.G.A	Eliminate Lesson 14. Combine Lessons 15 & 16.

Unit 8 — Statistics

Emphasize the concept of a distribution (not the creation of representations) and the usefulness (not the calculations) of summary measures.

Topics	Cluster(s)	Recommendations
A: Understanding Statistics and Distributions	6.SP.A 6.SP.B	Combine Lessons 2 - 4 with a focus on concept of distribution and de-emphasis on creation of data representations.
B: Measurements of Center and Variability	6.SP.A 6.SP.B	Combine Lessons 5 - 7, de-emphasizing calculations. Combine Lessons 9 & 10 with a focus on using measures of center and spread to understand data sets.
C: Box Plots and Circle Graphs	6.SP.B	Combine Lessons 11 & 12. Eliminate Lesson 13.