Publisher/Developer: *Amplify Education, Inc.*

Program Title: *Amplify Desmos Math California, Grade 6*

Components: *Teacher Edition; Student Edition; Assessment Resources; Intervention, Extension, and Investigation Resources; Math Language Development Resources; Additional Practice Resources; Additional Practice Student Workbook; Student Digital License; Teacher Digital License*

Approved by the State Board of Education January 18, 2024

Page 1 of

# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0)

# Standards Map Template

## Grade Six

### Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the SBE, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major Conceptual Ideas in the Program**  | **How do the program’s Major Conceptual Ideas map to the Framework’s Big Ideas?** | **How are Standards Covered under the Major Conceptual Ideas?**  | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| **Unit 1:** Area and Surface Area*Use composing and decomposing strategies to develop and apply formulas that give the areas of triangles, special quadrilaterals, and polygons. Calculate the surface area of three-dimensional figures using their nets.* | * **Nets and Surface Area:** Students represent three-dimensional figures using nets and use those nets to determine surface area.
* **Graphing Shapes:** Students determine the areas of polygons graphed on a grid by evaluating formulas that contain variables standing for numbers. In Task 1 of Investigation 1: *Polygons on a Grid*, students graph polygons on grids, count their interior and perimeter points, and determine their areas to prepare for Task 2 in Unit 6 in which they will explore the relationships between perimeter points, interior points, and area.
* **Generalizing With Multiple Representations:** To determine the areas of polygons and volumes of right rectangular prisms, students understand variables and use them to represent numbers in area and volume formulas.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.G.1:** Students determine the area of triangles, quadrilaterals, and other polygons using composition and decomposition strategies.
* **6.G.4:** Students create nets of polyhedra and use the nets to determine surface area.
* **6.EE.2.a:** Students use area formulas that include variables standing for numbers.
* **6.EE.2.c:** Students evaluate expressions for given values of their variables as they use area formulas to determine the area of triangles and special quadrilaterals.
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| **Unit 2:** Introducing Ratios*Develop ratio concepts and apply ratio reasoning to solve real-world problems using a variety of representations of ratio relationships.* | * **Generalizing With Multiple Representations:** Students use ratios to solve problems and represent ratios using a variety of ways (tables, double number lines, graphs). They identify and generate equivalent ratios.
* **Patterns Inside Numbers:** Students consider the numbers that make up a ratio.
* **Fraction Relationships:** Students relate fractions to ratios.
* **Model the World:** Students model and solve real-world problems involving ratios.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.RP.1:** Students explore ratios, understand what it means for two quantities to be in a ratio relationship, and use ratio language to describe this relationship.
* **6.RP.3.a:** Students use tables and graphs to explore and generate equivalent ratios. They find missing values and compare ratios.
* **6.NS.4:** Students explore common multiples and common factors and determine the least common multiple and the greatest common factor of two numbers.
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| **Unit 3:** Unit Rates and Percentages*Develop unit rate concepts and apply rate reasoning to solve real-world problems, including problems involving percentages, using a variety of representations of ratio relationships.* | * **Generalizing With Multiple Representations:** Students use unit rates and percentages to solve problems and represent them using a variety of ways (tables, double number lines, graphs).
* **Fraction Relationships:** Students relate fractions to percentages.
* **Model the World:** Students model and solve real-world problems involving rates and percentages. In Task 1 of Investigation 2: *Taxicab Geometry*, students calculate taxicab distances on a map of Sacramento, California, convert measurements, and determine unit rates. This Investigation also addresses the Big Ideas **Graphing Shapes** and **Distance and Direction**.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.RP.2:** Students explore unit rates, understand the relationship between ratios and unit rates, and use rate language, such as *for each* or *per*.
* **6.RP.3.a:** Students solve unit rate problems by using tables and double number lines to find missing values.
* **6.RP.3.b:** Students solve problems involving unit rates.
* **6.RP.3.c:** Students understand a percent as a rate per 100, find the percent of a quantity, and solve problems involving finding the whole, given a part and the percent.
* **6.RP.3.d:** Students apply ratio reasoning to convert measurement units.
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| **Unit 4:** Dividing Fractions*Extend previous understandings of operations to divide fractions by fractions, and solve problems involving fraction division in a variety of contexts.* | * **Fraction Relationships:** Students extend their understanding of the meaning of division to divide fractions by fractions, using visual models and the relationship between the numerator and denominator. They move on to solve problems involving the areas of polygons and volumes of right rectangular prisms with fractional dimensions.
* **Generalizing With Multiple Representations:** Students use equivalent expressions to represent different ways to determine the area and volume of figures with fractional dimensions.
* **Nets and Surface Area:** Students write and use expressions with whole-number exponents to represent the area and volume of figures with fractional dimensions.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.NS.1:** Students use visual fraction models, equations, and the relationship between multiplication and division to interpret and solve problems involving division with any two fractions, including mixed numbers.
* **6.EE.2.c:** Students evaluate expressions for given values of their variables as they solve problems involving the area and volume of figures with fractional dimensions.
* **6.G.1:** Students calculate areas of rectangles and triangles with fractional dimensions. They determine missing dimensions of figures composed of rectangles and triangles with fractional dimensions.
* **6.G.2:** Students determine the volume of right rectangular prisms with fractional side lengths using unit cubes and formulas.
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| **Unit 5:** Decimal Arithmetic*Develop fluency with decimal operations and multi-digit whole number division using standard algorithms and solve problems involving these operations. Relate fractions to decimals and percentages.* | * **Model the World:** Students model and solve real-world problems involving operations with decimals and mutli-digit whole number division.
* **Patterns Inside Numbers:** Students use visual area models and factors to explore how some expressions that represent sums can be written as the product of two factors using the distributive property.
* **Fraction Relationships:** Using money contexts, students relate fractions, decimals, and percentages to represent values of coins in cents and dollars as well as fractions or percentages of one dollar.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.NS.2:** Students use area diagrams and partial quotients to divide multi-digit numbers, connecting partial quotients strategies to the standard algorithm. They move on to fluently divide multi-digit numbers using the standard algorithm.
* **6.NS.3:** Students use the standard algorithm to fluently add, subtract, multiply, and divide multi-digit decimals. They make connections between place value reasoning, diagrams, and the standard algorithm.
* **6.NS.4:** Students apply their knowledge of factors and the distributive property as they connect area models to decimal multiplication. They compare a partial quotients strategy to the standard division algorithm, recognizing that 4(100 + 40 + 6) is equivalent to 400 + 160 + 24 when dividing 584 by 4, yielding the quotient of 146.
* **6.RP.3.b:** Students apply decimal operations to solve unit rate problems.
* **6.RP.3.c:** Students use money contexts to extend their prior knowledge of percentages as unit rates by describing the relationships between percentages and their decimal equivalents.
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| **Unit 6:** Expressions and Equations*Develop understanding of variables and use expressions, equivalent expressions, one-variable equations and inequalities, and two-variable equations to represent and solve real-world and mathematical problems.* | * **Generalizing With Multiple Representations:** Students recognize that a variable can represent a changing quantity or unknown number. They model and solve mathematical and real-world situations using equivalent expressions, equations, tape diagrams, and hanger diagrams. They define independent and dependent variables and use images, tables, and four quadrant graphs to model and solve real-world problems, including those involving rates and unit rates.
* **Relationships Between Variables:** Through the context of a family’s road trip that traverses different elevations, students create a graph that represents the relationship between the independent variable of time and the dependent variable of elevation during the family’s trip. Students use tables, graphs, and equations to represent and analyze two-variable relationships between independent and dependent variables. In Task 2 of Investigation 1: *Polygons on a Grid*, students investigate and represent the relationship among the number of perimeter and interior points of a polygon and its area.
* **Patterns Inside Numbers:** Students explore growing patterns using images, tables, and graphs.
* **Fraction Relationships:** Students understand fractions divided by fractions as they solve equations of the form *x* + *p* = *q* and *px* = *q* where *p* and *q* are nonnegative fractions.
* **Nets and Surface Area:** Students use visual models to represent area and volume as expressions involving whole-number exponents.
* **Model the World:** Students model and solve real-world problems by writing and solving one-variable equations of the form *x* + *p* = *q* and *px* = *q* where *p*, *q,* and *x* are all nonnegative rational numbers.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.EE.1:** Students extend their knowledge of numerical expressions from prior grades to now write and evaluate expressions that include whole-number exponents.
* **6.EE.2.a:** Students write expressions using numbers, operations, and variables standing for numbers.
* **6.EE.2.b:** Students understand the structure of expressions, recognizing how different parts of an expression can be viewed as single entities. They use mathematical vocabulary to identify parts of expressions.
* **6.EE.2.c:** Students use the order of operations to evaluate expressions that include whole-number exponents as they solve problems involving area and volume models.
* **6.EE.3:** Through the use of visual models, students demonstrate how properties of operations (commutative, associative, and distributive) can be used to generate equivalent expressions.
* **6.EE.4:** Students understand that two expressions are equivalent if they give the same value regardless of which number is substituted for the variable. They use visual models and properties of operations to determine when two expressions are equivalent.
* **6.EE.5:** Students explore what it means to solve an equation, beginning by using substitution to determine whether given values make equations true. They use the term *solution* to refer to any value that makes an equation true.
* **6.EE.6:** Students understand that a variable represents a number that may be unknown and write expressions that contain variables to model real-world or mathematical problems.
* **6.EE.7:** Students represent real-world and mathematical problems with one-variable equations of the form *x* + *p* = *q* and *px* = *q* where *p*, *q,* and *x* are all nonnegative rational numbers, use a variety of strategies to solve them, and interpret the solution within context.
* **6.EE.9:** Students explore two quantities that change in relationship to one another (independent and dependent variables). They use tables, graphs, and equations to analyze these relationships and make connections between the different representations.
* **6.RP.1:** Students use ratio language to connect tables, graphs, and equations of the same ratio relationships.
* **6.RP.2:** Students use unit rates to connect tables, graphs, and equations of the same rate relationships.
* **6.RP.3.a:** Students solve problems by connecting tables, graphs, and equations of ratio and rate relationships between two variables.
* **6.NS.1:** Students divide with fractions as they solve one-variable equations of the form *px* = *q* where *p*, *q,* and *x* are all nonnegative rational numbers.
* **6.G.1:** Students use area and volume models to evaluate variable expressions that involve whole-number exponents.
* **6.G.2:** Students apply volume formulas to calculate the volume of right rectangular prisms with fractional edge lengths.
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| **Unit 7:** Positive and Negative Numbers*Extend prior knowledge of the number system to include negative rational numbers by developing understanding of opposites, absolute value, and ordering of positive and negative rational numbers, applying these concepts to solve real-world problems.* | * **Generalizing With Multiple Representations:** Students use their understanding of variables to write inequality statements involving positive and negative rational numbers. They connect symbolic representations of inequalities to number line graphs, hanger diagrams, and verbal descriptions.
* **Relationships Between Variables:** As students extend their idea of number to include rational numbers, they graph ordered pairs with rational number coordinates on the coordinate plane. They move on to study the relationships between independent and dependent variables that can be represented by these ordered pairs that include rational number coordinates.
* **Nets and Surface Area:** Students use rational number coordinates to represent the vertices of polygons graphed on the coordinate plane and write expressions involving whole-number exponents to determine the areas of these polygons.
* **Model the World:** Students make sense of real-world situations by plotting points with rational number coordinates on the coordinate plane and represent real-world comparisons by writing and interpreting statements of order using inequality symbols. They use real-world contexts to interpret the absolute value of a number and explain the real-world meaning of zero in each situation.
* **Graphing Shapes:** Students use rational number coordinates to represent the vertices of polygons, graph them on the coordinate plane, and determine side lengths, perimeter, and area. In Task 2 of Investigation 2: *Taxicab Geometry*, students use quadrants and ordered pairs to visualize and investigate taxicab distance on a coordinate plane. This Investigation also addresses the Big Ideas **Model the World** and **Distance and Direction**.
* **Distance & Direction:** Students use number lines to explore the absolute value of numbers, relating absolute value to distance. They compare and order numbers using inequality statements.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.NS.5:** Students use real-world contexts to understand how positive and negative numbers describe quantities having opposite directions and explain the meaning of zero.
* **6.NS.6.a:** Students explore opposites of numbers and relate them to their locations on a number line.
* **6.NS.6.b:** Students relate the signs of numbers in ordered pairs to quadrants in the coordinate plane, including when two points are related by reflections across one or both axes.
* **6.NS.6.c:** Students plot rational numbers on vertical and horizontal number lines, and plot ordered pairs of rational numbers on the coordinate plane.
* **6.NS.7.a:** Students interpret inequality statements about the relative positions of two rational numbers located on a number line.
* **6.NS.7.b:** Students represent real-world comparisons by writing, interpreting, and explaining statements of order using inequality symbols.
* **6.NS.7.c:** Students explore the concept of absolute value, recognizing the absolute value of a number as its distance from zero on a number line. They use real-world contexts to interpret the absolute value of a number as its magnitude.
* **6.NS.7.d:** Students analyze statements that compare the absolute value of rational numbers and distinguish those statements from statements regarding the order of rational numbers.
* **6.NS.8:** To solve real-world and mathematical problems, students graph points with rational number coordinates in all four quadrants of the coordinate plane. They use absolute value to determine distances between points when the points share a common first coordinate or a common second coordinate.
* **6.EE.5:** Students use the term *solution* to refer to any value that makes an inequality true.
* **6.EE.6:** Students use variables to interpret and write inequalities with one or more than one variable.
* **6.EE.8:** Students write one-variable inequalities of the form *x* > *c* or *x* < *c* to model real-world and mathematical problems, recognizing that inequalities of these forms have infinitely many solutions. They graph solutions of inequalities on number lines.
* **6.G.3:** Students graph polygons on the coordinate plane and determine vertical and horizontal side lengths.
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| **Unit 8:** Describing Data*Develop understanding of statistical variability and the shape of distributions, representing data in different ways and summarizing data distributions with regard to the center, spread, and shape.* | * **Variability in Data:** Students explore variability in data and represent data using different representations.
* **The Shape of Distributions:** Students analyze the distribution of data sets by describing their shape, center, and spread.

For more information about how each Big Idea is developed throughout the grade, refer to the Keeping the Big Ideas at the Center ([pages xiv–xviii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=12)) in the Teacher Edition. | * **6.SP.1:** Students recognize statistical questions as those that anticipate variability.
* **6.SP.2:** Students explore the center, spread, and overall shape of data distributions.
* **6.SP.3:** Students use measures of center and variation to summarize data distributions.
* **6.SP.4:** Students create dot plots, histograms, and box plots to display numerical data.
* **6.SP.5.a:** Students summarize numerical data sets by reporting the number of observations.
* **6.SP.5.b:** Students summarize numerical data sets by describing the attributes being measured, how they are measured, and other relative information.
* **6.SP.5.c:** Students summarize numerical data sets by stating the measures of center and variability, and by describing patterns in the data — including deviations from those patterns.
* **6.SP.5.d:** Students summarize numerical data sets by relating which measure of center or variability they chose to the data distribution’s shape and context.
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Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

### Standards for Mathematical Practice

To view the full alignment of Amplify Desmos Math California to each of the Standards for Mathematical Practice, refer to [pages li–liii](https://learning.amplify.com/m/5015c0009623abf1/original/ADM-G6-TE-FM-V1-CA.pdf#page=49) in the Teacher Edition. Exemplar citations are provided in the following table.

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them.  | **Student Edition*** 2.12 ([Warm-Up, Problems 1–4, page 214](https://learning.amplify.com/m/7a396839d05a69c3/original/ADM-G6-U2-12-SE-lesson-answer-key-CA.pdf#page=1) and [Screens 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2cb48?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/21539bea-c74a-42fa-8520-1a640913e77f))
* 1.14 ([Activity 1, Problems 2–6, page 110](https://learning.amplify.com/m/32ad345f1f2d6947/original/ADM-G6-U1-14-SE-lesson-answer-key-CA.pdf#page=2))
* Unit 2 Explore ([Activity, Problems 2–3, pages 124–125](https://learning.amplify.com/m/8d6a147f85e5720/original/ADM-G6-U2-Explore-SE-lesson-answer-key-CA.pdf#page=2) and [Activity Cards](https://learning.amplify.com/m/4c6c0900c978f0c2/original/ADM-G6-U2-Explore-cards-CA.pdf))
* 3.04 ([Activity 2, Problems 5–8, pages 279–280](https://learning.amplify.com/m/3a77d61af064e25c/original/ADM-G6-U3-04-SE-lesson-answer-key-CA.pdf#page=3) and [Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3b3a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/026ad04c-fef5-42e7-adc8-2475cbf00d1f))
* 1.04 ([Warm-Up, Problems 1–2, page 30](https://learning.amplify.com/m/490dc97d2ae849e8/original/ADM-G6-U1-04-SE-lesson-answer-key-CA.pdf) and [Screen 1](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c13e39?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/46358eda-2079-4d27-b586-f809e5bccc68))

**Teacher Edition*** 2.12 ([Warm-Up, entire Launch and Connect sections, page 214](https://learning.amplify.com/m/37d3ad6765796cab/original/ADM-G6-U2-12-TE-CA.pdf#page=3) and [Screens 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2cb48?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/21539bea-c74a-42fa-8520-1a640913e77f))
* 1.14 ([Activity 1, entire Launch section and Monitor, paragraph that begins with “Display,” page 110](https://learning.amplify.com/m/6696fcd4849fe2bb/original/ADM-G6-U1-14-TE-CA.pdf#page=4) and [Screens 3–4](https://teacher.desmos.com/activitybuilder/custom/68078c35907aef8d98c1a977?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/0d5c310d-197b-41eb-94d2-567c6bab8ac6))
* Unit 2 Explore ([Activity, entire Launch, Monitor, and Connect sections, pages 124–125)](https://learning.amplify.com/m/6ae574d8ae72fc1c/original/ADM-G6-U2-Explore-TE-CA.pdf#page=4)
* 3.04 ([Activity 2, entire Launch, Monitor, and Connect sections, pages 279–280](https://learning.amplify.com/m/18c3266aaafa019/original/ADM-G6-U3-04-TE-CA.pdf#page=5))
* 1.04 ([Warm-Up, Launch, paragraph that begins with “Use the Notice and Wonder routine,” and Connect, bulleted list under “Consider asking,” page 30](https://learning.amplify.com/m/3a3cd7b3591e26e3/original/ADM-G6-U1-04-TE-CA.pdf#page=3) and [Screen 1](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c13e39?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/46358eda-2079-4d27-b586-f809e5bccc68))
 |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | **Student Edition*** 6.05 ([Activity 2, Problems 4–7, page 675](https://learning.amplify.com/m/1ed4aee365d9e831/original/ADM-G6-U6-05-SE-lesson-answer-key-CA.pdf#page=3))
* 6.01 ([Activity 1, Screens 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c48907aef8d98c71a95?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/f10ae6fe-260d-4cef-ba3f-4791f7e7933c))
* 7.06 ([Activity 2, Problems 6–10, pages 821–822](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 6.01 ([Activity 1, Monitor, paragraph that begins with “Pause” and Differentiation table with Screen 4, pages 642–643](https://learning.amplify.com/m/7be1535b1b38480/original/ADM-G6-U6-01-TE-CA.pdf#page=4))
* 6.05 ([Activity 2, entire Connect section including the Key Takeaway, page 675](https://learning.amplify.com/m/2e6ea9ab38fd5504/original/ADM-G6-U6-05-TE-CA.pdf#page=5) and [Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 676](https://learning.amplify.com/m/2e6ea9ab38fd5504/original/ADM-G6-U6-05-TE-CA.pdf#page=6))
* 7.06 ([Activity 2, Launch, paragraph that begins with “Look for” and Multilingual/English Learners support and entire Connect section, pages 821–822](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=5))
 |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. | **Student Edition*** 5.07 ([Activity 1, Screen 3 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c62c0e?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/d2ff5f69-6ba9-48ff-8931-1c4b746fce31))
* 6.06 ([Activity 1, Screen 5 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/cf1c3a56-7bca-43fa-ad1e-abe74960f327))
* 5.03 ([Activity 1, Screen 3 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c60ea8?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/f297fa4e-a5a8-4c2d-a780-6271474dab9e))
* 2.08 ([Activity 1, Screen 5 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2a3a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/ab017d39-2561-4862-b353-89408f90be1f))
* 1.13 ([Activity 1, Screen 4 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c35907aef8d98c19e34?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/506b29bc-e5ea-4cfa-97f5-48dd0d1b2d41))

**Teacher Edition*** 5.07 ([Activity 1, entire Monitor section, page 548](https://learning.amplify.com/m/1810c43e08bd2de1/original/ADM-G6-U5-07-TE-CA.pdf#page=4))
* 6.06 ([Activity 1, Connect, paragraphs that begin with “Use the,” “Invite students,” and “Consider asking,” page 683](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=5))
* 5.03 ([Activity 1, entire Connect, section, page 516](https://learning.amplify.com/m/2105c477932706c/original/ADM-G6-U5-03-TE-CA.pdf#page=4))
* 2.08 ([Activity 1, entire Monitor section, page 183](https://learning.amplify.com/m/2cf6435a363d419/original/ADM-G6-U2-08-TE-CA.pdf#page=5))
* 1.13 ([Activity 1, entire Connect section, page 103](https://learning.amplify.com/m/364774447b064db0/original/ADM-G6-U1-13-TE-CA.pdf#page=5))
 |  |  |  |
| MP.4 | Model with mathematics. | **Student Edition*** 8.14 ([Activity 3, Problems 8–9, page 1006](https://learning.amplify.com/m/6c0538b6112eb43c/original/ADM-G6-U8-14-SE-lesson-answer-key-CA.pdf#page=4) and [Activity 3 Cards](https://learning.amplify.com/m/7f3263796311907c/original/ADM-G6-U8-14-cards-CA.pdf))
* 2.14 ([Warm-Up and Activity 1, Screens 1–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2db97?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/48c5df78-ac4f-409b-8fb0-537d5c974af1))
* 5.14 ([Activities 1–2, Problems 3, 6, and 7, pages 608–609](https://learning.amplify.com/m/602b7241a9d7a076/original/ADM-G6-U5-14-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 8.14 ([Activity 3, entire Connect section, page 1006](https://learning.amplify.com/m/47f6bcf2c1941da3/original/ADM-G6-U8-14-TE-CA.pdf#page=6) and [Screen 7](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca54b2?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c50907aef8d98c9abee#preview/27fcf6b3-6e8c-492a-afac-3391a51f46a4))
* 2.14 ([Activity 1, Launch, paragraph that begins with “Demonstrate” and Monitor, paragraph that begins with “Encourage students,” page 230](https://learning.amplify.com/m/120f5240bfe6245b/original/ADM-G6-U2-14-TE-CA.pdf#page=4))
* 5.14 ([Activity 1, entire Monitor and Connect sections, page 608](https://learning.amplify.com/m/4940cbc98d2b9897/original/ADM-G6-U5-14-TE-CA.pdf#page=4) and [Activity 2, entire Monitor and Connect sections, page 609](https://learning.amplify.com/m/4940cbc98d2b9897/original/ADM-G6-U5-14-TE-CA.pdf#page=5))

**Intervention, Extension, and Investigation Resources*** Investigation 2 ([Taxicab Geometry, student pages 410–412](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=4), [Information Sheet, page 414](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=8), and [Recording Sheet, page 415](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=9))
* Investigation 2 ([Taxicab Geometry, teacher page 418](https://learning.amplify.com/m/6f6b3d7414cf76b2/original/ADM-G6-Investigation-2-teacher-CA.pdf#page=3))
 |  |  |  |
| MP.5 | Use appropriate tools strategically. | **Student Edition*** 2.12 ([Activity 3, Problem 10, page 217](https://learning.amplify.com/m/7a396839d05a69c3/original/ADM-G6-U2-12-SE-lesson-answer-key-CA.pdf#page=4) and [Activity 3 Sheet](https://learning.amplify.com/m/6cd4509216d2857e/original/ADM-G6-U2-12-activity-sheets-CA.pdf#page=2))
* 2.15 ([Activity 1, Problems 3–5, page 238](https://learning.amplify.com/m/248b551fc914d186/original/ADM-G6-U2-15-SE-lesson-answer-key-CA.pdf#page=2))
* 5.08 ([Activity 1, Problems 3–6, page 556](https://learning.amplify.com/m/942bc96ffe8217e/original/ADM-G6-U5-08-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 2.12 ([Activity 3, entire Monitor and Connect sections, page 217](https://learning.amplify.com/m/37d3ad6765796cab/original/ADM-G6-U2-12-TE-CA.pdf#page=6))
* 2.15 ([Activity 1, Monitor, paragraph that begins with “Capture” and Differentiation table, and entire Connect section including Key Takeaway, page 238](https://learning.amplify.com/m/ddac37903d376b/original/ADM-G6-U2-15-TE-CA.pdf#page=4))
* 5.08 ([Activity 1, entire Monitor and Connect sections including Key Takeaway, page 556](https://learning.amplify.com/m/c22b6ca2ed6d99d/original/ADM-G6-U5-08-TE-CA.pdf#page=4))
 |  |  |  |
| MP.6 | Attend to precision. | **Student Edition*** 6.06 ([Activity 2, Screen 11 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/d95fa2df-3783-4eef-bcf5-5887e56b6ddb))
* 5.02 ([Activity 1, Screen 2 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c604b1?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/d6983f60-8d85-4b32-955d-7d5544bdfd41))
* 8.03 ([Activity 1, Problem 4, page 916](https://learning.amplify.com/m/414234641d87f5e4/original/ADM-G6-U8-03-SE-lesson-answer-key-CA.pdf#page=2))
* 1.04 ([Activity 1, Problems 3–4, page 31](https://learning.amplify.com/m/490dc97d2ae849e8/original/ADM-G6-U1-04-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 6.06 ([Activity 2, Monitor, MLR1: Stronger and Clearer Each Time, Multilingual/English Learners support, and paragraph that begins with “Select and sequence,” page 685](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=7))
* 5.02 ([Activity 1, Launch, paragraph that begins with "Encourage students” and Multilingual/English Learners support, page 508](https://learning.amplify.com/m/559214bbdc911d6d/original/ADM-G6-U5-02-TE-CA.pdf#page=4))
* 8.03 ([Activity 1, Monitor, Accessibility: Visual-Spatial Processing support and Differentiation table, page 916](https://learning.amplify.com/m/69a128bab48c709d/original/ADM-G6-U8-03-TE-CA.pdf#page=4))
* 1.04 ([Activity 1, entire Monitor section, page 31](https://learning.amplify.com/m/3a3cd7b3591e26e3/original/ADM-G6-U1-04-TE-CA.pdf#page=4))
 |  |  |  |
| MP.7 | Look for and make use of structure. | **Student Edition*** 6.14 ([Activity 1, Screen 5: click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c79407?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/4ebe83e7-4e03-4468-978c-2054bddc9c54) and [Screen 6: click between Jayden’s and Rebecca’s strategies](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c79407?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/b5edcc86-b488-4509-b127-f6c894556491))
* 6.04 ([Activity 1, Screens 6–7 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c73601?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/95cb186f-38f0-45b8-901d-314acb5f3723))
* 6.12 ([Activity 1, Screen 2](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/221a567e-2341-476d-b362-1daab80a87a5))
* 1.02 ([Activity 2, Screen 8: click between Omar's and Jayla's strategies](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c1248b?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/21a07934-8ac1-42f9-9fa0-26bd367c3221) and [Screen 9](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c1248b?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/cbabfad1-fe46-4dca-a8c5-dbd1b0cb93db))
* 1.10 ([Activity 2, Screen 8](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c18142?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/db282bb0-19c3-4ac8-bf40-cb413c21536b) and [Screen 9: click "I'm ready!" and drag the point](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c18142?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/a2d8930c-0d32-430e-9363-b3266978059f))

**Teacher Edition*** 6.14 ([Activity 1, Monitor, Accessibility: Visual-Spatial Processing support and paragraphs that begin with “Consider asking,” and “Look and listen for,” pages 750–751](https://learning.amplify.com/m/f60f42c8caa5567/original/ADM-G6-U6-14-TE-CA.pdf#page=4))
* 6.04 ([Activity 1, entire Connect section including Key Takeaway, page 665](https://learning.amplify.com/m/6f1ec7e1ece58c5a/original/ADM-G6-U6-04-TE-CA.pdf#page=4))
* 6.12 ([Activity 1, entire Monitor section, page 732](https://learning.amplify.com/m/4aec5c7feeff0930/original/ADM-G6-U6-12-TE-CA.pdf#page=4))
* 1.02 ([Activity 2, Launch, bulleted list under “Consider asking” and Monitor, paragraph that begins with "Encourage students,” page 19](https://learning.amplify.com/m/714692bc11f32df8/original/ADM-G6-U1-02-TE-CA.pdf#page=6))
* 1.10 ([Activity 1, Purpose statement and entire Monitor section, page 83](https://learning.amplify.com/m/566accde62a9fa82/original/ADM-G6-U1-10-TE-CA.pdf#page=7))
 |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. | **Student Edition*** 1.07 ([Activity 1, Screens 2–4](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c1585c?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/965f2a23-d37c-4796-954c-b1bfb01a56e5))
* 5.05 ([Activity 2, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c620c0?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/77556194-5371-4e02-95a3-1f5a9974350a))
* 8.07 ([Activity 1, Screens 2–4 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9faac?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c50907aef8d98c9abee#preview/c5b83746-c046-4aa9-839c-6d9bb5e75b46))
* 3.09 ([Activity 2, Screen 8](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3fe3e?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/7af09279-c974-4ca4-a2ed-29f8e0b5bd55))

**Teacher Edition*** 1.07 ([Activity 1, Monitor, paragraphs that begin with “Encourage students” and “Listen for” and entire Connect section including the Key Takeaway, pages 51–52](https://learning.amplify.com/m/28fb714b8546acc0/original/ADM-G6-U1-07-TE-CA.pdf#page=4))
* 5.05 ([Activity 2, entire Launch section, and Monitor, paragraph that begins with “Listen for,” page 534](https://learning.amplify.com/m/280b735831ffe4ad/original/ADM-G6-U5-05-TE-CA.pdf#page=6))
* 8.07 ([Activity 1, entire Connect section, page 946](https://learning.amplify.com/m/21955dca4715f3c0/original/ADM-G6-U8-07-TE-CA.pdf#page=4))
* 3.09 ([Activity 2, entire Connect section, page 319](https://learning.amplify.com/m/14731d362fd848c0/original/ADM-G6-U3-09-TE-CA.pdf#page=7))
 |  |  |  |

### Grade-level Content Standards

### Domain: Ratios and Proportional Relationships

##### Cluster: Understand ratio concepts and use ratio reasoning to solve problems.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 2, 3, 5, and 6.

* In **Unit 2**, students explore ratios, understand what it means for two quantities to be in a ratio relationship, and use ratio language to describe this relationship. They use tables and graphs to explore and generate equivalent ratios. Students find missing values and compare ratios.
* In **Unit 3**, students explore unit rates, understand the relationship between ratios and unit rates, and use rate language, such as *for each* or *per*. They solve unit rate problems by using tables and double number lines to find missing values. Students understand a percent as a rate per 100, find the percent of a quantity, and solve problems involving finding the whole, given a part and the percent. They apply ratio reasoning to convert measurement units.
* In **Unit 5**, students apply decimal operations to solve unit rate problems. They use money contexts to extend their prior knowledge of percentages as unit rates by describing the relationships between percentages and their decimal equivalents.
* In **Unit 6**, students use ratio language to connect tables, graphs, and equations of the same ratio relationships. They use unit rates to connect tables, graphs, and equations of the same rate relationships. Students solve problems by connecting tables, graphs, and equations of ratio and rate relationships between two variables.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.RP.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. | **Student Edition*** 2.02 ([Activity 1, Problems 5–7, page 135](https://learning.amplify.com/m/30bf1d6aa84a6c66/original/ADM-G6-U2-02-SE-lesson-answer-key-CA.pdf#page=2))
* 2.02 ([Activity 2, Problems 8–10, page 136](https://learning.amplify.com/m/30bf1d6aa84a6c66/original/ADM-G6-U2-02-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 2.02 ([Activity 1, entire Launch section, page 135](https://learning.amplify.com/m/2c01b178fba7aeee/original/ADM-G6-U2-02-TE-CA.pdf#page=4) and [Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c38907aef8d98c26c22?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/9b782188-e373-4b71-bd2c-4ea462643896))
* 2.02 ([Activity 1, entire Monitor section and Connect, Key Takeaway, page 135](https://learning.amplify.com/m/2c01b178fba7aeee/original/ADM-G6-U2-02-TE-CA.pdf#page=4))
* 2.02 ([Activity 2, Monitor, Differentiation table, page 136](https://learning.amplify.com/m/2c01b178fba7aeee/original/ADM-G6-U2-02-TE-CA.pdf#page=5))
* 2.02 ([Synthesis, entire section and Image of Synthesis and Summary Student Edition, page 138](https://learning.amplify.com/m/2c01b178fba7aeee/original/ADM-G6-U2-02-TE-CA.pdf#page=7))
 |  |  |  |
| 6.RP.2 | Understand the concept of a unit rate *a*/*b* associated with a ratio *a:b* with *b* ≠ 0, and use rate language in the context of a ratio relationship. | *Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0.***Student Edition*** 3.04 ([Activity 1, Problems 3–4, page 278](https://learning.amplify.com/m/3a77d61af064e25c/original/ADM-G6-U3-04-SE-lesson-answer-key-CA.pdf#page=2))
* 3.06 ([Activity 1, Screen 7 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3c6bc?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/ad7fe533-70ec-4d23-874a-4cd51b01b97a))
* 3.08 ([Activity 1, Screens 7–8 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3e0a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/2693ccc3-e39f-41c0-a782-7c3d1dbcdddc))

**Teacher Edition*** 3.04 ([Activity 1, entire Connect section including Key Takeaway, page 278](https://learning.amplify.com/m/18c3266aaafa019/original/ADM-G6-U3-04-TE-CA.pdf#page=4) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3b3a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/1c1d3d60-7e07-4672-85c8-53263a4528bd))
* 3.07 ([Activity 2, Monitor, bulleted list under “Look and listen for,” page 300](https://learning.amplify.com/m/11b5487e09e0d8/original/ADM-G6-U3-07-TE-CA.pdf#page=5))
* 3.07 ([Synthesis, bulleted list under “Capture and share” and Image of Screen 11, page 302](https://learning.amplify.com/m/11b5487e09e0d8/original/ADM-G6-U3-07-TE-CA.pdf#page=7))

*Use rate language in the context of a ratio relationship.***Student Edition*** 3.04 ([Activity 1, Problems 3–4, page 278](https://learning.amplify.com/m/3a77d61af064e25c/original/ADM-G6-U3-04-SE-lesson-answer-key-CA.pdf#page=2))
* 3.05 ([Activity 1, Screen 6, Amoli’s Strategy and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3ba17?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/6406d2f9-2f8d-4cfd-857e-8631e22edc35))
* 3.06 ([Activity 2, Screens 8–10 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3c6bc?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/41c7179b-3b47-48b2-9eaa-275a1dff6636))

**Teacher Edition*** 3.04 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 281](https://learning.amplify.com/m/18c3266aaafa019/original/ADM-G6-U3-04-TE-CA.pdf#page=7))
* 3.06 ([Activity 1, Monitor, MLR8: Discussion Supports and Connect, bulleted questions under “To surface the Key Takeaway,” page 293](https://learning.amplify.com/m/6935d18a17060853/original/ADM-G6-U3-06-TE-CA.pdf#page=5))
 |  |  |  |
| 6.RP.3a | Use ratio and rate reasoning to solve real-world and mathematical problems. 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. | *Use ratio and rate reasoning to solve real-world and mathematical problems.***Student Edition*** 2.14 ([Activity 1, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2db97?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f7beb59b-5188-4a2b-820e-ed5a8791a8e4))
* 2.15 ([Activity 1, Problems 3–5, page 238](https://learning.amplify.com/m/248b551fc914d186/original/ADM-G6-U2-15-SE-lesson-answer-key-CA.pdf#page=2))
* 6.15 ([Activity 1, Problems 2–3, page 758](https://learning.amplify.com/m/4879113735ac981b/original/ADM-G6-U6-15-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/2bbc80184ce24c95/original/ADM-G6-U6-15-cards-CA.pdf))
* Unit 2 ([Practice Day 1, Task Cards: Task C](https://learning.amplify.com/m/3ba4e63f17dc798f/original/ADM-G6-U2-practice-day-1-cards-CA.pdf#page=2))

**Teacher Edition*** 2.15 ([Activity 1, Monitor, Differentiation table and Connect, Key Takeaway, page 238](https://learning.amplify.com/m/ddac37903d376b/original/ADM-G6-U2-15-TE-CA.pdf#page=4))
* 3.10 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 327](https://learning.amplify.com/m/2ba8eaf41fa68553/original/ADM-G6-U3-10-TE-CA.pdf#page=7))

*Make tables of equivalent ratios relating quantities with whole number measurements.* **Student Edition*** 2.04 ([Warm-Up and Activity 1, Screens 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c38907aef8d98c27904?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f1842b4b-4db5-48fb-b00d-484eac9a079c))
* 2.10 ([Activity 1, Screens 3–5](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2b781?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/181ae726-942a-46e8-8674-d1d5279692bc))

**Teacher Edition*** 2.04 ([Activity 1, entire Monitor and Connect sections, page 149](https://learning.amplify.com/m/1effb58dda2ccf42/original/ADM-G6-U2-04-TE-CA.pdf#page=4))

*Find missing values in the tables.* **Student Edition*** 2.11 ([Activity 1, Screen 8, Charlie’s work](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2c016?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/8c7801f6-608c-49a7-b61f-796bbc2b2f35))
* 3.08 ([Activity 1, Screens 6 and 8](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3e0a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/8fc4e4d9-e3d6-4997-b4bd-9fe96f760d1a))

**Teacher Edition*** 2.10 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 202](https://learning.amplify.com/m/9934daab7eb4e28/original/ADM-G6-U2-10-TE-CA.pdf#page=8))
* 2.11 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 211](https://learning.amplify.com/m/65d78d20e480538e/original/ADM-G6-U2-11-TE-CA.pdf#page=9))

*Plot the pairs of values on the coordinate plane.* **Student Edition*** 6.14 ([Activity 1, Screens 3–7](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c79407?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/8f691cf3-46c9-47a2-8d2a-6ca631e27d8f))
* 6.16 ([Activity 1, Problem 2a, Option 1 Regular Fare and Option 3 Reduced Fare, page 765](https://learning.amplify.com/m/1fc921931da14c77/original/ADM-G6-U6-16-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 6.14 ([Activity 1, entire Monitor section, page 750](https://learning.amplify.com/m/f60f42c8caa5567/original/ADM-G6-U6-14-TE-CA.pdf#page=4))

*Use tables to compare ratios.***Student Edition*** 2.11 ([Activity 2, Screen 12 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2c016?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/8e703a36-50f5-419c-a563-0db47dcafea8))
* 3.04 ([Activity 2, Problem 8, page 280](https://learning.amplify.com/m/3a77d61af064e25c/original/ADM-G6-U3-04-SE-lesson-answer-key-CA.pdf#page=4) and [Screen 6](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3b3a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/31b9c981-c7ba-4cfd-b645-4e0baf16e845))

**Teacher Edition*** 3.05 ([Activity 1, Connect, MLR7: Compare and Connect, page 286](https://learning.amplify.com/m/45855d0d290c7c15/original/ADM-G6-U3-05-TE-CA.pdf#page=5) and [Screen 6, Tiam’s Strategy](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3ba17?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/6406d2f9-2f8d-4cfd-857e-8631e22edc35))
 |  |  |  |
| 6.RP.3b | Use ratio and rate reasoning to solve real-world and mathematical problems. Solve unit rate problems including those involving unit pricing and constant speed. | *Use ratio and rate reasoning to solve real-world and mathematical problems.***Student Edition*** 2.14 ([Activity 1, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2db97?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f7beb59b-5188-4a2b-820e-ed5a8791a8e4))
* 2.15 ([Activity 1, Problems 3–5, page 238](https://learning.amplify.com/m/248b551fc914d186/original/ADM-G6-U2-15-SE-lesson-answer-key-CA.pdf#page=2))
* 6.15 ([Activity 1, Problems 2–3, page 758](https://learning.amplify.com/m/4879113735ac981b/original/ADM-G6-U6-15-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/2bbc80184ce24c95/original/ADM-G6-U6-15-cards-CA.pdf))
* Unit 2 ([Practice Day 1, Task Cards: Task C](https://learning.amplify.com/m/3ba4e63f17dc798f/original/ADM-G6-U2-practice-day-1-cards-CA.pdf#page=2))

**Teacher Edition*** 2.15 ([Activity 1, Monitor, Differentiation table and Connect, Key Takeaway, page 238](https://learning.amplify.com/m/ddac37903d376b/original/ADM-G6-U2-15-TE-CA.pdf#page=4))
* 3.10 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 327](https://learning.amplify.com/m/2ba8eaf41fa68553/original/ADM-G6-U3-10-TE-CA.pdf#page=7))

*Solve unit rate problems including those involving unit pricing.***Student Edition*** 3.06 ([Activity 1, Screens 2–4](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3c6bc?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/43da85d6-346c-4a3d-8210-71a254a77c37))
* 3.06 ([Summary, Screen 14](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3c6bc?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/924a62d9-7e16-43ee-81c1-ab72d98918f1))
* 3.08 ([Activity 1, Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3e0a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/cde44d8b-4fb6-4ad1-a99d-53bae72448f1))

**Teacher Edition*** 3.06 ([Activity 1, entire Launch and Monitor sections, page 292](https://learning.amplify.com/m/6935d18a17060853/original/ADM-G6-U3-06-TE-CA.pdf#page=4))
* 3.08 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 309](https://learning.amplify.com/m/3fd9e8a0289cb16f/original/ADM-G6-U3-08-TE-CA.pdf#page=7))

*Solve unit rate problems including those involving constant speed.***Student Edition*** 3.04 ([Activity 1, Problems 3–4, page 278](https://learning.amplify.com/m/3a77d61af064e25c/original/ADM-G6-U3-04-SE-lesson-answer-key-CA.pdf#page=2))
* 3.05 ([Activity 2, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3ba17?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/f9ae25c3-2b2c-46ac-b321-8b0fba3a914f))

**Teacher Edition*** 3.04 ([Activity 1, entire Connect section with Key Takeaway, page 278](https://learning.amplify.com/m/18c3266aaafa019/original/ADM-G6-U3-04-TE-CA.pdf#page=4) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3b3a4?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/1c1d3d60-7e07-4672-85c8-53263a4528bd))
* 3.05 ([Synthesis, bulleted list under “Capture and share,” Lesson Takeaway, and Image of Summary Student Edition, page 288](https://learning.amplify.com/m/45855d0d290c7c15/original/ADM-G6-U3-05-TE-CA.pdf#page=7))
 |  |  |  |
| 6.RP.3c | Use ratio and rate reasoning to solve real-world and mathematical problems. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent. | *Use ratio and rate reasoning to solve real-world and mathematical problems.* **Student Edition*** 2.14 ([Activity 1, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2db97?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f7beb59b-5188-4a2b-820e-ed5a8791a8e4))
* 2.15 ([Activity 1, Problems 3–5, page 238](https://learning.amplify.com/m/248b551fc914d186/original/ADM-G6-U2-15-SE-lesson-answer-key-CA.pdf#page=2))
* 6.15 ([Activity 1, Problems 2–3, page 758](https://learning.amplify.com/m/4879113735ac981b/original/ADM-G6-U6-15-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/2bbc80184ce24c95/original/ADM-G6-U6-15-cards-CA.pdf))
* Unit 2 ([Practice Day 1, Task Cards: Task C](https://learning.amplify.com/m/3ba4e63f17dc798f/original/ADM-G6-U2-practice-day-1-cards-CA.pdf#page=2))

**Teacher Edition*** 2.15 ([Activity 1, Monitor, Differentiation table and Connect, Key Takeaway, page 238](https://learning.amplify.com/m/ddac37903d376b/original/ADM-G6-U2-15-TE-CA.pdf#page=4))
* 3.10 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 327](https://learning.amplify.com/m/2ba8eaf41fa68553/original/ADM-G6-U3-10-TE-CA.pdf#page=7))

*Find a percent of a quantity as a rate per 100.* **Student Edition*** 3.09 ([Activity 1, Screen 3: click on “Share with Class” to view part b and click on Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3fe3e?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/ed84087f-956b-425c-91a1-81ae50f9c7d5), and [Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c3fe3e?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/cc017a32-ebba-45b4-a716-b250ce2fc467))
* 3.12 ([Activity 1, Screens 3–6](https://teacher.desmos.com/activitybuilder/custom/68078c3e907aef8d98c41a27?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/e22d0a9b-460d-4c90-b0bf-d2727d159591))
* 5.15 ([Activity 2, Problems 5–7, page 615](https://learning.amplify.com/m/7486c115f5262cc5/original/ADM-G6-U5-15-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 3.09 ([Activity 1, Monitor, Multilingual/English Learners support, page 316](https://learning.amplify.com/m/14731d362fd848c0/original/ADM-G6-U3-09-TE-CA.pdf#page=4))
* 3.12 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 342](https://learning.amplify.com/m/127fd83ed252559a/original/ADM-G6-U3-12-TE-CA.pdf#page=9))
* 5.15 ([Synthesis, entire section and Image of Student Edition page 617](https://learning.amplify.com/m/59b8fdd79a8ebdc7/original/ADM-G6-U5-15-TE-CA.pdf#page=7))

*Solve problems involving finding the whole, given a part and the percent.***Student Edition*** 3.10 ([Activity 1, Screens 3–7](https://teacher.desmos.com/activitybuilder/custom/68078c3d907aef8d98c407b2?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/c9f6a50b-b482-4e89-ac77-0122448bd449))
* 3.11 ([Show What You Know, Screen 9](https://teacher.desmos.com/activitybuilder/custom/68078c3e907aef8d98c41343?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/da2a0e7a-1830-472e-b5ac-f612ee0e7128))

**Teacher Edition*** 3.10 ([Activity 1, entire Monitor and Connect sections, pages 324–325](https://learning.amplify.com/m/2ba8eaf41fa68553/original/ADM-G6-U3-10-TE-CA.pdf#page=4))
* 3.11 ([Activity 2, Monitor, Differentiation table, page 332](https://learning.amplify.com/m/7b825356de9aff77/original/ADM-G6-U3-11-TE-CA.pdf#page=5))
 |  |  |  |
| 6.RP.3d | Use ratio and rate reasoning to solve real-world and mathematical problems. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | *Use ratio and rate reasoning to solve real-world and mathematical problems.* **Student Edition*** 2.14 ([Activity 1, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2db97?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f7beb59b-5188-4a2b-820e-ed5a8791a8e4))
* 2.15 ([Activity 1, Problems 3–5, page 238](https://learning.amplify.com/m/248b551fc914d186/original/ADM-G6-U2-15-SE-lesson-answer-key-CA.pdf#page=2))
* 6.15 ([Activity 1, Problems 2–3, page 758](https://learning.amplify.com/m/4879113735ac981b/original/ADM-G6-U6-15-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/2bbc80184ce24c95/original/ADM-G6-U6-15-cards-CA.pdf))
* Unit 2 ([Practice Day 1, Task Cards: Task C](https://learning.amplify.com/m/3ba4e63f17dc798f/original/ADM-G6-U2-practice-day-1-cards-CA.pdf#page=2))

**Teacher Edition*** 2.15 ([Activity 1, Monitor, Differentiation table and Connect, Key Takeaway, page 238](https://learning.amplify.com/m/ddac37903d376b/original/ADM-G6-U2-15-TE-CA.pdf#page=4))
* 3.10 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 327](https://learning.amplify.com/m/2ba8eaf41fa68553/original/ADM-G6-U3-10-TE-CA.pdf#page=7))

*Use ratio reasoning to convert measurement units. Manipulate and transform units appropriately when multiplying or dividing quantities.***Student Edition*** 3.02 ([Activities 2–3, Screens 8–11](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c39f65?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/812105eb-10b8-4bec-bb5e-62572e03a8e9))
* 3.03 ([Activity 2, Screens 5–6](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3a9a5?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/212b21c8-027c-45b2-8689-1f1e7ab9589f))
* 3.05 ([Activity 2, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c3c907aef8d98c3ba17?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c3c907aef8d98c38a58#preview/f9ae25c3-2b2c-46ac-b321-8b0fba3a914f))

**Teacher Edition*** 3.03 ([Activity 2, Monitor, Differentiation table and Connect, Key Takeaway, page 270](https://learning.amplify.com/m/4c369ad4f494b43/original/ADM-G6-U3-03-TE-CA.pdf#page=5))
* 3.03 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 272](https://learning.amplify.com/m/4c369ad4f494b43/original/ADM-G6-U3-03-TE-CA.pdf#page=7))
* 3.05 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 288](https://learning.amplify.com/m/45855d0d290c7c15/original/ADM-G6-U3-05-TE-CA.pdf#page=7))
* 3.05 ([Activity 2, Monitor, paragraphs that begin with “To support” and “Look for students,” page 287](https://learning.amplify.com/m/45855d0d290c7c15/original/ADM-G6-U3-05-TE-CA.pdf#page=6))
 |  |  |  |

###

### Domain: The Number System

##### Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 4 and 6.

* In **Unit 4**, students use visual fraction models, equations, and the relationship between multiplication and division to interpret and solve problems involving division with any two fractions, including mixed numbers.
* In **Unit 6**, students divide with fractions as they solve one-variable equations of the form *px* = *q* where *p*, *q,* and *x* are all nonnegative rational numbers.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.NS.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions. | *Interpret and compute quotients of fractions.* **Student Edition*** 4.06 ([Activity 1, Screens 4–7 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c41907aef8d98c4fcea?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/a8a26eee-87f6-4c1e-8cab-3d4d9b2f3e27))
* 4.09 ([Activity 2, Screens 5–8 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c41907aef8d98c51e35?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/cd8660f9-268f-434f-8ac5-add8a5cf5d21))

**Teacher Edition*** 4.06 ([Activity 1, entire Monitor and Connect sections, page 412](https://learning.amplify.com/m/5691ad6f85240b3e/original/ADM-G6-U4-06-TE-CA.pdf#page=5))
* 4.06 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 415](https://learning.amplify.com/m/5691ad6f85240b3e/original/ADM-G6-U4-06-TE-CA.pdf#page=8))
* 4.09 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 439](https://learning.amplify.com/m/6619611772ddca49/original/ADM-G6-U4-09-TE-CA.pdf#page=9))

*Solve word problems involving division of fractions by fractions.***Student Edition*** 4.03 ([Activity 2, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c40907aef8d98c4df98?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/6ce14c09-22e7-414a-9e00-dd7f73960f20))
* 4.11 ([Activity 1, Problems 4–5, page 451](https://learning.amplify.com/m/6331f1249de19a03/original/ADM-G6-U4-11-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/7574826b6093ce60/original/ADM-G6-U4-11-cards-CA.pdf))
* 4.12 ([Activity 1, Screens 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c42907aef8d98c543a0?collections=68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/8e0ddf4d-a1c5-40d1-94a2-d31c8456454e))

**Teacher Edition*** 4.03 ([Synthesis, bulleted list under “Have students share” and Image of Screen 11, page 391](https://learning.amplify.com/m/657685666e0a4c2b/original/ADM-G6-U4-03-TE-CA.pdf#page=8))
* 4.11 ([Activity 1, Connect, bulleted list under “Consider asking,” page 451](https://learning.amplify.com/m/4f00b98ef254f659/original/ADM-G6-U4-11-TE-CA.pdf#page=4))
* 4.11 ([Synthesis, bulleted list under “Capture and share” and Image of Synthesis Student Edition, page 454](https://learning.amplify.com/m/4f00b98ef254f659/original/ADM-G6-U4-11-TE-CA.pdf#page=7))
* 4.12 ([Activity 1, Monitor, Differentiation table and Connect, Key Takeaway, page 463](https://learning.amplify.com/m/7be2694a414cdf3c/original/ADM-G6-U4-12-TE-CA.pdf#page=5))
 |  |  |  |

#####

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

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 2 and 5.

* In **Unit 2**, students explore common multiples and common factors and determine the least common multiple and the greatest common factor of two numbers.
* In **Unit 5**, students use area diagrams and partial quotients to divide multi-digit numbers, connecting partial quotients strategies to the standard algorithm. They move on to fluently divide multi-digit numbers using the standard algorithm. They use the standard algorithm to fluently add, subtract, multiply, and divide multi-digit decimals. They make connections between place value reasoning, diagrams, and the standard algorithm. Students apply their knowledge of factors and the distributive property as they connect area models to decimal multiplication. They compare a partial quotients strategy to the standard division algorithm, recognizing that 4(100 + 40 + 6) is equivalent to 400 + 160 + 24 when dividing 584 by 4, yielding the quotient of 146.

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.NS.2 | Fluently divide multi-digit numbers using the standard algorithm. | *Divide multi-digit numbers.***Student Edition*** 5.09 ([Activity 1, Problems 2–3, page 566](https://learning.amplify.com/m/7b910b804a6acff/original/ADM-G6-U5-09-SE-lesson-answer-key-CA.pdf#page=2))
* 5.09 ([Activity 2, Problems 4–5, page 567](https://learning.amplify.com/m/7b910b804a6acff/original/ADM-G6-U5-09-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 5.09 ([Activity 1, Monitor, Differentiation table, page 566](https://learning.amplify.com/m/463ff1f235edc298/original/ADM-G6-U5-09-TE-CA.pdf#page=4))
* 5.09 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 570](https://learning.amplify.com/m/463ff1f235edc298/original/ADM-G6-U5-09-TE-CA.pdf#page=8))

*Fluently divide multi-digit numbers using the standard algorithm.***Student Edition*** 5.10 ([Activity 1, Problems 2–3, page 574](https://learning.amplify.com/m/6e38708a835315ce/original/ADM-G6-U5-10-SE-lesson-answer-key-CA.pdf#page=2))
* 5.10 ([Activity 2, Problems 4–6, page 575](https://learning.amplify.com/m/6e38708a835315ce/original/ADM-G6-U5-10-SE-lesson-answer-key-CA.pdf#page=3))
* Unit 5 ([Practice Day 4, pages 629–630](https://learning.amplify.com/m/715024bd5252075/original/ADM-G6-U5-SE-practice-day-4-answer-key-CA.pdf))

**Teacher Edition*** 5.10 ([Activity 1, Monitor, Differentiation table, page 574](https://learning.amplify.com/m/6f432e4790b2b10e/original/ADM-G6-U5-10-TE-CA.pdf#page=4) and [Screen 2](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c641e6?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/0ed0b709-8fdf-4fad-957a-8653b7d6693e))
* 5.10 ([Activity 2, Monitor, Differentiation table, page 575](https://learning.amplify.com/m/6f432e4790b2b10e/original/ADM-G6-U5-10-TE-CA.pdf#page=5) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c641e6?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/e1ce5922-7bc5-4ee3-bf2a-ec33d974c59b))
 |  |  |  |
| 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | *Fluently add and subtract multi-digit decimals using the standard algorithm for each operation.***Student Edition*** 5.02 ([Activity 1, Screen 2, Omar’s strategy](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c604b1?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/d6983f60-8d85-4b32-955d-7d5544bdfd41))
* 5.02 ([Activity 3, Screen 7](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c604b1?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/54c0c2a7-996e-4d02-ab2e-c96247fbc943))
* 5.03 ([Activity 1, Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c60ea8?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/f297fa4e-a5a8-4c2d-a780-6271474dab9e))
* 5.03 ([Activity 2, Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c44907aef8d98c60ea8?collections=67fd335d907aef8d98f2f10c%2C68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/06406a85-c307-42de-89a8-fec1d857695a))
* 5.04 ([Practice, Screens 1–8, Problems 1–8](https://teacher.desmos.com/activitybuilder/custom/68078c46907aef8d98c69415?collections=68078c44907aef8d98c5f5e0%2C68078c46907aef8d98c684c0#preview/52babc3b-835f-4b89-933d-682f21f4b168))

**Teacher Edition*** 5.02 ([Activity 1, Connect, paragraph starting with “To surface” and the Key Takeaway, page 509](https://learning.amplify.com/m/559214bbdc911d6d/original/ADM-G6-U5-02-TE-CA.pdf#page=5))
* 5.02 ([Activity 3, Connect, Key Takeaway, page 511](https://learning.amplify.com/m/559214bbdc911d6d/original/ADM-G6-U5-02-TE-CA.pdf#page=7))
* 5.03 ([Activity 1, Connect, Key Takeaway, page 516](https://learning.amplify.com/m/2105c477932706c/original/ADM-G6-U5-03-TE-CA.pdf#page=4))
* 5.03 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 519](https://learning.amplify.com/m/2105c477932706c/original/ADM-G6-U5-03-TE-CA.pdf#page=7))

*Fluently multiply multi-digit decimals using the standard algorithm.***Student Edition*** 5.08 ([Activity 1, Problem 3, page 556](https://learning.amplify.com/m/942bc96ffe8217e/original/ADM-G6-U5-08-SE-lesson-answer-key-CA.pdf#page=2))
* 5.08 ([Activity 2, Problem 7 page 557](https://learning.amplify.com/m/942bc96ffe8217e/original/ADM-G6-U5-08-SE-lesson-answer-key-CA.pdf#page=3))
* 5.08 ([Activity 3, Problem 11, page 558](https://learning.amplify.com/m/942bc96ffe8217e/original/ADM-G6-U5-08-SE-lesson-answer-key-CA.pdf#page=4) and [Activity 3 Sheets](https://learning.amplify.com/m/37d19a056aed6282/original/ADM-G6-U5-08-sheet-CA.pdf))

**Teacher Edition*** 5.08 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 559](https://learning.amplify.com/m/c22b6ca2ed6d99d/original/ADM-G6-U5-08-TE-CA.pdf#page=7))

*Fluently divide multi-digit decimals using the standard algorithm.***Student Edition*** 5.09 ([Activity 1, Problem 2, page 566](https://learning.amplify.com/m/7b910b804a6acff/original/ADM-G6-U5-09-SE-lesson-answer-key-CA.pdf#page=2))
* 5.12 ([Activity 1, Problems 2–3, page 591](https://learning.amplify.com/m/71d162e1591ffea4/original/ADM-G6-U5-12-SE-lesson-answer-key-CA.pdf#page=2) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c64e56?collections=68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/08defa74-0722-4395-af97-63727c1e9d27))

**Teacher Edition*** 5.09 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 570](https://learning.amplify.com/m/463ff1f235edc298/original/ADM-G6-U5-09-TE-CA.pdf#page=8))
* 5.12 ([Activity 1, Monitor, bulleted list under “Consider asking”, page 591](https://learning.amplify.com/m/163e3c33e2b5e48a/original/ADM-G6-U5-12-TE-CA.pdf#page=4) and [Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c64e56?collections=68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/c6c673e4-8689-420b-a94e-7e568d8d3403))
* 5.12 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 594](https://learning.amplify.com/m/163e3c33e2b5e48a/original/ADM-G6-U5-12-TE-CA.pdf#page=7))

*Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.***Student Edition*** Unit 5 ([Practice Day 3, Task Cards: Tasks A and B](https://learning.amplify.com/m/4cf1ef9c66ad2d9a/original/ADM-G6-U5-practice-day-3-sheet-CA.pdf))
* Unit 5 ([Practice Day 4, pages 629–630](https://learning.amplify.com/m/715024bd5252075/original/ADM-G6-U5-SE-practice-day-4-answer-key-CA.pdf))
 |  |  |  |
| 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. | *Find the greatest common factor of two whole numbers less than or equal to 100.***Student Edition*** 2.08 ([Activity 1, Screens 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2a3a4?collections=68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/6432382e-fc54-4c11-86e5-ffc20ad5ff6c))

**Teacher Edition*** 2.08 ([Activity 1, entire Launch, Monitor, and Connect sections, pages 182–183](https://learning.amplify.com/m/2cf6435a363d419/original/ADM-G6-U2-08-TE-CA.pdf#page=4))
* 2.08 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 186](https://learning.amplify.com/m/2cf6435a363d419/original/ADM-G6-U2-08-TE-CA.pdf#page=8))

*Find the least common multiple of two whole numbers less than or equal to 12.* **Student Edition*** 2.07 ([Activity 1, Screens 3–6](https://teacher.desmos.com/activitybuilder/custom/68078c38907aef8d98c29b93?collections=68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/4c1f43de-555c-41e8-850e-55927ff13960))
* 2.08 ([Activity 2, Screens 7–9](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2a3a4?collections=68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/f7be8500-a6f2-438f-97d4-085796bbefd9))

**Teacher Edition*** 2.07 ([Activity 1, entire Connect section, page 175](https://learning.amplify.com/m/7bfe9e8c928c166c/original/ADM-G6-U2-07-TE-CA.pdf#page=5))
* 2.07 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 178](https://learning.amplify.com/m/7bfe9e8c928c166c/original/ADM-G6-U2-07-TE-CA.pdf#page=8))
* 2.08 ([Activity 2, entire Launch section and Monitor, first paragraph that begins with “Encourage students”, page 184](https://learning.amplify.com/m/2cf6435a363d419/original/ADM-G6-U2-08-TE-CA.pdf#page=6))

*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.***Student Edition*** 2.08 ([Activity 3, Screens 11–12](https://teacher.desmos.com/activitybuilder/custom/68078c39907aef8d98c2a3a4?collections=68078c32907aef8d98c0fbea%2C68078c37907aef8d98c24b0e#preview/0369aae7-b7e9-45e9-939a-b5e1dd9f7852))
* 5.06 ([Activity 1, Problems 3–4, page 540](https://learning.amplify.com/m/789e71e4e42ab180/original/ADM-G6-U5-06-SE-lesson-answer-key-CA.pdf#page=2))
* 5.06 ([Activity 3, Problem 9, page 543](https://learning.amplify.com/m/789e71e4e42ab180/original/ADM-G6-U5-06-SE-lesson-answer-key-CA.pdf#page=5))

**Teacher Edition*** 2.08 ([Activity 3, Monitor, Differentiation table and entire Connect section, page 185](https://learning.amplify.com/m/2cf6435a363d419/original/ADM-G6-U2-08-TE-CA.pdf#page=7))
* 5.06 ([Activity 1, Monitor, Differentiation table, page 540](https://learning.amplify.com/m/40777ceabbae92d9/original/ADM-G6-U5-06-TE-CA.pdf#page=4))
* 5.06 ([Activity 3, entire Launch section, page 543](https://learning.amplify.com/m/40777ceabbae92d9/original/ADM-G6-U5-06-TE-CA.pdf#page=7) and [Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c45907aef8d98c6287e?collections=68078c32907aef8d98c0fbea%2C68078c44907aef8d98c5f5e0#preview/9fb3c931-90fd-48fa-9649-297300ac19ed))
* 5.06 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 544](https://learning.amplify.com/m/40777ceabbae92d9/original/ADM-G6-U5-06-TE-CA.pdf#page=8))
 |  |  |  |

#####

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

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in **Unit 7**. Students use real-world contexts to understand how positive and negative numbers describe quantities having opposite directions and explain the meaning of zero. They explore opposites of numbers and relate them to their locations on a number line. Students relate the signs of numbers in ordered pairs to quadrants in the coordinate plane, including when two points are related by reflections across one or both axes. They plot rational numbers on vertical and horizontal number lines, and plot ordered pairs of rational numbers on the coordinate plane. Students interpret inequality statements about the relative positions of two rational numbers located on a number line. They represent real-world comparisons by writing, interpreting, and explaining statements of order using inequality symbols. Students explore the concept of absolute value, recognizing the absolute value of a number as its distance from zero on a number line. They use real-world contexts to interpret the absolute value of a number as its magnitude. Students analyze statements that compare the absolute value of rational numbers and distinguish those statements from statements regarding the order of rational numbers. To solve real-world and mathematical problems, students graph points with rational number coordinates in all four quadrants of the coordinate plane. They use absolute value to determine distances between points when the points share a common first coordinate or a common second coordinate.

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.NS.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 contexts, explaining the meaning of 0 in each situation. | **Student Edition*** 7.01 ([Activity 1, Screens 2–3](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c864ee?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/120ebf1f-e2ae-4ef6-962b-88e841b962f6))
* 7.03 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/5e5cfe11-e7d4-44be-b29f-4765f3060366))
* 7.03 ([Summary, Screen 14](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/3cd581d1-7bea-4117-a818-75cb47a4c0fa))
* 7.06 ([Warm-Up, Problem 1, page 819](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf))

**Teacher Edition*** 7.01 ([Activity 1, Launch, MLR7: Compare and Connect and entire Connect section including the Key Takeaway, page 784](https://learning.amplify.com/m/15c1315332e6b3a5/original/ADM-G6-U7-01-TE-CA.pdf#page=4))
* 7.01 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 787](https://learning.amplify.com/m/15c1315332e6b3a5/original/ADM-G6-U7-01-TE-CA.pdf#page=7))
* 7.03 ([Warm-Up, Launch, paragraph that begins with “Display” and MLR8: Discussion Support, and Connect, Key Takeaway, page 797](https://learning.amplify.com/m/833207872f47cf/original/ADM-G6-U7-03-TE-CA.pdf#page=3))
* 7.06 ([Warm-Up, Launch, bulleted list under “To support making connections” and Connect, Key Takeaway, page 819](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=3))
 |  |  |  |
| 6.NS.6a | 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. | *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.***Student Edition*** 7.02 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/06f47d84-3f65-4847-94e8-36e64433885d))
* 7.02 ([Show What You Know, Screen 12](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/a3a9b1af-8b3e-4dbb-a176-3829c0e151ed))
* 7.10 ([Activity 1, Screen 3: click on "See New Map,"](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/1653e4a8-5712-4471-8580-944c27a075e9) and [Activity 2, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/730c26c8-5d1d-43a1-a054-4fe013c32ca5))

**Teacher Edition*** 7.02 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 794](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=7))
* 7.10 ([Synthesis, bulleted list under “Capture and share” and Lesson Takeaway, page 860](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=8))

*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.***Student Edition*** 7.02 ([Activity 1, Screens 4–8](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/2dbcc93f-6e12-4dce-8149-5a3d5ec346d7))
* 7.02 ([Activity 2, Screen 9](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/f232d8d2-db1f-44ed-8a3a-d51532ae9379))

**Teacher Edition*** 7.02 ([Activity 1, entire Monitor section, pages 791–792](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=4))
* 7.02 ([Activity 2, entire Launch section, page 793](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=6))
* 7.02 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 794](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=7))
 |  |  |  |
| 6.NS.6b | 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. 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. | *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.***Student Edition*** 7.02 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/06f47d84-3f65-4847-94e8-36e64433885d))
* 7.02 ([Show What You Know, Screen 12](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/a3a9b1af-8b3e-4dbb-a176-3829c0e151ed))
* 7.10 ([Activity 1, Screen 3: click on "See New Map,"](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/1653e4a8-5712-4471-8580-944c27a075e9) and [Activity 2, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/730c26c8-5d1d-43a1-a054-4fe013c32ca5))

**Teacher Edition*** 7.02 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 794](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=7))
* 7.10 ([Synthesis, bulleted list under “Capture and share” and Lesson Takeaway, page 860](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=8))

*Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.***Student Edition*** 7.10 ([Activity 3, Screens 7–9](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/3ce7dd0f-83a2-4ad3-bc3f-7f31b7264b0d))
* 7.11 ([Activity 1, Screens 2–4](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8e82b?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/f7faeeee-be8c-40f3-9506-9c3d816b891c))

**Teacher Edition*** 7.10 ([Activity 1, entire Connect section and including Key Takeaway, page 856](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=4))
* 7.10 ([Activity 3, entire Connect section and Key Takeaway, page 859](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=7))

*Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.***Student Edition*** 7.11 ([Activity 3, Screens 7–10](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8e82b?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/2ea85ce3-24e3-410d-ab3f-3ee0b18388a4))
* 7.11 ([Practice, Screen 5, Problem 6](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c95953?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/b04adbf2-2cba-415e-92d8-ed4af5b13c9f))

**Teacher Edition*** 7.11 ([Activity 3, entire Connect section including Key Takeaway, page 868](https://learning.amplify.com/m/2300a4624dcd73b/original/ADM-G6-U7-11-TE-CA.pdf#page=8))
* 7.11 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 869](https://learning.amplify.com/m/2300a4624dcd73b/original/ADM-G6-U7-11-TE-CA.pdf#page=9))
 |  |  |  |
| 6.NS.6c | 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. 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. | *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.***Student Edition*** 7.02 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/06f47d84-3f65-4847-94e8-36e64433885d))
* 7.02 ([Show What You Know, Screen 12](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/a3a9b1af-8b3e-4dbb-a176-3829c0e151ed))
* 7.10 ([Activity 1, Screen 3: click on "See New Map,"](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/1653e4a8-5712-4471-8580-944c27a075e9) and [Activity 2, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8d8a8?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/730c26c8-5d1d-43a1-a054-4fe013c32ca5))

**Teacher Edition*** 7.02 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 794](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=7))
* 7.10 ([Synthesis, bulleted list under “Capture and share” and Lesson Takeaway, page 860](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=8))

*Find and position integers and other rational numbers on a horizontal or vertical number line diagram.***Student Edition*** 7.02 ([Show What You Know, Screen 12)](https://teacher.desmos.com/activitybuilder/custom/68078c4c907aef8d98c873a2?collections=68078c4c907aef8d98c84e64#preview/a3a9b1af-8b3e-4dbb-a176-3829c0e151ed)
* 7.02 ([Practice, Screens 1–2, Problems 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c9277d?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/2280958b-2184-4313-b9c1-1b4d22442861))
* 7.03 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c4c907aef8d98c84e64#preview/5e5cfe11-e7d4-44be-b29f-4765f3060366))
* 7.03 ([Activity 2, Screen 8](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c4c907aef8d98c84e64#preview/e1bdcbf1-7201-4dad-96f1-b0a1d0ea687a))

**Teacher Edition*** 7.02 ([Warm-Up, Connect, Key Takeaway, page 790](https://learning.amplify.com/m/3c1fe4f4167cb4fd/original/ADM-G6-U7-02-TE-CA.pdf#page=3))
* 7.03 ([Warm-Up, Connect, Key Takeaway, page 797](https://learning.amplify.com/m/833207872f47cf/original/ADM-G6-U7-03-TE-CA.pdf#page=3))

*Find and position pairs of integers and other rational numbers on a coordinate plane.***Student Edition*** 7.10 ([Practice, Screens 1–5, Problems 1–5](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c953fd?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/5ba4e3b5-6172-428e-abf7-6f8fa877a89c))
* 7.11 ([Practice, Screens 3–4, Problems 3–5](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c95953?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/2fa452c2-1aad-491e-873e-f3de4d7923f6))

**Teacher Edition*** 7.10 ([Activity 2, entire Monitor section, page 857](https://learning.amplify.com/m/1ee8a0914535d82c/original/ADM-G6-U7-10-TE-CA.pdf#page=5))
* 7.11 ([Activity 2, entire Monitor, section and Image of Screen 5, page 865](https://learning.amplify.com/m/2300a4624dcd73b/original/ADM-G6-U7-11-TE-CA.pdf#page=5))
 |  |  |  |
| 6.NS.7a | 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. | *Understand ordering and absolute value of rational numbers.* **Student Edition*** 7.04 ([Activity 1, Problem 2, page 805](https://learning.amplify.com/m/6ebd15df0767e12/original/ADM-G6-U7-04-SE-lesson-answer-key-CA.pdf#page=2) and [Activities 1 and 2 Cards](https://learning.amplify.com/m/6c6f57c76d1f52d3/original/ADM-G6-U7-04-cards-CA.pdf))
* 7.05 ([Activity 2, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/319a4f53-ad4e-48ab-a6a8-9235780f4a53))

**Teacher Edition*** 7.04 ([Activity 1, Monitor, Differentiation table and entire Connect section including Key Takeaway, page 805](https://learning.amplify.com/m/5365ad9bf2f1f7c7/original/ADM-G6-U7-04-TE-CA.pdf#page=4))
* 7.05 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 816](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=8))

*Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.***Student Edition*** 7.04 ([Activity 3, Problems 4–5, page 807](https://learning.amplify.com/m/6ebd15df0767e12/original/ADM-G6-U7-04-SE-lesson-answer-key-CA.pdf#page=4))
* 7.04 ([Practice, Screens 1–4, Problems 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c93228?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/22675d06-5da5-469f-b1f1-431649e34522))

**Teacher Edition*** 7.04 ([Activity 3, entire Monitor and Connect sections, page 807](https://learning.amplify.com/m/5365ad9bf2f1f7c7/original/ADM-G6-U7-04-TE-CA.pdf#page=6))
 |  |  |  |
| 6.NS.7b | Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts. | *Understand ordering and absolute value of rational numbers.* **Student Edition*** 7.04 ([Activity 1, Problem 2, page 805](https://learning.amplify.com/m/6ebd15df0767e12/original/ADM-G6-U7-04-SE-lesson-answer-key-CA.pdf#page=2) and [Activities 1 and 2 Cards](https://learning.amplify.com/m/6c6f57c76d1f52d3/original/ADM-G6-U7-04-cards-CA.pdf))
* 7.05 ([Activity 2, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/319a4f53-ad4e-48ab-a6a8-9235780f4a53))

**Teacher Edition*** 7.04 ([Activity 1, Monitor, Differentiation table and entire Connect section including Key Takeaway, page 805](https://learning.amplify.com/m/5365ad9bf2f1f7c7/original/ADM-G6-U7-04-TE-CA.pdf#page=4))
* 7.05 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 816](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=8))

*Write, interpret, and explain statements of order for rational numbers in real-world contexts.***Student Edition*** 7.03 ([Activity 1, Screen 4](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c4c907aef8d98c84e64#preview/4b510a7d-1535-40b7-ba91-cd0f350c8db2))
* 7.03 ([Activity 2, Screens 6–9](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c88266?collections=68078c4c907aef8d98c84e64#preview/4895fcf2-5018-4339-b176-46fbd840ab0e))

**Teacher Edition*** 7.03 ([Activity 1, Monitor, Differentiation table and Connect, paragraph that begins with “Consider asking”, page 798](https://learning.amplify.com/m/833207872f47cf/original/ADM-G6-U7-03-TE-CA.pdf#page=4))
* 7.03 ([Activity 2, Monitor, Differentiation table, page 799](https://learning.amplify.com/m/833207872f47cf/original/ADM-G6-U7-03-TE-CA.pdf#page=5))
* 7.03 ([Synthesis, bulleted list under “Have students share” and Lesson Takeaway, page 801](https://learning.amplify.com/m/833207872f47cf/original/ADM-G6-U7-03-TE-CA.pdf#page=7))
 |  |  |  |
| 6.NS.7c | Understand ordering and absolute value of rational numbers. 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. | *Understand ordering and absolute value of rational numbers.* **Student Edition*** 7.04 ([Activity 1, Problem 2, page 805](https://learning.amplify.com/m/6ebd15df0767e12/original/ADM-G6-U7-04-SE-lesson-answer-key-CA.pdf#page=2) and [Activities 1 and 2 Cards](https://learning.amplify.com/m/6c6f57c76d1f52d3/original/ADM-G6-U7-04-cards-CA.pdf))
* 7.05 ([Activity 2, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/319a4f53-ad4e-48ab-a6a8-9235780f4a53))

**Teacher Edition*** 7.04 ([Activity 1, Monitor, Differentiation table and entire Connect section including Key Takeaway, page 805](https://learning.amplify.com/m/5365ad9bf2f1f7c7/original/ADM-G6-U7-04-TE-CA.pdf#page=4))
* 7.05 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 816](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=8))

*Understand the absolute value of a rational number as its distance from 0 on the number line.***Student Edition*** 7.05 ([Warm-Up and Activity 1, Screens 1–4 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/11086708-6935-452c-bfff-a6d307f71214))
* 7.05 ([Activity 2, Screen 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/319a4f53-ad4e-48ab-a6a8-9235780f4a53))

**Teacher Edition*** 7.05 ([Activity 1, Connect, paragraph that begins with “Create,” page 812](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=4))
* 7.05 ([Activity 2, entire Connect section including Key Takeaway, page 813](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=5))

*Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.***Student Edition*** 7.06 ([Activity 1, Problems 2–5, page 820](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf#page=2))
* 7.06 ([Activity 2, Problem 10, page 822](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf#page=4) and [Activity 2 Cards](https://learning.amplify.com/m/21b44b5ed15cb32b/original/ADM-G6-U7-06-cards-CA.pdf))

**Teacher Edition*** 7.06 ([Activity 1, Monitor, Differentiation table and entire Connect section including Key Takeaway, page 820](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=4))
* 7.06 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 823](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=7))
 |  |  |  |
| 6.NS.7d | Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order. | *Understand ordering and absolute value of rational numbers.* **Student Edition*** 7.04 ([Activity 1, Problem 2, page 805](https://learning.amplify.com/m/6ebd15df0767e12/original/ADM-G6-U7-04-SE-lesson-answer-key-CA.pdf#page=2) and [Activities 1 and 2 Cards](https://learning.amplify.com/m/6c6f57c76d1f52d3/original/ADM-G6-U7-04-cards-CA.pdf))
* 7.05 ([Activity 2, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c89342?collections=68078c4c907aef8d98c84e64#preview/319a4f53-ad4e-48ab-a6a8-9235780f4a53))

**Teacher Edition*** 7.04 ([Activity 1, Monitor, Differentiation table and entire Connect section including Key Takeaway, page 805](https://learning.amplify.com/m/5365ad9bf2f1f7c7/original/ADM-G6-U7-04-TE-CA.pdf#page=4))
* 7.05 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 816](https://learning.amplify.com/m/16dd01c49071251f/original/ADM-G6-U7-05-TE-CA.pdf#page=8))

*Distinguish comparisons of absolute value from statements about order.***Student Edition*** 7.06 ([Activity 1, Problem 5, page 820](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf#page=2))
* 7.06 ([Activity 2, Problems 6–10, pages 821–822](https://learning.amplify.com/m/32208dabee10aa4d/original/ADM-G6-U7-06-SE-lesson-answer-key-CA.pdf#page=3) and [Activity 2 Cards](https://learning.amplify.com/m/21b44b5ed15cb32b/original/ADM-G6-U7-06-cards-CA.pdf))
* 7.06 ([Practice, Screens 1–2, Problem 1](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c93b2f?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/260651fb-7152-4321-b24b-51bc6c1f2e3d))
* 7.06 ([Practice, Screen 4, Problem 3](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c93b2f?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/046e17cd-54e5-4353-8c6f-a7f5492c592f))
* 7.06 ([Practice, Screens 6–7, Problems 5–6](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c93b2f?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/d0b9344a-1ebf-4ecf-820b-68e8a812281b))

**Teacher Edition*** 7.06 ([Activity 1, Connect, Key Takeaway, page 820](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=4))
* 7.06 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 823](https://learning.amplify.com/m/361052614aa1ecfc/original/ADM-G6-U7-06-TE-CA.pdf#page=7))
 |  |  |  |
| 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. | *Solve real-world problems by graphing points in all four quadrants of the coordinate plane.***Student Edition*** 7.13 ([Warm-Up, Problems 1–2, page 880](https://learning.amplify.com/m/397f6580879b67b6/original/ADM-G6-U7-13-SE-lesson-answer-key-CA.pdf))
* 7.13 ([Activity 1, Problems 3–5, page 881](https://learning.amplify.com/m/397f6580879b67b6/original/ADM-G6-U7-13-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 7.13 ([Warm-Up, Connect, bulleted list under “Consider asking”, page 880](https://learning.amplify.com/m/5f22fe92fad429e2/original/ADM-G6-U7-13-TE-CA.pdf#page=3))
* 7.13 ([Activity 1, Monitor, Differentiation table and Connect, bulleted list under “Consider asking”, page 881](https://learning.amplify.com/m/5f22fe92fad429e2/original/ADM-G6-U7-13-TE-CA.pdf#page=4))

*Solve mathematical problems by graphing points in all four quadrants of the coordinate plane.***Student Edition*** 7.12 ([Activity 1, Screens 2–5](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8f611?collections=68078c4c907aef8d98c84e64#preview/4e63cac5-33bc-40b1-8c74-b611bf18d2a2))
* 7.11 ([Activity 1, Screens 2–4](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8e82b?collections=68078c4c907aef8d98c84e64#preview/f7faeeee-be8c-40f3-9506-9c3d816b891c))

**Teacher Edition*** 7.11 ([Activity 1, Monitor, Differentiation table, page 864](https://learning.amplify.com/m/2300a4624dcd73b/original/ADM-G6-U7-11-TE-CA.pdf#page=4))
* 7.11 ([Activity 2, Monitor, paragraph that begins with “Look for,” page 865](https://learning.amplify.com/m/2300a4624dcd73b/original/ADM-G6-U7-11-TE-CA.pdf#page=5))

*Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.***Student Edition*** 7.12 ([Activity 1, Screens 4–6 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8f611?collections=68078c4c907aef8d98c84e64#preview/c87800b5-0e1a-437d-84ea-da3d81ea3e00))
* 7.12 ([Synthesis, Screen 9 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8f611?collections=68078c4c907aef8d98c84e64#preview/24040a58-3777-45d9-a552-11e00d2092b3))

**Teacher Edition*** 7.12 ([Activity 1, Monitor, Differentiation table and Image of Screen 5, page 874](https://learning.amplify.com/m/2a5cbbeec7a68072/original/ADM-G6-U7-12-TE-CA.pdf#page=5))
* 7.12 ([Activity 1, Connect, paragraph that begins with “To surface” including Key Takeaway and Image of Screen 6, page 874](https://learning.amplify.com/m/2a5cbbeec7a68072/original/ADM-G6-U7-12-TE-CA.pdf#page=5))
* 7.12 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 877](https://learning.amplify.com/m/2a5cbbeec7a68072/original/ADM-G6-U7-12-TE-CA.pdf#page=8))
 |  |  |  |

### Domain: Expressions and Equations

##### Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 1, 4, and 6.

* In **Unit 1**, students continue to use letters to stand for numbers as they read and evaluate expressions (area and volume formulas) to solve problems involving the areas of polygons and volume of right rectangular prisms with fractional dimensions. They evaluate expressions for given values of their variables as they use area formulas to determine the area of triangles and special quadrilaterals.
* In **Unit 6**, students extend their knowledge of numerical expressions from prior grades to now write and evaluate expressions that include whole-number exponents. They write expressions using numbers, operations, and variables standing for numbers. They understand the structure of expressions, recognizing how different parts of an expression can be viewed as single entities. They use mathematical vocabulary to identify parts of expressions. Students use the order of operations to evaluate expressions that include whole-number exponents as they solve problems involving area and volume models. Through the use of visual models, students demonstrate how properties of operations (commutative, associative, and distributive) can be used to generate equivalent expressions. They understand that two expressions are equivalent if they give the same value regardless of which number is substituted for the variable. Students use visual models and properties of operations to determine when two expressions are equivalent.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.EE.1 | Write and evaluate numerical expressions involving whole-number exponents. | *Write numerical expressions involving whole-number exponents.***Student Edition*** 6.10 ([Activity 3, Screen 10](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c770ab?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/78accc95-4383-4752-b828-edfc91315b40))
* 6.10 ([Practice, Screen 2, Problem 2](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7e5aa?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/44e3fa2f-ae87-45e5-8e13-1ab75881b3db))

**Teacher Edition*** 6.10 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 721](https://learning.amplify.com/m/515b9a3135d8243c/original/ADM-G6-U6-10-TE-CA.pdf#page=9))

*Evaluate numerical expressions involving whole-number exponents.***Student Edition*** 6.10 ([Activity 1, Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c770ab?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/f85beef3-05ac-4a34-8bec-40eb19b36ade))
* 6.11 ([Activity 2, Problem 5, page 726](https://learning.amplify.com/m/79a849278a55eb6/original/ADM-G6-U6-11-SE-lesson-answer-key-CA.pdf#page=3))
* 6.11 ([Activity 3, Problem 6, page 727](https://learning.amplify.com/m/79a849278a55eb6/original/ADM-G6-U6-11-SE-lesson-answer-key-CA.pdf#page=4))

**Teacher Edition*** 6.11 ([Activity 2, Monitor, Differentiation table, page 726](https://learning.amplify.com/m/84b02a642c5ab6f/original/ADM-G6-U6-11-TE-CA.pdf#page=5))
* 6.11 ([Activity 3, Monitor, paragraph that begins with “Listen for” and Differentiation table, page 727](https://learning.amplify.com/m/84b02a642c5ab6f/original/ADM-G6-U6-11-TE-CA.pdf#page=6))
 |  |  |  |
| 6.EE.2a | Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. | **Student Edition*** 1.04 ([Activity 2, Problem 7, page 33](https://learning.amplify.com/m/490dc97d2ae849e8/original/ADM-G6-U1-04-SE-lesson-answer-key-CA.pdf#page=4))
* 6.06 ([Warm-Up, Screen 1 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/61359830-e162-4ebb-b668-2948134e60eb))
* 6.06 ([Activity 1, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/cf1c3a56-7bca-43fa-ad1e-abe74960f327))
* 6.06 ([Activity 2, Screens 9 and 11](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/4492834d-a674-4ac1-9b6f-1ec7d2c2a778))
* 6.07 ([Practice, Screens 2 and 5, Problems 3 and 6](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7d8ae?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/55b45e1b-1d86-4124-9669-d3ed1d019719))
* 6.07 ([Practice, Screen 9, Problems 12–15](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7d8ae?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/0dd7f942-5740-45b4-87a2-ab6a6bd7784e))
* 6.12 ([Activities 2 and 3, Screens 9–12](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c48907aef8d98c70ca9#preview/c1d33681-2804-4b95-9a1e-81d13eed49ed))
* Unit 6 ([Practice Day 1, Activity: Expressions With Variables](https://learning.amplify.com/m/47c56dc739508ef5/original/ADM-6-6-Practice-Day-1-Activity-SE-answers-CA.pdf))

**Teacher Edition*** 1.08 ([Activity 1, Connect, paragraph that begins with “Share,” page 58](https://learning.amplify.com/m/3e5967eb27bfed32/original/ADM-G6-U1-08-TE-CA.pdf#page=4))
* 6.06 ([Warm-Up, entire Connect section, page 681](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=3))
* 6.12 ([Activity 2, Monitor, Screens 10–11 Differentiation table and entire Connect section, page 735](https://learning.amplify.com/m/4aec5c7feeff0930/original/ADM-G6-U6-12-TE-CA.pdf#page=7))
 |  |  |  |
| 6.EE.2b | Write, read, and evaluate expressions in which letters stand for numbers. 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*.* | *Write, read, and evaluate expressions in which letters stand for numbers.***Student Edition*** 6.06 ([Activity 1, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/cf1c3a56-7bca-43fa-ad1e-abe74960f327))
* 6.06 ([Activity 2, Screens 9 and 11](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/4492834d-a674-4ac1-9b6f-1ec7d2c2a778))
* 6.12 ([Activities 2 and 3, Screens 9–12](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c48907aef8d98c70ca9#preview/c1d33681-2804-4b95-9a1e-81d13eed49ed))

**Teacher Edition*** 1.08 ([Activity 1, entire Connect section, page 58](https://learning.amplify.com/m/3e5967eb27bfed32/original/ADM-G6-U1-08-TE-CA.pdf#page=4))
* 6.06 ([Warm-Up, entire Connect section, page 681](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=3))
* 6.12 ([Activity 2, Monitor, Screens 10–11 Differentiation table and entire Connect section, page 735](https://learning.amplify.com/m/4aec5c7feeff0930/original/ADM-G6-U6-12-TE-CA.pdf#page=7))

*Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient).***Student Edition*** 6.06 ([Activity 1, Screen 6](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c48907aef8d98c70ca9#preview/14150b20-109b-4cea-85d0-845bc043856c))
* 6.06 ([Activity 2, Screen 12](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c48907aef8d98c70ca9#preview/6b6b5689-0c73-464e-bc42-64c5906da826))
* 6.08 ([Activity 1, Screens 2–3](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7583d?collections=68078c48907aef8d98c70ca9#preview/2305b732-151b-49af-b600-0095ec8fb1e0))
* Unit 6 ([Practice Day 1, Activity: Expressions With Variables, Problems 1–6](https://learning.amplify.com/m/47c56dc739508ef5/original/ADM-6-6-Practice-Day-1-Activity-SE-answers-CA.pdf))

**Teacher Edition*** 6.06 ([Activity 2, Connect, paragraph that begins with “Create,” page 685](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=7))
* 6.06 ([Synthesis, paragraph that begins with “Have students share,” page 686](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=8))
* 6.08 ([Activity 1, Launch, paragraph that begins with “To support making connections,” page 698](https://learning.amplify.com/m/447e4fd7f1bca60b/original/ADM-G6-U6-08-TE-CA.pdf#page=4))

*View one or more parts of an expression as a single entity.***Student Edition*** 6.06 ([Warm-Up, Screen 1 and click on the Sample Response tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c48907aef8d98c70ca9#preview/61359830-e162-4ebb-b668-2948134e60eb))
* 6.07 ([Activity 2, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c74ec3?collections=68078c48907aef8d98c70ca9#preview/83cb6cae-0ad9-4a00-b3ee-fcaad2bcb070))
* 6.09 ([Activity 1, Problems 2–3, page 706](https://learning.amplify.com/m/6c545164d14bfc12/original/ADM-G6-U6-09-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/9b690dc5879f7c0/original/ADM-G6-U6-09-cards-CA.pdf))
* 6.12 ([Activity 1, Screen 2](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c48907aef8d98c70ca9#preview/221a567e-2341-476d-b362-1daab80a87a5))

**Teacher Edition*** 6.06 ([Warm-Up, entire Connect section, page 681](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=3))
* 6.07 ([Activity 2, entire Monitor section, page 691](https://learning.amplify.com/m/6eee57f6de6c87b3/original/ADM-G6-U6-07-TE-CA.pdf#page=5))
* 6.08 ([Activity 1, Monitor, Screen 3 Differentiation: (Support), page 698](https://learning.amplify.com/m/447e4fd7f1bca60b/original/ADM-G6-U6-08-TE-CA.pdf#page=4))
 |  |  |  |
| 6.EE.2c | Write, read, and evaluate expressions in which letters stand for numbers. 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). | *Write, read, and evaluate expressions in which letters stand for numbers.* **Student Edition*** 6.06 ([Activity 1, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/cf1c3a56-7bca-43fa-ad1e-abe74960f327))
* 6.06 ([Activity 2, Screens 9 and 11](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/4492834d-a674-4ac1-9b6f-1ec7d2c2a778))
* 6.12 ([Activities 2 and 3, Screens 9–12](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c48907aef8d98c70ca9#preview/c1d33681-2804-4b95-9a1e-81d13eed49ed))

**Teacher Edition*** 6.06 ([Warm-Up, entire Connect section, page 681](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=3))
* 6.12 ([Activity 2, Monitor, Screens 10–11 Differentiation table and entire Connect section including Key Takeaway, page 735](https://learning.amplify.com/m/4aec5c7feeff0930/original/ADM-G6-U6-12-TE-CA.pdf#page=7))

*Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems.***Student Edition*** 1.04 ([Activity 2, Problems 7–8, page 33](https://learning.amplify.com/m/490dc97d2ae849e8/original/ADM-G6-U1-04-SE-lesson-answer-key-CA.pdf#page=4))
* 1.04 ([Practice, Screen 6, Problem 6](https://teacher.desmos.com/activitybuilder/custom/68078c36907aef8d98c1d94b?collections=68078c32907aef8d98c1011a%2C68078c35907aef8d98c1cadb#preview/53491189-c826-4701-9b8d-5d9973e3fe69))
* 1.05 ([Practice, Screens 7–8, Problems 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c36907aef8d98c1dd9c?collections=68078c32907aef8d98c1011a%2C68078c35907aef8d98c1cadb#preview/71eb230e-9845-415c-999f-80efbd4a6fea))
* 4.13 ([Activity 2, Problem 8, page 471](https://learning.amplify.com/m/6504c936908b4644/original/ADM-G6-U4-13-SE-lesson-answer-key-CA.pdf#page=3))
* Unit 6 ([Practice Day 2, Task Cards: Task 4, Problems 1–3](https://learning.amplify.com/m/6579fbbde98e0383/original/ADM-G-U-practice-day-2-sheet-CA.pdf#page=4))

**Teacher Edition*** 1.04 ([Activity 2, Monitor, Differentiation table, page 33](https://learning.amplify.com/m/3a3cd7b3591e26e3/original/ADM-G6-U1-04-TE-CA.pdf#page=6))
* 1.08 ([Activity 1, Connect, paragraph that begins with “Share,” page 58](https://learning.amplify.com/m/3e5967eb27bfed32/original/ADM-G6-U1-08-TE-CA.pdf#page=4))

**Intervention, Extension, and Investigation Resources*** Investigation 1 ([Polygons on a Grid, student pages 400–401](https://learning.amplify.com/m/735d879f5ab3e0bc/original/ADM-G6-Investigation-1-student-answers-CA.pdf#page=7))
* Investigation 1 ([Polygons on a Grid, teacher page 406](https://learning.amplify.com/m/2bee30e815400a02/original/ADM-G6-Investigation-1-teacher-CA.pdf#page=4))

*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).***Student Edition*** 6.11 ([Activities 2 and 3, Problems 5–6, pages 726–727](https://learning.amplify.com/m/79a849278a55eb6/original/ADM-G6-U6-11-SE-lesson-answer-key-CA.pdf#page=3))
* Unit 6 ([Practice Day 2, Task Cards: Task 2](https://learning.amplify.com/m/6579fbbde98e0383/original/ADM-6-6-practice-day-2-sheet-CA.pdf#page=2))
* 6.13 ([Practice, Screens 10–11, Problems 12–13](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7f4b1?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/2dec63c7-fc55-443f-9bb0-44f979b132d8))

**Teacher Edition*** 6.11 ([Activity 3, Monitor, paragraph that begins with “Listen for” and Differentiation table, page 727](https://learning.amplify.com/m/84b02a642c5ab6f/original/ADM-G6-U6-11-TE-CA.pdf#page=6))
* 6.11 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 728](https://learning.amplify.com/m/84b02a642c5ab6f/original/ADM-G6-U6-11-TE-CA.pdf#page=7))
* 6.12 ([Activity 2, Monitor, Screens 10–11 Differentiation table and Key Takeaway, page 735](https://learning.amplify.com/m/4aec5c7feeff0930/original/ADM-G6-U6-12-TE-CA.pdf#page=7))
 |  |  |  |
| 6.EE.3 | Apply the properties of operations to generate equivalent expressions*.* | **Student Edition*** 6.08 ([Activity 1, Screens 5–6](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7583d?collections=68078c48907aef8d98c70ca9#preview/e81ede5b-7933-4174-9bde-645b659b7c24))
* 6.08 ([Show What You Know, Screen 12](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7583d?collections=68078c48907aef8d98c70ca9#preview/c46c7d41-97da-4300-b9a8-3fb5e6172495))
* 6.09 ([Show What You Know, Screen 8](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c764d4?collections=68078c48907aef8d98c70ca9#preview/2591e973-ba99-4fbc-920a-b9a0acc608f7))

**Teacher Edition*** 6.08 ([Activity 1, Monitor, Screen 4 Differentiation table, page 698](https://learning.amplify.com/m/447e4fd7f1bca60b/original/ADM-G6-U6-08-TE-CA.pdf#page=4))
* 6.08 ([Activity 1, entire Connect section, page 699](https://learning.amplify.com/m/447e4fd7f1bca60b/original/ADM-G6-U6-08-TE-CA.pdf#page=5))
 |  |  |  |
| 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). | **Student Edition*** 6.07 ([Activity 2, Screens 6–9 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c74ec3?collections=68078c48907aef8d98c70ca9#preview/83cb6cae-0ad9-4a00-b3ee-fcaad2bcb070))
* 6.07 ([Synthesis, Screen 13 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c74ec3?collections=68078c48907aef8d98c70ca9#preview/59352424-0ed9-4c0b-a8f8-e76313642625))
* 6.09 ([Activity 2, Problems 4–6, page 707](https://learning.amplify.com/m/6c545164d14bfc12/original/ADM-G6-U6-09-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 6.07 ([Activity 2, entire Connect and Key Takeaway, page 692](https://learning.amplify.com/m/6eee57f6de6c87b3/original/ADM-G6-U6-07-TE-CA.pdf#page=6))
* 6.08 ([Activity 2, entire Connect section and Key Takeaway, page 700](https://learning.amplify.com/m/447e4fd7f1bca60b/original/ADM-G6-U6-08-TE-CA.pdf#page=6))
 |  |  |  |

#####

##### Cluster: Reason about and solve one-variable equations and inequalities.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 6 and 7.

* In **Unit 6**, students explore what it means to solve an equation, beginning by using substitution to determine whether given values make equations true. They use the term *solution* to refer to any value that makes an equation true. Students understand that a variable represents a number that may be unknown and write expressions that contain variables to model real-world or mathematical problems. They represent real-world and mathematical problems with one-variable equations of the form *x* + *p* = *q* and *px* = *q* where *p*, *q,* and *x* are all nonnegative rational numbers, use a variety of strategies to solve them, and interpret the solution within context.
* In **Unit 7**, students use the term *solution* to refer to any value that makes an inequality true. They use variables to interpret and write inequalities with one or more than one variable. Students write one-variable inequalities of the form *x* > *c* or *x* < *c* to model real-world and mathematical problems, recognizing that inequalities of these forms have infinitely many solutions. They graph solutions of inequalities on number lines.

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | *Understand solving an equation as a process of answering a question: which value from a specified set, if any, makes the equation true? Use substitution to determine whether a given number in a specified set makes an equation true.***Student Edition*** 6.02 ([Activity 1, Problems 5–6, page 651](https://learning.amplify.com/m/3465112b9b43b693/original/ADM-G6-U6-02-SE-lesson-answer-key-CA.pdf#page=3))
* 6.02 ([Activity 2, Problems 7–9, page 652](https://learning.amplify.com/m/3465112b9b43b693/original/ADM-G6-U6-02-SE-lesson-answer-key-CA.pdf#page=4) and [Activity 2 Cards](https://learning.amplify.com/m/5d6b27903f1cbddb/original/ADM-G6-U6-02-cards-CA.pdf))
* 6.02 ([entire Summary section, page 653](https://learning.amplify.com/m/78715377bded56b9/original/ADM-G6-U6-02-SE-practice-answer-key-CA.pdf))
* 6.04 ([Activity 2, Screens 8–9](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c73601?collections=68078c48907aef8d98c70ca9#preview/d0263eb2-1f3a-4316-87f1-d1bf77b5e470))

**Teacher Edition*** 6.02 ([Activity 1, entire Monitor and Connect sections, page 651](https://learning.amplify.com/m/1924fc563c5cb904/original/ADM-G6-U6-02-TE-CA.pdf#page=5))
* 6.02 ([Activity 2, entire Connect section and Key Takeaway, page 652](https://learning.amplify.com/m/1924fc563c5cb904/original/ADM-G6-U6-02-TE-CA.pdf#page=6))
* 6.04 ([Activity 2, Monitor, Differentiation table, page 666](https://learning.amplify.com/m/6f1ec7e1ece58c5a/original/ADM-G6-U6-04-TE-CA.pdf#page=5))

*Understand solving an inequality as a process of answering a question: which values from a specified set, if any, make the inequality true? Use substitution to determine whether a given number in a specified set makes an inequality true.***Student Edition*** 7.08 ([Activity 1, Screens 4–6](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8bd26?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/d8ef528a-4fa3-44c9-9339-b90e85b0165c))
* 7.08 ([Activity 2, Screens 7–11](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8bd26?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/f3ef52e6-5aa3-40ae-af9d-c44b9021bee3))
* 7.08 ([Show What You Know, Screen 16](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8bd26?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/aff16015-e929-48b1-9da3-30fa6b2f444b))

**Teacher Edition*** 7.08 ([Activity 1, Connect, paragraph that begins with “To surface” and the Key Takeaway, page 838](https://learning.amplify.com/m/55edc524da08e2d0/original/ADM-G6-U7-08-TE-CA.pdf#page=5))
* 7.08 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 842](https://learning.amplify.com/m/55edc524da08e2d0/original/ADM-G6-U7-08-TE-CA.pdf#page=9))
 |  |  |  |
| 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. | *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.***Student Edition*** 6.01 ([Activity 1, Screens 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c48907aef8d98c71a95?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/f10ae6fe-260d-4cef-ba3f-4791f7e7933c))
* 6.06 ([Activities 1-2, Screens 7 and 9–11](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/5473147a-b3f6-495a-9320-2a152fdb6d3e))

**Teacher Edition*** 6.01 ([Activity 1, Connect, paragraph that begins with “Create”, page 643](https://learning.amplify.com/m/7be1535b1b38480/original/ADM-G6-U6-01-TE-CA.pdf#page=5))
* 6.06 ([Activity 1, Monitor, paragraph that begins with “Look for”and Image of Screen 5, page 683](https://learning.amplify.com/m/4f28a7a8ccd0f618/original/ADM-G6-U6-06-TE-CA.pdf#page=5))

*Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.***Student Edition*** 6.01 ([Activity 1, Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c48907aef8d98c71a95?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/50981182-0d83-4b88-bcb0-289dde024095))
* 6.06 ([Activity 1, Screen 5](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c7420f?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/cf1c3a56-7bca-43fa-ad1e-abe74960f327))

**Teacher Edition*** 6.01 ([Activity 1, Monitor, Accessibility Conceptual Processing support, page 642](https://learning.amplify.com/m/7be1535b1b38480/original/ADM-G6-U6-01-TE-CA.pdf#page=4))
* 6.01 ([Synthesis, paragraphs starting with “Formalize vocabulary” and “(optional) Consider using”, page 646](https://learning.amplify.com/m/7be1535b1b38480/original/ADM-G6-U6-01-TE-CA.pdf#page=8))
 |  |  |  |
| 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. | **Student Edition*** 6.04 ([Activity 1, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c49907aef8d98c73601?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/fc8caa64-c6fc-4b4c-babe-af20692edbcd))
* 6.05 ([Activity 1, Problem 3, page 674](https://learning.amplify.com/m/1ed4aee365d9e831/original/ADM-G6-U6-05-SE-lesson-answer-key-CA.pdf#page=2))
* 6.01 ([Practice, Screens 1–2, Problems 1–4](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c7b88e?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/ce1b4188-6a4e-4d3f-8764-8eaa40fe02f9))
* 6.02 ([Practice, Screen 6, Problems 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c7bf39?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/7fc9510e-763a-4cbf-9267-d7415da42144))

**Teacher Edition*** 6.04 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 670](https://learning.amplify.com/m/6f1ec7e1ece58c5a/original/ADM-G6-U6-04-TE-CA.pdf#page=9))
* 6.05 ([Activity 1, entire Connect section including Key Takeaway, page 674](https://learning.amplify.com/m/2e6ea9ab38fd5504/original/ADM-G6-U6-05-TE-CA.pdf#page=4))
 |  |  |  |
| 6.EE.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. | *Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem.* **Student Edition*** 7.07 ([Show What You Know, Screen 13](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8b06f?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/c5809bfe-02ba-4015-8ada-3373f693dad4))
* 7.08 ([Activity 1, Screens 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8bd26?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/07c5457a-7d9e-4fd4-a00c-e5d8380a4c03))

**Teacher Edition*** 7.07 ([Activity 1, Launch, bulleted list under “Consider asking” and Image of Screen 3, page 830](https://learning.amplify.com/m/77736055d60af21d/original/ADM-G6-U7-07-TE-CA.pdf#page=4))
* 7.08 ([Activity 1, Monitor, Differentiation table and entire Connect section including the Key Takeaway, page 838](https://learning.amplify.com/m/55edc524da08e2d0/original/ADM-G6-U7-08-TE-CA.pdf#page=5))

*Recognize that inequalities of the form x > c or x < c have infinitely many solutions. Represent solutions of such inequalities on number line diagrams.***Student Edition*** 7.07 ([Activity 1, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8b06f?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/60da5d5b-7fa1-43eb-9922-362bc52b35ee))
* 7.08 ([Activity 2, Screens 7–10](https://teacher.desmos.com/activitybuilder/custom/68078c4d907aef8d98c8bd26?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/f3ef52e6-5aa3-40ae-af9d-c44b9021bee3))

**Teacher Edition*** 7.07 ([Activity 1, Connect, Key Takeaway, page 831](https://learning.amplify.com/m/77736055d60af21d/original/ADM-G6-U7-07-TE-CA.pdf#page=5))
* 7.08 ([Activity 2, entire Connect section including the Key Takeaway, page 840](https://learning.amplify.com/m/55edc524da08e2d0/original/ADM-G6-U7-08-TE-CA.pdf#page=7))
* 7.08 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 842](https://learning.amplify.com/m/55edc524da08e2d0/original/ADM-G6-U7-08-TE-CA.pdf#page=9))
 |  |  |  |

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##### Cluster: Represent and analyze quantitative relationships between dependent and independent variables.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in **Unit 6**. Students explore two quantities that change in relationship to one another (independent and dependent variables). They use tables, graphs, and equations to analyze these relationships and make connections between the different representations.

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | *Use variables to represent two quantities in a real-world problem that change in relationship to one another.***Student Edition*** 6.13 ([Practice, Screens 2–5, Problems 2–5](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7f4b1?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/b0eab006-3a0e-4cb0-bf7b-71bf340a8043))
* 6.13 ([Activity 1, Screen 2: click on one of the options in part a to view part b](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c78869?collections=68078c48907aef8d98c70ca9#preview/cd48417a-2d89-4939-a164-6d05a111a543) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c78869?collections=68078c48907aef8d98c70ca9#preview/88a3dae1-77f8-4b27-b8d8-bf151d6d999c))

**Teacher Edition*** 6.13 ([Activity 1, entire Launch section and Monitor, first Multilingual/English Learners support and first paragraph that begins with “Look for,” page 742](https://learning.amplify.com/m/7d419303048789d3/original/ADM-G6-U6-13-TE-CA.pdf#page=4))
* 6.13 ([Activity 2, Monitor, Multilingual/English Learners Support and Differentiation table, page 743](https://learning.amplify.com/m/7d419303048789d3/original/ADM-G6-U6-13-TE-CA.pdf#page=5))

*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.* **Student Edition*** 6.13 ([Activity 1, Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c78869?collections=68078c48907aef8d98c70ca9#preview/234e1155-8191-4ee0-a6ba-abaa0c505794))
* 6.13 ([Activity 3, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c78869?collections=68078c48907aef8d98c70ca9#preview/127b6553-18ed-40d9-b1eb-afb7e1650a87))
* 6.16 ([Activity 1, Problem 2, page 765](https://learning.amplify.com/m/1fc921931da14c77/original/ADM-G6-U6-16-SE-lesson-answer-key-CA.pd#page=2))
* 6.16 ([Practice, Screens 7 and 9, Problems 9 and 11](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c80529?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/00cb9fa8-831e-4828-b8fd-78c35f1fef62))

**Teacher Edition*** 6.13 ([Activity 1, Monitor, Differentiation table, page 742](https://learning.amplify.com/m/7d419303048789d3/original/ADM-G6-U6-13-TE-CA.pdf#page=4))
* 6.13 ([Activity 3, Monitor, Accessibility: Visual-Spatial Processing support and Differentiation table, page 744](https://learning.amplify.com/m/7d419303048789d3/original/ADM-G6-U6-13-TE-CA.pdf#page=6))

*Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.***Student Edition*** 6.14 ([Practice, Screens 1–3, Problems 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c4b907aef8d98c7f9a6?collections=68078c48907aef8d98c70ca9%2C68078c4a907aef8d98c7b733#preview/44e3fa2f-ae87-45e5-8e13-1ab75881b3db))
* 6.15 ([Activity 1, Problem 3, page 758](https://learning.amplify.com/m/4879113735ac981b/original/ADM-G6-U6-15-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/2bbc80184ce24c95/original/ADM-G6-U6-15-cards-CA.pdf))

**Teacher Edition*** 6.13 ([Synthesis, MLR8: Discussion Supports, Lesson Takeaway, and Image of Summary Student Edition, page 746](https://learning.amplify.com/m/7d419303048789d3/original/ADM-G6-U6-13-TE-CA.pdf#page=8))
* 6.14 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 754](https://learning.amplify.com/m/f60f42c8caa5567/original/ADM-G6-U6-14-TE-CA.pdf#page=8))
* 6.15 ([Activity 1, Monitor, Differentiation: (Support), page 758](https://learning.amplify.com/m/4c10b71a3ac0107a/original/ADM-G6-U6-15-TE-CA.pdf#page=4))
 |  |  |  |

### Domain: Geometry

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

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in Units 1, 4, 6, and 7.

* In **Unit 1**, students determine the area of triangles, quadrilaterals, and other polygons using composition and decomposition strategies. They create nets of polyhedra and use the nets to determine surface area.
* In **Unit 4**, students calculate areas of rectangles and triangles with fractional dimensions. They determine missing dimensions of figures composed of rectangles and triangles with fractional dimensions. Students determine the volume of right rectangular prisms with fractional side lengths using unit cubes and formulas.
* In **Unit 6**, students use area and volume models to evaluate variable expressions that involve whole-number exponents. They apply volume formulas to calculate the volume of right rectangular prisms with fractional edge lengths.
* In **Unit 7**, students graph polygons on the coordinate plane and determine vertical and horizontal side lengths.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | *Find the area of right triangles and other triangles by composing into rectangles or decomposing into triangles and other shapes.* **Student Edition*** 1.06 ([Activity 1, Problems 2–4, page 45](https://learning.amplify.com/m/35d8dca4943ad289/original/ADM-G6-U1-06-SE-lesson-answer-key-CA.pdf#page=2) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c15274?collections=68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/52bb2f67-c0c7-434b-9808-70fb80cb1f21))
* 1.07 ([Activity 2, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c1585c?collections=68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/3e996256-64c1-4652-bf79-52662e8595f7))

**Teacher Edition*** 1.06 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 47](https://learning.amplify.com/m/18ad295dc7790e23/original/ADM-G6-U1-06-TE-CA.pdf#page=6))
* 1.07 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 54](https://learning.amplify.com/m/28fb714b8546acc0/original/ADM-G6-U1-07-TE-CA.pdf#page=7))

*Find the area of special quadrilaterals by composing into rectangles or decomposing into triangles and other shapes.***Student Edition*** 1.04 ([Warm-Up, Problems 1–2, page 30](https://learning.amplify.com/m/490dc97d2ae849e8/original/ADM-G6-U1-04-SE-lesson-answer-key-CA.pdf))
* 1.09 ([Activities 2–3, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c16daa?collections=68078c32907aef8d98c1011a#preview/f9edcdb5-bd11-412f-88e5-c3824aa95b37) and [Screen 9, Class Gallery: click Make My Challenge and follow the prompts](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c16daa?collections=68078c32907aef8d98c1011a#preview/043f49d5-4269-40cf-96e2-f69718c71a62))

**Teacher Edition*** 1.03 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 27](https://learning.amplify.com/m/45413ce9ab687a6a/original/ADM-G6-U1-03-TE-CA.pdf#page=7))
* 1.04 ([Activity 2, entire Connect section including Key Takeaway, page 33](https://learning.amplify.com/m/3a3cd7b3591e26e3/original/ADM-G6-U1-04-TE-CA.pdf#page=6))

*Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes.***Student Edition*** 1.01 ([Activity 1, Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c118a4?collections=68078c32907aef8d98c1011a#preview/175516ea-6ca6-46ab-98c8-a2d4fcadc471))
* 1.02 ([Activity 2, Screens 8–9](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c1248b?collections=68078c32907aef8d98c1011a#preview/21a07934-8ac1-42f9-9fa0-26bd367c3221))

**Teacher Edition*** 1.01 ([Activity 1, Monitor, Differentiation table and Math Identity and Community, page 11](https://learning.amplify.com/m/42a172b0cd0c168/original/ADM-G6-U1-01-TE-CA.pdf#page=5))
* 1.01 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 13](https://learning.amplify.com/m/42a172b0cd0c168/original/ADM-G6-U1-01-TE-CA.pdf#page=7))
* 1.02 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 20](https://learning.amplify.com/m/714692bc11f32df8/original/ADM-G6-U1-02-TE-CA.pdf#page=7))
* 1.09 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 70](https://learning.amplify.com/m/e8484ca19f7ec7a/original/ADM-G6-U1-09-TE-CA.pdf#page=8))

*Apply these techniques in the context of solving real-world and mathematical problems.***Student Edition*** 1.05 ([Activity 2, Screens 7–8](https://teacher.desmos.com/activitybuilder/custom/68078c33907aef8d98c14733?collections=68078c32907aef8d98c1011a#preview/a6c8993e-4309-4eca-9c2c-948b58577fcf))
* 1.04 ([Practice, Screen 6, Problem 6](https://teacher.desmos.com/activitybuilder/custom/68078c36907aef8d98c1d94b?collections=68078c32907aef8d98c1011a%2C68078c35907aef8d98c1cadb#preview/53491189-c826-4701-9b8d-5d9973e3fe69))
* 1.09 ([Practice, Screens 2–6, Problems 2-6](https://teacher.desmos.com/activitybuilder/custom/68078c36907aef8d98c1f1d9?collections=68078c32907aef8d98c1011a%2C68078c35907aef8d98c1cadb#preview/31c335f3-6e8e-4d03-b46f-98e1fe988434))
* Unit 1 ([Practice Day 1, Problems 1–8, pages 73–76](https://learning.amplify.com/m/1ab01306b0b65ba1/original/ADM-G6-U1-SE-practice-day-1-answer-key-CA.pdf))

**Intervention, Extension, and Investigation Resources*** Investigation 1 ([Polygons on a Grid, student pages 396–399](https://learning.amplify.com/m/735d879f5ab3e0bc/original/ADM-G6-Investigation-1-student-answers-CA.pdf#page=3))
* Investigation 1 ([Polygons on a Grid, teacher page 405](https://learning.amplify.com/m/2bee30e815400a02/original/ADM-G6-Investigation-1-teacher-CA.pdf#page=3))
 |  |  |  |
| 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. | *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.* **Student Edition*** 4.14 ([Activity 1, Screen 4](https://teacher.desmos.com/activitybuilder/custom/68078c42907aef8d98c557ff?collections=68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/130cfb97-30aa-4b96-ba63-37e9e093b123))
* 4.14 ([Practice, Screen 5, Problem 6](https://teacher.desmos.com/activitybuilder/custom/68078c43907aef8d98c5be94?collections=68078c40907aef8d98c4c5c1%2C68078c42907aef8d98c58168#preview/954b14b1-f0af-4584-9b0d-6b2981ebdb2f))

**Teacher Edition*** 4.14 ([Activity 1, Monitor, paragraph that begins with “To support students”, page 477](https://learning.amplify.com/m/13199a8130d2893b/original/ADM-G6-U4-14-TE-CA.pdf#page=4))
* 4.14 ([Activity 1, entire Connect section including Key Takeaway, page 477](https://learning.amplify.com/m/13199a8130d2893b/original/ADM-G6-U4-14-TE-CA.pdf#page=4))
* 4.14 ([Synthesis, bulleted list under “Capture and share,” Lesson Takeaway, and Image of Summary Student Edition, page 480](https://learning.amplify.com/m/13199a8130d2893b/original/ADM-G6-U4-14-TE-CA.pdf#page=7))

*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.***Student Edition*** 4.14 ([Activity 2, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c42907aef8d98c557ff?collections=68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/497f6847-63f6-451f-94f7-66dc87e055a1))
* 4.14 ([Synthesis, Screen 10, click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c42907aef8d98c557ff?collections=68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/cb53e435-ea85-4fa4-bcc6-12a631024eaf))
* 4.14 ([Practice, Screens 1–3, Problems 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c43907aef8d98c5be94?collections=68078c40907aef8d98c4c5c1%2C68078c42907aef8d98c58168#preview/22217b4a-da9a-4909-a892-898e43e7287a))
* 4.14 ([Practice, Screens 7–8, Problems 8–9](https://teacher.desmos.com/activitybuilder/custom/68078c43907aef8d98c5be94?collections=68078c40907aef8d98c4c5c1%2C68078c42907aef8d98c58168#preview/a22525af-bf44-4451-8f07-c2ba820204ad))
* 4.15 ([Show What You Know, Screen 6](https://teacher.desmos.com/activitybuilder/custom/68078c42907aef8d98c566ae?collections=68078c32907aef8d98c0fbea%2C68078c40907aef8d98c4c5c1#preview/e4acf2d6-205e-484e-bb74-636fa7847ca4))
* 6.12 ([Activity 2, Screens 6–7](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/5bd85f0b-017b-4fe3-8c4e-6cd5e69e53ec) and [Screen 9, Amir's strategy](https://teacher.desmos.com/activitybuilder/custom/68078c4a907aef8d98c77c76?collections=68078c32907aef8d98c0fbea%2C68078c48907aef8d98c70ca9#preview/c1d33681-2804-4b95-9a1e-81d13eed49ed))

**Teacher Edition*** 4.14 ([Synthesis, bulleted list under “Capture and share,” Lesson Takeaway, and Image of Summary Student Edition, page 480](https://learning.amplify.com/m/13199a8130d2893b/original/ADM-G6-U4-14-TE-CA.pdf#page=7))
 |  |  |  |
| 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. | **Student Edition*** 7.12 ([Activity 1, Screens 2–5](https://teacher.desmos.com/activitybuilder/custom/68078c4e907aef8d98c8f611?collections=68078c32907aef8d98c0fbea%2C68078c4c907aef8d98c84e64#preview/4e63cac5-33bc-40b1-8c74-b611bf18d2a2))
* 7.12 ([Practice, Screens 1–4, Problems 1–7](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c95e2a?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/7363afa2-2ce7-47ae-8ec8-dd15e5886afe))
* 7.12 ([Practice, Screens 6–7, Problems 9–10](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c95e2a?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/b0cbb78a-7395-4b78-a270-a4378f3e722e))
* 7.13 ([Practice, Screens 8–9, Problems 8–10](https://teacher.desmos.com/activitybuilder/custom/68078c4f907aef8d98c9627d?collections=68078c4c907aef8d98c84e64%2C68078c4e907aef8d98c920da#preview/0e2b2b49-bc54-4c65-9bf2-2e491e01bf11))

**Teacher Edition*** 7.12 ([Activity 1, Monitor, Differentation, page 874](https://learning.amplify.com/m/2a5cbbeec7a68072/original/ADM-G6-U7-12-TE-CA.pdf#page=5))
* 7.12 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 877](https://learning.amplify.com/m/2a5cbbeec7a68072/original/ADM-G6-U7-12-TE-CA.pdf#page=8))

**Intervention, Extension, and Investigation Resources*** Investigation 2 ([Taxicab Geometry, student pages 410–412](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=4), [Information Sheet, page 414](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=8), and [Recording Sheet, page 415](https://learning.amplify.com/m/2d049c20dfcd7456/original/ADM-G6-Investigation-2-student-answers-CA.pdf#page=9))
* Investigation 2 ([Taxicab Geometry, teacher page 418](https://learning.amplify.com/m/6f6b3d7414cf76b2/original/ADM-G6-Investigation-2-teacher-CA.pdf#page=3))
 |  |  |  |
| 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. | *Represent three-dimensional figures using nets made up of rectangles and triangles.* **Student Edition*** 1.11 ([Activity 2, Screens 6–8](https://teacher.desmos.com/activitybuilder/custom/68078c34907aef8d98c18be3?collections=68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/0b231385-89b0-48a1-9c16-82d5b63f40ce))
* 1.12 ([Activity 1, Problems 3–4, page 96](https://learning.amplify.com/m/618d578348231877/original/ADM-G6-U1-12-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 1 Cards](https://learning.amplify.com/m/449bcc06d940f3f1/original/ADM-G6-U1-12-cards-CA.pdf))

**Teacher Edition*** 1.11 ([Activity 2, entire Connect section including Key Takeaway, page 91](https://learning.amplify.com/m/755fa9d792cb2cbe/original/ADM-G6-U1-11-TE-CA.pdf#page=7))
* 1.11 ([Synthesis, bulleted list under “Capture and share” and Image of Screen 10, page 92](https://learning.amplify.com/m/755fa9d792cb2cbe/original/ADM-G6-U1-11-TE-CA.pdf#page=8))
* 1.12 ([Activity 1, entire Connect section including Key Takeaway, page 96](https://learning.amplify.com/m/21f2497109163827/original/ADM-G6-U1-12-TE-CA.pdf#page=4) and [Activity 1 Cards](https://learning.amplify.com/m/449bcc06d940f3f1/original/ADM-G6-U1-12-cards-CA.pdf))

*Use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.***Student Edition*** 1.12 ([Activity 2, Problem 6, page 97](https://learning.amplify.com/m/618d578348231877/original/ADM-G6-U1-12-SE-lesson-answer-key-CA.pdf#page=3))
* 1.13 ([Activity 1, Screen 4](https://teacher.desmos.com/activitybuilder/custom/68078c35907aef8d98c19e34?collections=68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/506b29bc-e5ea-4cfa-97f5-48dd0d1b2d41))
* 1.13 ([Show What You Know, Screen 11](https://teacher.desmos.com/activitybuilder/custom/68078c35907aef8d98c19e34?collections=68078c32907aef8d98c0fbea%2C68078c32907aef8d98c1011a#preview/f01ff404-ccd8-4401-911c-c5c15efdc385))
* 1.14 ([Activity 1, Problems 2–6, page 110](https://learning.amplify.com/m/32ad345f1f2d6947/original/ADM-G6-U1-14-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 1.12 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 98](https://learning.amplify.com/m/21f2497109163827/original/ADM-G6-U1-12-TE-CA.pdf#page=6))
* 1.14 ([Activity 1, Monitor, Differentiation table and entire Connect section, page 110](https://learning.amplify.com/m/6696fcd4849fe2bb/original/ADM-G6-U1-14-TE-CA.pdf#page=4))
 |  |  |  |

### Domain: Statistics and Probability

##### Cluster: Develop understanding of statistical variability.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in **Unit 8**. Students recognize statistical questions as those that anticipate variability. They explore the center, spread, and overall shape of data distributions. Students use measures of center and variation to summarize data distributions.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | **Student Edition*** 8.02 ([Activity 2, Screens 7–10](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c32907aef8d98c0fbea%2C68078c50907aef8d98c9abee#preview/34e47c5d-777f-4e4b-aff2-737aca6682ff))
* 8.02 ([Summary, the first paragraph and bulleted list, Screen 14](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c32907aef8d98c0fbea%2C68078c50907aef8d98c9abee#preview/f8b2c52d-b86b-4cf6-938a-3ac5f464ef0e))
* 8.02 ([Practice, Screens 4–5, Problems 8–9](https://teacher.desmos.com/activitybuilder/custom/68078c53907aef8d98ca939e?collections=68078c50907aef8d98c9abee%2C68078c53907aef8d98ca8c03#preview/3c7d89bc-857d-47cb-8e1f-e299f2a73f43))

**Teacher Edition*** 8.02 ([Activity 2, Connect, paragraph that begins with “Discuss” and the Key Takeaway, page 911](https://learning.amplify.com/m/58951ab30b47c77f/original/ADM-G6-U8-02-TE-CA.pdf#page=7))
 |  |  |  |
| 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. | **Student Edition*** 8.04 ([Activity 1, Screen 2: click the number line 10 times to make a dot plot to view part b](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9d996?collections=68078c50907aef8d98c9abee#preview/5d62be47-5015-4cf3-95b4-2aebf262d265), and [Screens 3–6](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9d996?collections=68078c50907aef8d98c9abee#preview/0da9b41e-a1df-4b03-8c10-61644de9f6dc))
* 8.06 ([Activity 1, Problems 3–4, page 938](https://learning.amplify.com/m/55bc5fa91ddb2182/original/ADM-G6-U8-06-SE-lesson-answer-key-CA.pdf#page=2) and [Activity 2, Problem 8, page 940](https://learning.amplify.com/m/55bc5fa91ddb2182/original/ADM-G6-U8-06-SE-lesson-answer-key-CA.pdf#page=4))

**Teacher Edition*** 8.04 ([Activity 1, entire Monitor and Connect sections, pages 923–924](https://learning.amplify.com/m/6121027451ed8db0/original/ADM-G6-U8-04-TE-CA.pdf#page=4))
* 8.04 ([Synthesis, bulleted list under “Have students share” and Image of Summary Student Edition, page 927](https://learning.amplify.com/m/6121027451ed8db0/original/ADM-G6-U8-04-TE-CA.pdf#page=8))
* 8.06 ([Activity 1, Monitor, Differentiation table, page 938](https://learning.amplify.com/m/ea0b9b9290e974d/original/ADM-G6-U8-06-TE-CA.pdf#page=4))
 |  |  |  |
| 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. | *Recognize that a measure of center for a numerical data set summarizes all of its values with a single number.***Student Edition*** 8.07 ([Activity 2, Screen 5 and click on the Sample Responses tab](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9faac?collections=68078c50907aef8d98c9abee#preview/fe5c65ca-b17e-4af8-b833-3d858b9877a3))
* 8.07 ([Activity 3, Screen 10](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9faac?collections=68078c50907aef8d98c9abee#preview/96a57b88-8d4b-4958-9e2a-d9d67d4908db))
* 8.11 ([Activity 2, Screens 6–10](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca2db3?collections=68078c50907aef8d98c9abee#preview/08b51a5f-4d07-4e49-9cf7-82f19a66500d))

**Teacher Edition*** 8.07 ([Activity 3, entire Connect section, page 949](https://learning.amplify.com/m/21955dca4715f3c0/original/ADM-G6-U8-07-TE-CA.pdf#page=7))
* 8.11 ([Activity 2, Monitor, Differentiation table and entire Connect section including Key Takeaway, pages 981–982](https://learning.amplify.com/m/2b723508aeb1246b/original/ADM-G6-U8-11-TE-CA.pdf#page=5))

*Recognize that a measure of variation describes how its values vary with a single number.***Student Edition*** 8.09 ([Activity 1, Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98ca146c?collections=68078c50907aef8d98c9abee#preview/06070c68-debf-4a99-b8dd-86042888c810))
* 8.14 ([Activity 2, Problems 5–7, page 1005](https://learning.amplify.com/m/6c0538b6112eb43c/original/ADM-G6-U8-14-SE-lesson-answer-key-CA.pdf#page=3))

**Teacher Edition*** 8.09 ([Activity 1, entire Connect, section, page 961](https://learning.amplify.com/m/615a44e63953a0c9/original/ADM-G6-U8-09-TE-CA.pdf#page=4))
* 8.14 ([Activity 2, entire Connect section including Key Takeaway, page 1005](https://learning.amplify.com/m/47f6bcf2c1941da3/original/ADM-G6-U8-14-TE-CA.pdf#page=5))
 |  |  |  |

#####

##### Cluster: Summarize and describe distributions.

How does the program address this aspect of the domain?

Amplify Desmos Math California addresses this aspect of the domain in **Unit 8**. Students create dot plots, histograms, and box plots to display numerical data. They summarize numerical data sets by reporting the number of observations. Students summarize numerical data sets by describing the attributes being measured, how they are measured, and other relative information. They summarize numerical data sets by stating the measures of center and variability, and by describing patterns in the data — including deviations from those patterns. Students summarize numerical data sets by relating which measure of center or variability they chose to the data distribution’s shape and context.

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 6.SP.4 | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | *Display numerical data in plots on a number line, including dot plots.***Student Edition*** 8.02 ([Activity 1, Screen 2](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c50907aef8d98c9abee#preview/8a51bffa-5a1f-47cc-864b-9d8bee4db80f) and [Screen 3: click on Dot Plot](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c50907aef8d98c9abee#preview/5d8efff8-0885-4d08-98d9-f6b5babe4a15))
* 8.03 ([Activity 1, Problems 4–5, page 916](https://learning.amplify.com/m/414234641d87f5e4/original/ADM-G6-U8-03-SE-lesson-answer-key-CA.pdf#page=2))

**Teacher Edition*** 8.02 ([Activity 1, Launch, paragraphs that begin with “Demonstrate” and “Use the Notice and Wonder routine” and Monitor, paragraphs that begin with “Invite students” and “Pause,” page 908](https://learning.amplify.com/m/58951ab30b47c77f/original/ADM-G6-U8-02-TE-CA.pdf#page=4))
* 8.03 ([Synthesis and Image of Student Edition, page 919](https://learning.amplify.com/m/69a128bab48c709d/original/ADM-G6-U8-03-TE-CA.pdf#page=7))

*Display numerical data in plots on a number line, including histograms.***Student Edition*** 8.05 ([Activity 1, Screens 2–4](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9e7bb?collections=68078c50907aef8d98c9abee#preview/ac601ab5-0c4e-4f61-9ec4-f6e452e51063))
* 8.05 ([Activity 3, Screens 7–9](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9e7bb?collections=68078c50907aef8d98c9abee#preview/19859e09-8511-4f76-afa7-00f3f8c38755))

**Teacher Edition*** 8.05 ([Activity 1, entire Launch and Connect sections, page 931](https://learning.amplify.com/m/5e78372cb74e5b84/original/ADM-G6-U8-05-TE-CA.pdf#page=4))
* 8.06 ([Activity 2, entire Connect section including Key Takeaway, page 940](https://learning.amplify.com/m/ea0b9b9290e974d/original/ADM-G6-U8-06-TE-CA.pdf#page=6))

*Display numerical data in plots on a number line, including box plots.***Student Edition*** 8.14 ([Activity 1, Problems 3–4, page 1004](https://learning.amplify.com/m/6c0538b6112eb43c/original/ADM-G6-U8-14-SE-lesson-answer-key-CA.pdf#page=2))
* 8.15 ([Activity 2, Screens 7–9](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca5c91?collections=68078c50907aef8d98c9abee#preview/1fcb74cc-ebda-40b8-9bd9-21da45c88564))

**Teacher Edition*** 8.14 ([Activity 1, entire Monitor and Connect sections, page 1004](https://learning.amplify.com/m/47f6bcf2c1941da3/original/ADM-G6-U8-14-TE-CA.pdf#page=4) and [Screen 3](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca54b2?collections=68078c50907aef8d98c9abee#preview/d0e97f1e-b123-48a9-b0ec-cd1bdbec6c37))
* 8.14 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 1007](https://learning.amplify.com/m/47f6bcf2c1941da3/original/ADM-G6-U8-14-TE-CA.pdf#page=7))

 |  |  |  |
| 6.SP.5a | Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. | **Student Edition*** 8.02 ([Activity 2, Screen 8](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c50907aef8d98c9abee#preview/624da694-8f50-4f9f-838b-804c79469c4f))
* 8.05 ([Activity 3, Screen 9: Select a question in part a to view part b](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9e7bb?collections=68078c50907aef8d98c9abee#preview/8da5eaa5-c110-4064-94dd-8555a9b33288))
* 8.05 ([Practice, Screens 2–4, Problems 2–6](https://teacher.desmos.com/activitybuilder/custom/68078c53907aef8d98cab16a?collections=68078c50907aef8d98c9abee%2C68078c53907aef8d98ca8c03#preview/76d77e4f-41bf-4d99-a5a4-fd86344cabca))

**Teacher Edition*** 8.05 ([Activity 1, entire Launch section and Image of Screen 2, page 931](https://learning.amplify.com/m/5e78372cb74e5b84/original/ADM-G6-U8-05-TE-CA.pdf#page=4))

 |  |  |  |
| 6.SP.5b | Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. | **Student Edition*** 8.02 ([Warm-Up and Activity 1, Screens 1–3](https://teacher.desmos.com/activitybuilder/custom/68078c50907aef8d98c9c558?collections=68078c50907aef8d98c9abee#preview/023c039f-64de-41ce-a28e-b4b1434687da))
* 8.15 ([Warm-Up, Screen 1](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca5c91?collections=68078c50907aef8d98c9abee#preview/40c0c59b-0fa6-4277-9107-75f4a079320e))

**Teacher Edition*** 8.02 ([Warm-Up, entire Launch and Connect sections, and Activity 1, entire Launch section, pages 907–908](https://learning.amplify.com/m/58951ab30b47c77f/original/ADM-G6-U8-02-TE-CA.pdf#page=3))
* 8.12 ([Warm-Up, entire Launch section and Images of Screens 1–2, page 986](https://learning.amplify.com/m/577152d7454aeab2/original/ADM-G6-U8-12-TE-CA.pdf#page=3))
* 8.15 ([Warm-Up, entire Launch section, page 1010](https://learning.amplify.com/m/6b33f5421f8f109d/original/ADM-G6-U8-15-TE-CA.pdf#page=3))

 |  |  |  |
| 6.SP.5c | Summarize numerical data sets in relation to their context, such as by: 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. | *Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) 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.***Student Edition*** 8.07 ([Activities 1–2, Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98c9faac?collections=68078c50907aef8d98c9abee#preview/66e7324b-0121-4033-a36b-cca417067ed4))
* 8.11 ([Activities 1–2, Screens 5–7](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca2db3?collections=68078c50907aef8d98c9abee#preview/5646e8fc-f85a-42a2-a7d7-d20906a00583))
* 8.12 ([Activity 1, Screen 4: click on See Data](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/a7808ee3-99ef-4404-b7e3-550c1598e5d1) and [Screens 5–6](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/e23a1349-58d6-41e0-ac76-067d6e1dd4c1))

**Teacher Edition*** 8.07 ([Activity 2, Connect, MLR3: Critique, Correct, Clarify, bulleted list under “Consider asking,” and Image of Screen 9, page 948](https://learning.amplify.com/m/21955dca4715f3c0/original/ADM-G6-U8-07-TE-CA.pdf#page=6))
* 8.07 ([Synthesis, bulleted list under “Capture and share” and Image of Summary Student Edition, page 950](https://learning.amplify.com/m/21955dca4715f3c0/original/ADM-G6-U8-07-TE-CA.pdf#page=8))
* 8.12 ([Activity 1, Monitor, Differentation, page 988](https://learning.amplify.com/m/577152d7454aeab2/original/ADM-G6-U8-12-TE-CA.pdf#page=5))

*Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of 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.***Student Edition*** 8.09 ([Activity 1, Screens 4–5](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98ca146c?collections=68078c50907aef8d98c9abee#preview/06070c68-debf-4a99-b8dd-86042888c810))
* 8.09 ([Activity 2, Screen 6](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98ca146c?collections=68078c50907aef8d98c9abee#preview/9a25460d-7469-410f-a2fc-c4cd42dc986c) and [Screen 7: Press play to view the animation](https://teacher.desmos.com/activitybuilder/custom/68078c51907aef8d98ca146c?collections=68078c50907aef8d98c9abee#preview/0cdbc1a5-e43f-43bb-9a97-7d03ee136aa1))
* 8.14 ([Activity 2, Problems 5–7, page 1005](https://learning.amplify.com/m/6c0538b6112eb43c/original/ADM-G6-U8-14-SE-lesson-answer-key-CA.pdf#page=3))
* 8.15 ([Activity 2, Screens 7–9](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca5c91?collections=68078c50907aef8d98c9abee#preview/1fcb74cc-ebda-40b8-9bd9-21da45c88564))

**Teacher Edition*** 8.09 ([Activity 1, entire Connect section including Key Takeaway, page 961](https://learning.amplify.com/m/615a44e63953a0c9/original/ADM-G6-U8-09-TE-CA.pdf#page=4))
* 8.14 ([Activity 2, entire Connect section including Key Takeaway, page 1005](https://learning.amplify.com/m/47f6bcf2c1941da3/original/ADM-G6-U8-14-TE-CA.pdf#page=5))
* 8.15 ([Synthesis, bulleted list under “Consider asking,” and Image of Summary Student Edition, page 1015](https://learning.amplify.com/m/6b33f5421f8f109d/original/ADM-G6-U8-15-TE-CA.pdf#page=8))

 |  |  |  |
| 6.SP.5d | Summarize numerical data sets in relation to their context, such as by: 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. | **Student Edition*** 8.12 ([Warm-Up, Screens 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/bd8be9c1-f7cc-4b7d-9dc6-5e871ffece79))
* 8.12 ([Activity 1, Screen 4: click See Data](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/a7808ee3-99ef-4404-b7e3-550c1598e5d1) and [Screens 5–6](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/e23a1349-58d6-41e0-ac76-067d6e1dd4c1))
* 8.12 ([Activity 2, Screen 7](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/283aced8-c760-4ccf-bd04-dfbbd734a4b0), [Screen 8: click on Headlines](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/03e0e67a-20e3-48c2-a7ba-1e70bbd21611), and [Screens 9–11](https://teacher.desmos.com/activitybuilder/custom/68078c52907aef8d98ca39d3?collections=68078c50907aef8d98c9abee#preview/1d7d2edd-1a95-4a7d-b162-994da9eaffc9))
* 8.15 ([Practice, Screens 1–2, Problems 1–2](https://teacher.desmos.com/activitybuilder/custom/68078c54907aef8d98caeec2?collections=68078c50907aef8d98c9abee%2C68078c53907aef8d98ca8c03#preview/44e3fa2f-ae87-45e5-8e13-1ab75881b3db) and [Screens 5–7, Problems 8–10](https://teacher.desmos.com/activitybuilder/custom/68078c54907aef8d98caeec2?collections=68078c50907aef8d98c9abee%2C68078c53907aef8d98ca8c03#preview/9407c996-c445-42a6-8cf1-cb6b4e180af9))
* 8.16 ([Activity 1, Problems 2–6, pages 1019–1020](https://learning.amplify.com/m/42b4077d26ae2efc/original/ADM-G6-U8-16-SE-lesson-answer-key-CA.pdf#page=2) and [Activities 1 & 2 Sheet](https://learning.amplify.com/m/213f03616cdadfa7/original/ADM-G6-U8-16-sheet-CA.pdf))

**Teacher Edition*** 8.12 ([Activity 1, entire Monitor and Connect sections including the Key Takeaway, page 988](https://learning.amplify.com/m/577152d7454aeab2/original/ADM-G6-U8-12-TE-CA.pdf#page=5))
* 8.12 ([Activity 2, entire Connect, section, page 990](https://learning.amplify.com/m/577152d7454aeab2/original/ADM-G6-U8-12-TE-CA.pdf#page=7))
* 8.12 ([Synthesis, Lesson Takeaway and Image of Summary Student Edition, page 991](https://learning.amplify.com/m/577152d7454aeab2/original/ADM-G6-U8-12-TE-CA.pdf#page=8))
* 8.16 ([Activity 1, Monitor, paragraph that begins with “Listen for,” page 1019](https://learning.amplify.com/m/6629de456d4a3aed/original/ADM-G6-U8-16-TE-CA.pdf#page=4) and [entire Monitor and Connect sections, page 1020](https://learning.amplify.com/m/6629de456d4a3aed/original/ADM-G6-U8-16-TE-CA.pdf#page=5))

 |  |  |  |

**Appendix:** (*Publisher/Developer, please enter any additional notes regarding the standards below.)*

California Department of Education, November 2023

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-0)