---------------(Mathematics)

COURSE SYLLABUS

GRADE LEVEL: Sixth Grade (G-6) **SCHOOL YEAR**: 2023-2024

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COURSE DESCRIPTION:

Grade-6 Mathematics is required to prepare the students for the future middle and high school math courses. The US Common Core State Standards (CCSS) defines the curriculum framework of the G6 math using the following link as reference:

http://www.corestandards.org/Math/Content/6/introduction/

The curriculum and learning strategies adhere to the Dominican International School's: School-wide Learner Outcomes (SLOs) denoted as:

Truthful, **O**rganized, **R**eflective, **C**ourageous, and **H**elpful (**TORCH**).

The best practices of the student-centered learning are employed with **collaboration**, **problem-based learning**, **technology integration**, **discussion**, and more for the broader goal of **lifelong learning** and **problem-solving**.

The Mathematical Practice (MP) expected from the students is defined by the CCSS as:

1. Make sense of the problems and persevere in solving them,
2. Reason abstractly and quantitatively,
3. Construct viable arguments and critique the reasoning of others,
4. Model with mathematics,
5. Use appropriate tools strategically,
6. Attend to precision,
7. Look for and make use of structure, and
8. Look for and express regularity in repeated reasoning.

Note: Supplementary topics/lessons such as previous math reviews, application projects, real-world issues, may be included depending on the timing and the availability of the class.

COURSE OBJECTIVES:

The course objectives are defined into five Common Core State Standard domains:

- The Number System,
- Numeric and Algebraic Expression
- Solving Equations and Inequalities
- Ratios and Rate Relationships,
- Understand and use percent
- Geometry (area, surface area and volume)
- Statistics & Probability.

ASSESSMENT:

- Tests and Quarterly Exams will be communicated in advance.
- Pop Quizzes won't be announced and can be given at any time during the class so the students must come to class prepared.
- Tests/ Quizzes and Exams may be **cumulative,** so students should always revise previous lessons learned.
- All tests/ quizzes, and/or exams will be assigned within the scope of the lessons covered.
- **Classwork/ Homework** will be graded based on completion within the specified due dates.
- Students are responsible for checking the assignment/s' due date/s posted on Google Classroom.
- Students are expected to turn-in any assigned work/s by the due date with/out the Teacher's reminder.
- Incomplete or Late submission of work/s may result to a **10% deduction** on final exams grade.
- Students MUST submit "Mark as Done" in Google Classroom for each assignments posted.
- On certain circumstances, late submission of work is accepted a day after the due date/s communicated.
- Students who are absent are responsible for keeping up with the class by doing the work as assigned on Google Classroom.
- Students who miss the scheduled Test/Quarterly Exam must make-up for the test/exam on return at the earliest possible time.
- If the student does not make-up the test/exam at the earliest possible time upon return, then a penalty will be applied by points deduction from the exam score.
- Make-up test/exam will be entirely different to the originally scheduled test/exam questions.
- Re-Test/s will be considered for students who performed badly in some tests – **Note**: You have to come prepared at the right time.

Distribution of the grading system is as follows:

1. Classwork/ Homework   30%

2. Tests and Pop Quizzes	30%
3. Quarterly Exam	30%
4. deportment	<u>10%</u>
Grand Total	**100%**

PRIMARY TEXTBOOK & OTHER RESOURCES

- The students are required to bring the primary textbook to every class:

  Berry, Champagne, Milou, Schielack, Wray, Charles, and Fennell, enVisionmath2.0, Volume I & II, Pearson Scott Foresman. Addison Wesley, 2017. (Also, Additional Practice Workbook and Common Core Standards Practice Workbook)

The required online textbook companion is the Pearson Realize site:

  https://www.pearsonrealize.com

Students are required to check the school's Google Classroom site regularly for assignments and announcements. Regular correspondences will be conducted using the school's Gmail.

Students are required to come to class prepared with at least the standard school supplies:

Stationary:

1. **Notebook**: A notebook of at least 60 - 80 pages - the yellow or wire bonded type is pretty much convenient for the student to take notes during lesson and to write down some examples before any classwork/homework assignments.
2. **Folder:** A 60 - 80 Flip-file might be needed to file/keep all "assignments" and tests papers together for the academic year.
3. **Ruler:** A 20 – 30 cm ruler should be at the disposal of each student.
4. **Blue**/**black pen and pencil** (<u>note</u>: only pens are allowed during tests).
5. **Red pen**: Can only be use for marking and to highlight important/main points in a text.
6. **Home online access:** (Computer/Laptop/Notepad/Cell phone) to get into **Google Classroom** and other online tools.

   Codes will be given out to enable access to the **"enVisionmath2.0" E-book**.
7. **Calculator**: When the need arises, the **CASIO** calculator is suggested to be use in Grades 6 and 7.

   Note: Other resources may be required when necessary.

ADDITIONAL INFORMATION

Please see **Google Classroom** for more information. A Class code/link will be given out for students to join in.

- **Domain 6. NS: The Number System**

Applying previous understandings of multiplication and division to divide fractions by fractions.

CCSS.MATH.CONTENT.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 $(2/3) \div (3/4)$ 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 ¾ or (0.75) m and area ½ or (0.5) m^2?

Compute fluently with multi-digit numbers and find common factors and multiples.

CCSS.MATH.CONTENT.6.NS.B.2

Fluently divide multi-digit numbers using the standard algorithm.

CCSS.MATH.CONTENT.6.NS.B.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

CCSS.MATH.CONTENT.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).

Apply and extend previous understandings of numbers to the system of rational numbers.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

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.

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.

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.

Apply and extend previous understandings of numbers to the system of rational numbers.

Understand ordering and absolute value of rational numbers.

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.

Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3 ºC > -7 ºC to express the fact that -3 ºC is warmer than -7 ºC.

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.

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.

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.

- **Domain 6. RP: Ratios & Proportional Relationships**

Understand ratio concepts and use ratio reasoning to solve problems.

CCSS.MATH.CONTENT.6.RP.A.1

Understand the concept of a ratio and use ratio notation to describe a 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."

CCSS.MATH.CONTENT.6.RP.A.2

Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate notation 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."[1]

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.6.RP.A.3.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.

CCSS.MATH.CONTENT.6.RP.A.3.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?

CCSS.MATH.CONTENT.6.RP.A.3.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.

CCSS.MATH.CONTENT.6.RP.A.3.D

Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

- ## Domain 6. EE: Algebraic Expressions & Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

CCSS.MATH.CONTENT.6.EE.A.1

Write and evaluate numerical expressions involving whole-number exponents.

CCSS.MATH.CONTENT.6.EE.A.2

Write, read, and evaluate expressions in which letters stand for numbers.

CCSS.MATH.CONTENT.6.EE.A.2.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.

CCSS.MATH.CONTENT.6.EE.A.2.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 sum of two terms.

CCSS.MATH.CONTENT.6.EE.A.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 $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.

CCSS.MATH.CONTENT.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; 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.

CCSS.MATH.CONTENT.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.

Reason about and solve one-variable equations and inequalities.

CCSS.MATH.CONTENT.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.

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.

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.

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 $x < c$ has infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

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.

- **Domain 6. G: Geometry**

Solve real-world and mathematical problems involving area, surface area, and volume.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

- **Domain 6. SP: Statistics & Probability**

Develop understanding of statistical variability.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

CCSS.MATH.CONTENT.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.

Summarize and describe distributions.

CCSS.MATH.CONTENT.6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

CCSS.MATH.CONTENT.6.SP.B.5

Summarize numerical data sets in relation to their context, such as by:

CCSS.MATH.CONTENT.6.SP.B.5.A

Reporting the number of observations.

CCSS.MATH.CONTENT.6.SP.B.5.B

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

CCSS.MATH.CONTENT.6.SP.B.5.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.

CCSS.MATH.CONTENT.6.SP.B.5.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.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and

1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.

2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.

3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Note: Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week 1 **Aug 10th to 11th** **Only 2 School Days** *10 ~ First Day / Orientation Day*	1-1. Fluently Add, Subtract and Multiply Decimals, (Classwork and Homework).
Week 2 **Aug 14th to 18th** *15 ~ Opening Mass*	1-2. Fluently Divide Whole Numbers & Decimals and 1-3. Multiply Fractions (Classwork and Homework), and Bi-Weekly Test.
Week 3 **Aug 21st to 25th**	1-4. Division with Fractions, (Classwork and Homework). 1-5. Divide Fractions by Fractions, (Classwork and Homework).
Week 4 **Aug 28th to Sep 1st**	1-6. Divide Mixed Numbers, (Classwork and Homework). 1-7. Solve Problems with Rational Numbers (Classwork and Homework) and Bi-Weekly Test.
Week 5 **Sep 4th to 8th** *8 ~ Holy Mass & VIP Induction*	2-1. Understand Integers (Classwork and Homework) 2-2. Represent Rational Numbers on the Number Line (Classwork and Homework).
Week 6 **Sep 11th to 15th** *12-14 ~ Pre-Exam Days*	2-3. Absolute Value of Rational Numbers (Classwork and Homework) 2-4. Rational Numbers on the Coordinate Plane, and Bi-Weekly Test.
Week 7 **Sep 18th to 22nd**	2-5. Distance on the Coordinate Plane (Classwork and Homework). 2-6. Polygons on the Coordinate Plane (Classwork and Homework).
Week 8 **Sep 25th to 29th**	**No class: teacher's conference (25th – 28th) + moon festival holiday (29th).**

No Classes *25-28 ~Teacher's Conference* *29 – Moon Festival Holiday*	
Week 9 **Oct 2nd to 6th** **3 Days of Class** *5-6 ~Q1 Exams*	Revision of lessons: 1-1 to 1-7 and 2-1 to 2-6. First-Quarter Exams.

2nd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week 1 (10) **Oct 9th to 13th** **3 Days of Class** *9-10 – Double 10 Holiday*	3-1. Understand and Represent Exponents (Classwork and Homework). 3-2. Greatest Common Factor and Least Common Multiple (Classwork and Homework).
Week 2 (11) **Oct 16th to 20th**	3-3. Write and Evaluate Numerical Expressions (Classwork and Homework). 3-4. Write Algebraic Expressions (Classwork and Homework) and Bi-Weekly Test.
Week 3 (12) **Oct 23rd to 27th**	3-5. Evaluate Algebraic Expressions (Classwork and Homework). 3-6. Generate Equivalent Expressions (Classwork and Homework).
Week 4 (13) **Oct 30th to Nov 3rd** *1 - All Saint's Day Mass*	3-7. Simplify Algebraic Expressions (Classwork and Homework). 4-1. Understand Equations and Solutions (Classwork and Homework), and Bi-Weekly Test.
Week 5 (14) **Nov 6th to 10th**	4-2. Properties of Equality (Classwork and Homework). 4-3. Write and Solve Addition and Subtraction Equations (Classwork and Homework).
Week 6 (15) **Nov 13th to 17th**	4-4. Write and Solve Multiplication and Division Equations Classwork and Homework 4-5. Write and Solve Equations with Rational Numbers (Classwork and Homework), and Bi-Weekly Test
Week 7 (16) **Nov 20th to 24th**	Understand and Write Inequalities (Classwork and Homework). 4-7. Solve Inequalities (Classwork and Homework).
Week 8 (17) **Nov 27th to Dec 1st**	4-8. Understand Dependent and Independent Variables (Classwork and Homework). 4-9. Use Patterns to Write and Solve Equations (Classwork and Homework).
Week 9 (18) **Dec 4th to 8th** *8 - Foundation Day Celebrations*	4-10. Relate Tables Graphs and Equations (Classwork and Homework), and Bi-Weekly Test.
Week 10 (19) **Dec 11th to 15th**	Revision of lessons: 3-1 to 3-7 and 4-1 to 2-10.

3 Days of Class *14-15 ~ Q2 Exams*	Second-Quarter Exams.
Dec 18ᵗʰ to Jan 1ˢᵗ	**Christmas Holiday**

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (20) **Jan 3ʳᵈ to 5ᵗʰ** **3 Days of Class** *4 ~ New Year Mass*	5-1. Understand Ratios (Classwork and Homework). 5-2. Generate Equivalent Ratios (Classwork and Homework).
Week 2 (21) **Jan 8ᵗʰ to 12ᵗʰ**	5-3. Compare Ratios (Classwork and Homework). 5-4. Represent Graphs and Ratios (Classwork and Homework). Bi-Weekly Test.
Week 3 (22) **Jan 15ᵗʰ to 19ᵗʰ**	5-5. Understand Rates and Unit Rates (Classwork and Homework).
Week 4 (23) **Jan 22ⁿᵈ to 26ᵗʰ**	5-6. Compare Unit Rates (Classwork and Homework). 5-7. Solve Unit Rate Problems (Classwork and Homework). Bi-Weekly Test.
Week 5 (24) **Jan 29ᵗʰ to Feb 2ⁿᵈ**	5-8. Convert Customary Units (Classwork and Homework). 5-9. Convert Metric Units (Classwork and Homework).
Week 6 (25) **Feb 5ᵗʰ to 9ᵗʰ** **3 Days of Class** *8-9 ~ CNY*	5-10. Relate Customary and Metric Units (Classwork and Homework). 6-1. Understand Percent (Classwork and Homework). Bi-Weekly Test.
Feb 8ᵗʰ to 16ᵗʰ	**CNY Holiday**
Week 7 (26) **Feb 19ᵗʰ to 23ʳᵈ** *19 ~ Lenten Mass* *21-23 ~ Pre-Exam Days*	6-2. Relate Fractions Decimals and Percent (Classwork and Homework). 6-3. Percent Greater than 100 or less than 1 (Classwork and Homework).
Week 8 (27) **Feb 26ᵗʰ to March 1ˢᵗ** **4 Days of Class** *28 ~ 228 Memorial Day Holiday*	6-4. Estimate to Find Percent (Classwork and Homework). 6-5. Find Percent of a Number Classwork and Homework Bi-Weekly Test.
Week 9 (28) **March 4ᵗʰ to 8ᵗʰ** **4 Days of Class** *8 ~ Q3 Exams*	Revision of lessons: 5-1 to 5-10 and 6-1 to 6-5. Third-Quarter Exams.

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	**Topic / Projects / Assessments**
Week 1 (29) **March 11th to 15th** **4 Days of Class** *11 ~ Q3 Exams* *12 ~ Q4 Begins*	6-6. Find the whole given a percent (Classwork and Homework). 7-1. Areas of Parallelograms and Rhombuses (Classwork and Homework).
Week 2 (30) **March 18th to 22nd** *18-21 ~ Fire Drill*	7-2. Solve Triangle Area Problems (Classwork and Homework). 7-3. Areas of Trapezoids and Kites (Classwork and Homework), and Bi-Weekly Test.
March 25th to Apr 5th	**Easter Holiday**
Week 3 (31) **Apr 8th to 12th** *10 ~ Easter Mass*	7-4. Areas of Polygons (Classwork and Homework). 7-5. Solid Figures using Nets (Classwork and Homework).
Week 4 (33) **Apr 15th to 19th**	7-6. Surface Areas of Prisms (Classwork and Homework). 7-7. Surface Areas of Pyramids (Classwork and Homework), and Bi-Weekly Test.
Week 5 (34) **Apr 22th to 26th** *22-26 ~ AP Mock Exams*	7-8. Volume with fractional length (Classwork and Homework).
Week 6 (35) **Apr 29th to May 3rd** *1-2 ~ Pre-Exam* *1-10~ Final Exams (K, 5, 8, 12 only)* *4/29 – 5/10 ~ AP Exams*	8-1 & 8-2. Statistical Questions Mean, Median, Mode, Range (Classwork and Homework), and Bi-Weekly Test.
Week 7 (36) **May 6th to 10th** *1-10~ Final Exams (K, 5, 8, 12 only)* *4/29 – 5/10 ~ AP Exams*	8-3. Box Plots (Classwork and Homework). 8-4. Frequency Tables and Histograms (Classwork and Homework).
Week 8 (37) **May 13th to 17th** **2 Days of Class** *15-16 ~ Q4 Exams* *17 ~ Record Day*	8-5. Measures of Variability (Classwork and Homework), and Bi-Weekly Test. Revision of lessons: 7-1 to 7-8 and 8-1 to 8-5. Fourth-Quarter Exams.
Week 9 (38) **May 20th to 24th** **ACTIVITIES:** *Double check the school calendar and emails from the administration.*	-- *20-24 ~ Student Clearance Days* *21 ~ Baccalaureate Mass for Graduating classes* *22 & 23 ~ Middle & High School Sports Day* *23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion* *24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation* *24 ~ Lower School Sports Day*
Week 10 (39) **May 27th to 31st** **ACTIVITIES:** *Double check the school calendar and emails from the administration.*	-- *27 ~ House Culminating Activity* *28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation* *29 ~ Class Party* *30 ~ Last Day of School & Report Card Distribution (half day)* *31 ~ Teachers/Staff Meeting*