Course 1 Honors Unit 1 Summary – Compute with Multi-Digit Numbers

Sections in the book:	**CA State Standards:**
Chapter 3: Lessons 1-8	6.NS.2 6.NS.3

Focus Questions:
A. What must be done first before adding or subtracting decimals? B. When multiplying decimals, how do I know where to place my decimal in the final product? C. Where do I place the decimal in a quotient? Why is the decimal point placed in that position? D. Where is the decimal point located in a whole number when it's not visible? E. If there is a decimal in the divisor, what must be done before you divide? F. Why is the use of compatible numbers a good way to help with division?

Core Vocabulary:				
Annex	Dividend	Divisor	Quotient	Product
Compatible numbers	Decimal point			

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can fluently add decimals.	3-1	1 2 3 4
2) I can fluently subtract decimals.	3-1	1 2 3 4
3) I can fluently multiply decimals	3-3 and 3-4	1 2 3 4
4) I can fluently divide decimals.	3-5 thru 3-8	1 2 3 4
5) I can appropriately state any remainders as a decimal or fraction of the divisor.	3-5 thru 3-8	1 2 3 4
6) I can apply addition, subtraction, multiplication, and division in real world situations.	3-1 thru 3-8	1 2 3 4

Unit Test Score:	**Retake Score:**

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Course 1 Honors Unit 2 Summary – Multiplication & Division of Fractions

Sections in the book:	**CA State Standards:**
Chapter 4: Lessons 1-8	6.NS.A.1 6.RP.A.3d

Focus Questions:
A. What does it mean to simplify a fraction? What does it mean to simplify a mixed number? B. Would you use GCF or LCM to simplify? C. Explain by giving examples: a) How to multiply fractions and mixed numbers. b)How to divide fractions and mixed numbers. D. How is dividing fractions different from multiplying fractions? E. Do you need a common denominator to multiply or divide fractions? Why?

Core Vocabulary:				
Fraction	Numerator	Denominator	Mixed number	Improper fraction
Simplest form	Reciprocal	Unit ratio	Commutative property	Dimensional analysis
Cross simplify				

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can convert measurement units.	4-5	1 2 3 4
2) I can multiply fractions and whole numbers.	4-2	1 2 3 4
3) I can multiply fractions and mixed numbers.	4-3 and 4-4	1 2 3 4
4) I can add and subtract fractions.	Notes*	1 2 3 4
5) I can divide whole numbers and fractions using a visual fraction model and the algorithm.	4-6	1 2 3 4
6) I can divide fractions and mixed numbers using a visual fraction model and the algorithm.	4-7 and 4-8	1 2 3 4
7) I can apply multiplication and division of fractions to solve problems.	4-2 thru 4-8	1 2 3 4

Unit Test Score:	**Retake Score:**

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Course 1 Honors Unit 3 Summary – Ratios and Rates

Sections in the book:	**CA State Standards:**	
Chapter 1: Lessons 1-7	6.RP.1 6.RP.2	6.RP.3(a-b) 6.NS.4

Focus Questions:

A. How is a ratio different from a rate?
B. What are three different ways I can express a ratio?
C. What is the difference between a rate and a unit rate or unit price?
D. If I have a rate, how do I find the unit rate?
E. How can I use a ratio table to help me find equivalent ratios?
F. What is an ordered pair? How do I graph an ordered pair on a set of axes?
G. What is the difference between the GCF and LCM?

Core Vocabulary:

Ratio	Rate	Equivalent ratio	Unit rate	Unit price
Ratio table	Scaling	Prime factorization	Coordinate plane	Ordered pair
Origin	x-axis	x-coordinate	y-axis	y-coordinate
Graph	GCF (Greatest common factor)		LCM (Least common multiple)	

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can find the greatest common factor (GCF) of two whole numbers less than or equal to 100.	1-1	1 2 3 4
2) I can find the least common multiple (LCM) two whole numbers less than or equal to 12.	1-1	1 2 3 4
3) I can solve problems involving factors and multiples.	1-1	1 2 3 4
4) I can write and interpret ratios to describe relationships.	1-2	1 2 3 4
5) I can find and interpret unit rates.	1-3	1 2 3 4
6) I can fill in and use ratio tables to solve problems.	1-4	1 2 3 4
7) I can plot pairs of values from a list and a table on a coordinate plane.	1-5	1 2 3 4
8) I can compare ratios and rates by finding equivalent fractions.	1-6	1 2 3 4
9) I can use rates and unit rates to solve problems.	1-6 and 1-7	1 2 3 4

Unit Test Score:	**Retake Score:**

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Course 1 Honors Unit 4 Summary – Fractions, Decimals, and Percents

Sections in the book:	**CA State Standards:**
Chapter 2: Lessons 1-8	6.RP.3c

Focus Questions:

A. What does it mean to simplify a fraction? What does it mean to simplify a mixed number?
B. Explain giving examples: a) How to convert a decimal to a fraction. b) How to convert a fraction to a decimal
C. Explain how to convert a fraction to a percent. Explain how to convert a percent to a fraction.
D. Explain how to convert a decimal to a percent. Explain how to convert a percent to a decimal.
E. How do we define a percent? How do we represent it as a ratio?
F. Explain how to set up a percent proportion and how we can use it to solve problems involving percentages.

Core Vocabulary:

percent	proportion	rational number	percent proportion	least common denominator

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can convert between fractions and decimals.	2-1	1 2 3 4
2) I can use bar notation to represent a repeating decimal.	5-4	1 2 3 4
3) I can convert between decimals and percents.	2-3 and 2-4	1 2 3 4
4) I can convert between fractions and percents.	2-2 and 2-4	1 2 3 4
5) I can solve problems by converting fractions, decimals, and percents.	2-1 thru 2-5	1 2 3 4
6) I can find the percent of a number.	2-7	1 2 3 4
7) I can solve percent problems.	2-8	1 2 3 4

Unit Test Score:	**Retake Score:**

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Course 1 Honors Unit 5 Summary – Integers and the Coordinate Plane

Sections in the book:	**CA State Standards:**	
Chapter 5: Lessons 1-7	6.NS.5 6.NS.6 (a-c)	6.NS.7 (a-d) 6.NS.8

Focus Questions:

A. How are positive and negative integers graphed on a number line?
B. What does zero mean in real world situations? Explain your reasoning.
C. Explain the difference between absolute value and opposite of an integer?
D. Why is absolute value always positive and never negative?
E. When graphing ordered pairs, what is the correct direction and order to graph a point?
F. Identify the four quadrants on a coordinate plane.
G. Explain how to find the reflection of a point across the x-axis and across the y-axis.
H. How do I find the distance of each side of a figure graphed on a coordinate plane?
I. List the differences and similarities between terminating and repeating decimals. When is bar notation used?
J. What is a rational number? Are integers rational numbers? Explain your reasoning.

Core Vocabulary:

Integers	Positive integer	Negative integer	Opposites	Absolute value
Rational number	Quadrants	Terminating decimals	Repeating decimal	Bar notation

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can compare, order, and graph integers and rational numbers on horizontal and vertical number lines.	5-1, 5-3, and 5-5	1 2 3 4
2) I can write and interpret real-world situations using integers and rational numbers.	5-1	1 2 3 4
3) I can find the absolute value of a number.	5-2	1 2 3 4
4) I can find the opposite of a number.	5-2	1 2 3 4
5) I can multiply and divide integers.	Notes*	1 2 3 4
6) I can subtract positive integers that result in a negative difference.	Notes*	1 2 3 4
7) I can write and plot ordered pairs in the coordinate plane.	5-6 and 5-7	1 2 3 4
8) I can use absolute value to find the distance between two points on a graph in a real-world situation.	5-7	1 2 3 4
9) I can graph the reflection of a point across the x- and y-axes.	5-7	1 2 3 4

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Course 1 Honors Unit 6 Summary – Exponents and Expressions

Sections in the book:	**CA State Standards:**		
Chapter 6: Lessons 1-7	6.NS.3 6.NS.4 6.EE.1	6.EE.2 (a-c) 6.EE.3	6.EE.4 6.EE.6

Focus Questions:

A. What is the difference between a power, base, and an exponent? When is a power a perfect square?
B. What is the difference between a numerical expression and an algebraic expression? Give an example of each.
C. What is a variable? When would you define a variable and why?
D. What are equivalent expressions?
E. What are the three Properties in Algebra? How are they useful while determining equivalent expressions?
F. When would you use the Distributive property?
G. Why and how do you factor an expression?
H. What is a term in an algebraic expression? What makes two terms "like terms" versus "unlike terms?"
I. What are coefficients? What are constants?
J. What does it mean to simplify an expression?

Core Vocabulary:

Base	Exponent	Power	Perfect square	Algebra	Define a variable
Expression	Numerical Expression	Algebraic Expression	Variable	Commutative Property	Associative Property
Identity Property	Distributive Property	Terms	Like terms	Unlike terms	CoefficientUnlike terms
Constant	Simplify	Equivalent Expressions	Evaluate	Factor the expression	GCF (Greatest Common Factor)

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can evaluate powers and expressions with powers.	6-1 and 6-2	1 2 3 4
2) I can evaluate expressions using the Order of Operations.	6-2 and 6-3	1 2 3 4
3) I can write expressions based on word problems.	6-4 thru 6-7	1 2 3 4
4) I can apply the Distributive Property with whole number and rational factors.	6-6	1 2 3 4
5) I can determine whether two expressions are equivalent.	6-5	1 2 3 4
6) I can identify different parts of an expression.	6-7	1 2 3 4
7) I can simplify and evaluate algebraic expressions.	6-7	1 2 3 4
8) I can factor expressions.	6-6	1 2 3 4

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Course 1 Honors Unit 7 Summary – Equations and Inequalities

Sections in the book:	**CA State Standards:**	
Chapter 7: Lessons 1-5 Chapter 8: Lessons 5-7	6.EE.5 6.EE.7	6.EE.8

Focus Questions:

A. Explain with examples what an equation/inequality is. How many types of equations/inequalities are there?
B. What are the similarities and differences between an expression, an equation, and an inequality?
C. How many solutions does a given equation/inequality have? Explain your reasoning with an example.
D. What are inverse operations? How do you use them in equations and inequalities?
E. What Property of Equality is used while solving: Addition Equation/Inequality, Subtraction Equation/Inequality, Multiplication Equation/Inequality, and Division Equation/Inequality?
F. Explain with an example how you would solve a one-step equation/inequality using its inverse operation.
G. How do you check your solution for an equation/inequality? Why is it important to check your solution?
H. What is a variable? Why is it important to define a variable while writing an equation /inequality?
I. Why do you need to graph the solution of an inequality on a number line?
J. What does the open circle and the closed circle represent while graphing solutions of an inequality on a number line?

Core Vocabulary:

Equation	Equals sign	Solution	Check your solution	Inverse Operation
Subtraction Property of Equality	Addition Property of Equality	Division Property of Equality	Multiplication Property of Equality	Inequality

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can identify the solution of an equation, given a list of numbers.	7-1	1 2 3 4
2) I can solve one-step equations with positive rational coefficients using inverse operations and check if my solution is correct.	7-2 thru 7-5	1 2 3 4
3) I can solve two-step equations with positive coefficients using inverse operations and check if my solution is correct.	Notes*	1 2 3 4
4) I can write and solve algebraic equations that represent real world situations.	7-2 thru 7-5	1 2 3 4
5) I can identify the solution of an inequality, given a list of numbers.	8-5	1 2 3 4
6) I can graph inequalities on a number line.	8-6	1 2 3 4
7) I can write and solve algebraic inequalities that represent real world situations.	8-6	1 2 3 4
8) I can solve one-step inequalities using inverse operations and graph the solution on a number line.	8-7	1 2 3 4
9) I can solve two-step inequalities with positive rational coefficients using inverse operations and graph the solution on a number line.	Notes*	1 2 3 4

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Course 1 Honors Unit 8 Summary - Functions

Sections in the book:	**CA State Standards:**
Chapter 8: Lessons 1-4	6.EE.2 6.EE.2.c 6.EE.9

Focus Questions:

A. What is a function? Function Rule? Function Table? Explain with examples.
B. What are independent and dependent variables? How would you represent them on a graph?
C. What is a linear function? Explain with an example.
D. How would you graph a function if only if its equation is given?

Core Vocabulary:

Function	Linear Function	Input	Output	Equation
Variable	Function Table	Function Rule	Independent Variable	Dependent Variable

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can complete a function table based on the function rule and the input values.	8-1	1 2 3 4
2) I can identify and define the independent and dependent variable in a given situation.	8-1	1 2 3 4
3) I can write an equation that describes the relationship in a function table.	8-2 and 8-3	1 2 3 4
4) I can graph from a function table and analyze the relationship between the dependent and independent variables by comparing their tables, graphs, and relate these to the equations.	8-3	1 2 3 4

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Course 1 Honors Unit 9 Summary – Area of Two-Dimensional Figures

Sections in the book:	**CA State Standards:**	
Chapter 9: Lessons 1-6	6.G.1 6.G.3	6.NS.8

Focus Questions:

A. Using a Venn diagram, list the similarities and differences between two-dimensional figures and three-dimensional figures.
B. What is a polygon? How can you identify if a shape is a polygon?
C. What is the difference between the area and perimeter of a two-dimensional figure?
D. What is the formula for the area of a parallelogram?
E. What is the formula of the area of a triangle? How is it related to the area of a parallelogram or rectangle?
F. What is the formula for the area of a trapezoid?
G. Why is it important to know the formula of a two-dimensional figure when you have to find a missing dimension?
H. What is a composite figure? Why is it necessary to decompose it when finding its area? How would you decompose it?
I. What is the difference between coordinates and ordered pairs?

Core Vocabulary:

Polygon	Quadrilateral	Parallelogram	Rectangle	Trapezoid
Triangle	Perimeter	Area	Formula	Base
Height	Dimension	Congruent	Coordinate plane	Coordinates
x-coordinate	y-coordinate	Ordered pairs	Composite figure	Decompose

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can find the area of parallelograms, rectangles, and trapezoids.	9-1 and 9-3	1 2 3 4
2) I can find the area of triangles.	9-2	1 2 3 4
3) I can find the area of composite polygons by decomposing them into rectangles, triangles, and trapezoids.	9-6	1 2 3 4
4) I can solve for the missing dimension(s) of a two-dimensional figure given its area and other dimensions.	9-1 thru 9-3	1 2 3 4
5) I can describe the change in perimeter or area of a two-dimensional figure if its dimensions are changed.	9-4	1 2 3 4
6) I can graph points on a coordinate plane, identify its shape, and then find its area and perimeter.	9-5	1 2 3 4

Unit Test Score:	**Retake Score:**

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Course 1 Honors Unit 10 Summary – Volume and Surface Area

Sections in the book:	CA State Standards:
Chapter 10- Lessons 1-5	6.G.2 6.G.4

Focus Questions:

A. Using a Venn diagram, list the similarities and differences between two dimensional figures and three-dimensional figures.
B. What is the base area of a prism? How do you use it to find the volume of a prism?
C. What is the formula for the volume of : a) rectangular prism? b) triangular prism?
D. What is the formula for the surface area of a rectangular prism?
E. Explain with reasoning why there is no specific formula for the surface area of triangular prisms/ pyramids.
F. Using a Venn diagram, list the similarities and differences between prims and pyramids.
G. Why is it important to use a net while calculating the surface area of prisms and pyramids?
H. Give at least three examples in real world situations where you would need to need to calculate: a) volume b) surface area

Core Vocabulary:

Three-dimensional Figures	Solids	Volume	Cubic units	Surface area
Square units	Dimensions	Length	Width	Height
Face	Base	Base area	Prism	Pyramid
Vertex	Net	Slant height	Vertical height	Lateral face

Learning Targets:	*Lesson in Book (Chapter-Lesson)	**Rate your understanding
1) I can find the volume of a rectangular prism.	10-1	1 2 3 4
2) I can find the surface area of a rectangular prism.	10-3	1 2 3 4
3) I can find the volume of a triangular prism.	10-2	1 2 3 4
4) I can find the surface area of triangular prisms.	10-4	1 2 3 4
5) I can find the surface area of pyramids.	10-5	1 2 3 4
6) I can match a net to the correct prisms or pyramids.	10-3 thru 10-5	1 2 3 4
7) I can draw a net for prisms and pyramids.	10-3 thru 10-5	1 2 3 4
8) I can solve real-world problems pertaining to the volume and surface area of prisms and pyramids.	10-1 thru 10-5	1 2 3 4

Unit Test Score:	Retake Score:

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Course 1 Honors Unit 11 Summary – Statistical Measures & Displays

Sections in the book:	CA State Standards:	
Chapter 11: Lessons 1-5 Chapter 12: Lessons 1-6	6.SP.2 6.SP.3	6.SP.4 6.SP.5 (a-d)

Focus Questions:

A. How would you identify a Statistical Question from a Non-Statistical Question? Explain giving examples for both.
B. What are the Measures of Center? Create numerical data with 5 numbers and find the measures of center for that data.
C. What are the Measures of Variation? Create numerical data with 9 numbers and find the measures of variation for that data.
D. How do you know if a number in a given numerical data is an outlier?
E. How are Dot Plots and Line Plots similar? How are they different?
F. How are Histograms and Bar Graphs similar? How are they different?
G. Why do Histograms have bars with the same width? Why are there no spaces between those bars?
H. What do the Box and Whiskers in a Box plot indicate?
I. What is a symmetric distribution? How would it look in a Box Plot, a Line Plot/Dot Plot?

Core Vocabulary:

Measures of Center	Mean (average)	Median (Second Quartile)	Mode	Range
Outlier	Measures of Variation	Quartile	First Quartile	Third Quartile
Interquartile Range (IQR)	Lower Extremes or Minimum value	Upper Extremes or Maximum value	Box Plot or Box and Whisker Plot	Line Plot
Dot Plot	Bar graphs	Histograms	Line Graphs	Symmetric distribution
Cluster	Gap	Peak	Statistical question	Mean Absolute Deviation

Learning Targets:	*Lesson in Book (Chapter-Lesson)	**Rate your understanding
1) I can recognize a statistical question and explain the reasoning .	11-1 and Notes	2 3 4
2) I can find the measures of center in a given numerical data.	11-1, 11-2, and Notes	1 2 3 4
3) I can find the measures of variation and IQR in a given numerical data	11-3 and Notes	1 2 3 4
4) I can identify the outlier in a set and describe how it can affect a set of numerical data.	11-5 and Notes	1 2 3 4
5) I can describe the units of measurement used in a given numerical data.	11-5 and Notes	1 2 3 4
6) I can use a given numerical data to create and interpret Dot Plots, Line Plots, Histogram, Box Plots and Line Graphs.	12-1 thru 12-6, and Notes	1 2 3 4
7) I can decide which measure of center or variation to use to describe the shape and distribution of the data.	12-4 thru 12-6, and Notes	1 2 3 4
8) I can determine the Mean Absolute Deviation in a given numerical data.	11-4 and notes	1 2 3 4

Unit Test Score:	Retake Score:

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Course 1 Honors Unit 12 Summary - Operations with Integers and Order of Operations

Sections in the book:	CA State Standards:
This unit covers 7th grade standards and is not a chapter in the book. Please refer to the notes and assignments we complete for this unit.	7.NS.A.1 (a-d) 7.NS.A.1 (a-d)

Focus Questions:

A. When we add two positive integers, what is the sign of the sum? What is the sign of the sum when we add two negative integers?
B. Under what conditions will the sum of a positive integer and a negative integer be positive? Under what condition will the sum be negative?
C. What operation is the same as subtracting a negative?
D. What combination of signs make a positive product/quotient? What combination makes a negative product/quotient?
E. Explain what the absolute value of a number represents.
F. What is a numerical expression?
G. Explain what key words help you write a numerical expression.
H. What is the Order of Operations?

Core Vocabulary:

Integers	Positive	Negative	Absolute Value	Opposite
Additive Inverse	Product	Quotient	Numerical Expressions	Order of Operations
Simplify	Evaluate			

Learning Targets:	*Lesson in Book (Chapter-Lesson)	**Rate your understanding
1) I can add integers.	This unit covers 7th grade standards and is not a chapter in the book. Please refer to the notes and assignments we complete for this unit.	1 2 3 4
2) I can subtract integers		1 2 3 4
3) I can multiply and divide integers.		1 2 3 4
4) I can write and evaluate a numerical expression from a word problem.		1 2 3 4
5) I can evaluate and apply the absolute value of a number.		1 2 3 4
6) I can evaluate expressions using the Order of Operations.		1 2 3 4

Unit Test Score:	Retake Score:

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Course 1 Honors Unit 13 Summary – Expressions and Equations

Sections in the book:	**CA State Standards:**	
This unit covers 7th grade standards and is not a chapter in the book. Please refer to the notes and assignments we complete for this unit.	6.EE.A.2 (a-d) 6.EE.A.3 6.EE.A.4	7.EE.1 7.EE.2 7.EE.4 7.EE.4a

Focus Questions:

A. What is the difference between an expression and an equation?
B. What are coefficients? What are constants?
C. What makes two terms "like terms?"
D. What does it mean to simplify an expression?
E. Explain how to apply the Distributive Property. How can you identify when you need to distribute?
F. What does it mean to factor an expression?
G. What are inverse operations? Why do you need them to solve equations?

Core Vocabulary:				
Algebraic Expression	Term	Coefficient	Like terms	Unlike terms
Variable	Constant	Distributive Property	Linear expression	Factor
Factored form	One-step equation	Two-step equation	Inverse operation	Rational coefficients

Learning Targets:	***Lesson in Book (Chapter-Lesson)**	****Rate your understanding**
1) I can simplify linear expressions with positive and negative terms.	This unit covers 7th grade standards and is not a chapter in the book. Please refer to the notes and assignments we complete for this unit.	1 2 3 4
2) I apply the Distributive Property with positive and negative terms.		1 2 3 4
3) I can factor expressions with positive and negative terms.		1 2 3 4
4) I can write algebraic expressions based on word problems.		1 2 3 4
5) I can solve one- and two-step equations with positive and negative terms.		1 2 3 4
6) I can solve equations with positive and negative rational coefficients.		1 2 3 4
7) I can solve two-step equations with positive and negative terms.		1 2 3 4

Unit Test Score:	**Retake Score:**

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