MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics
Course Code: 120501001

2026-2027
Year at a Glance

Please use the link or code below to join the Collaborative Google Classroom for this course.
(Do not share code with students)

jj6z2pgu

Middle Grades 6-8 Mathematics Professionals

MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2026-2027	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks
45 Days
August 13, 2026 – October 16, 2026

Topic 1: Use Positive Rational Numbers
08/13 – 09/08 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
• 1-1: Fluently Add, Subtract and Multiply Decimals • 1-2: Fluently Divide Whole Numbers and Decimals • 1-3: Multiply Fractions • 1-4: Understand Division with Fractions • 1-5: Divide Fractions by Fractions • 1-6: Divide Mixed Numbers • 1-7: Solve Problems with Rational Numbers	• MA.6.NSO.2.1 • MA.6.NSO.2.2 • MA.6.NSO.2.3

Topic 2: Understand Integers and Rational Numbers
09/09 – 10/09 (22 Traditional: 11 Block)

Lessons	*Benchmarks*
• 2-1: Understand Integers • 2-2: Represent Rational Numbers on the Number Line • 2-3: Absolute Value of Rational Numbers • 2-4: Add Integers • 2-5: Subtract Integer • 2-6: Multiply Integers • 2-7: Divide Integers • 2-8: Solve Problems with Absolute Value	• MA.6.NSO.1.1 • MA.6.NSO.1.2 • MA.6.NSO.1.3 • MA.6.NSO.1.4 • MA.6.NSO.4.1 • MA.6.NSO.4.2

Topic 3: Use Numeric and Algebraic Expressions (Continued into next quarter)
10/12 – 11/02 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
1st 9-Weeks Content • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions **2nd 9-Weeks Content** • 3-3: Write and Evaluate Numeric Expressions • 3-4: Write Algebraic Expressions • 3-5: Evaluate Algebraic Expressions • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2026-2027	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
46 Days
October 19, 2026 – January 14, 2027

Topic 3: Use Numeric and Algebraic Expressions (Continued from prior quarter)
10/12 – 11/02 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
1st 9-Weeks Content • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions **2nd 9-Weeks Content** • 3-3: Write and Evaluate Numeric Expressions • 3-4: Write Algebraic Expressions • 3-5: Evaluate Algebraic Expressions • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.2.1 • MA.6.NSO.2.3 • MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4

Topic 4: Represent and Solve Equations and Inequalities
11/04 – 12/07 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
• 4-1: Understand Equations and Solutions • 4-2: Apply Properties of Equality • 4-3: Write and Solve Addition and Subtraction Equations • 4-4: Write and Solve Multiplication and Division Equations • 4-5: Write and Solve Equations with Rational Numbers • 4-6: Understand and Write Inequalities • 4-7: Represent Solutions to Inequalities	• MA.6.AR.1.1 • MA.6.AR.1.2 • MA.6.AR.2.1 • MA.6.AR.2.2 • MA.6.AR.2.3 • MA.6.AR.2.4

Topic 5: Understand and Use Ratio and Rate
12/08 – 01/11 (14 Traditional: 7 Block)

Lessons	*Benchmarks*
• 5-1: Understand Ratios • 5-2: Generate Equivalent Ratios • 5-3: Compare Ratios • 5-4: Represent and Graph Ratios • 5-5: Understand Rates and Unit Rates • 5-6: Compare Unit Rates • 5-7: Solve Unit Rate Problems • 5-8: Ratio Reasoning: Convert Customary Units • 5-9: Ratio Reasoning: Convert Metric Units	• MA.6.AR.3.1 • MA.6.AR.3.2 • MA.6.AR.3.3 • MA.6.AR.3.5

Topic 6: Understand and Use Percent (Continued into next quarter)
01/12 – 02/08 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
2nd 9-Weeks Content • 6-1: Understand Percent • 6-2: Relate Fractions, Decimals, and Percents **3rd 9-Weeks Content** • 6-2: Relate Fractions, Decimals, and Percents • 6-3: Represent Percents Greater Than 100 or Less Than 1 • 6-4: Estimate to Find Percent • 6-5: Find the Percent of a Number • 6-6: Find the Whole Given a Part and the Percent	• MA.6.AR.3.4 • MA.6.NSO.3.5

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
42 Days
January 19, 2027 – March 19, 2027

Topic 6: Understand and Use Percent (Continued from prior quarter)
01/12 – 02/08 (18 Traditional: 9 Block)

Topic 7: Model and Solve Problems Involving Geometry
02/09 – 03/12 (22 Traditional: 11 Block)

Lessons	*Benchmarks*	*Lessons*	*Benchmarks*
2nd 9-Weeks Content • 6-1: Understand Percent • 6-2: Relate Fractions, Decimals, and Percents **3rd 9-Weeks Content** • 6-2: Relate Fractions, Decimals, and Percents • 6-3: Represent Percents Greater Than 100 or Less Than 1 • 6-4: Estimate to Find Percent • 6-5: Find the Percent of a Number • 6-6: Find the Whole Given a Part and the Percent	• MA.6.AR.3.4 • MA.6.NSO.3.5	• 7-1: Represent Rational Numbers on the Coordinate Plane • 7-2: Solve Problems on the Coordinate Plane • 7-3: Derive and Apply the Triangle Area Formula • 7-4: Decompose Polygons into Triangles and Rectangles • 7-5: Represent Solve Figures Using Nets • 7-6: Find Surface Area of Prisms • 7-7: Find Surface Area of Pyramids • 7-8: Find the Volume with Fractional Edge Lengths	• MA.6.GR.1.1 • MA.6.GR.1.2 • MA.6.GR.1.3 • MA.6.GR.2.1 • MA.6.GR.2.2 • MA.6.GR.2.3 • MA.6.GR.2.4 • MA.6.AR.1.1 • MA.6.AR.1.3

Topic 8: Display, Describe, and Summarize Data
03/15 – 04/13 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
3rd 9-Weeks Content • 8-1: Recognize Statistical Questions • 8-2: Summarize Data Using Mean, Median, Mode, and Range **4th 9-Weeks Content** • 8-3: Describe and Interpret Line Plots • 8-4: Display Data in Frequency Tables and Histograms • 8-5: Display Data in Box Plots • 8-6: Determine How Data Changes Impact Statistical Measures	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6 • MA.6.NSO.2.1 • MA.6.NSO.2.3

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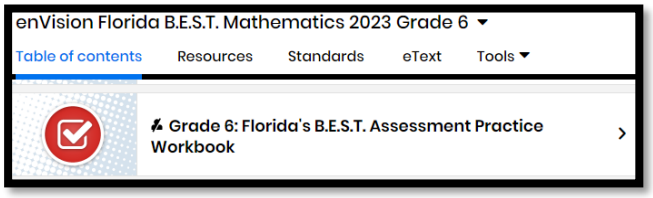
Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks
47 Days
March 30, 2027 – June 03, 2027

Topic 8: Display, Describe, and Summarize Data
03/15 – 04/13 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
3rd 9-Weeks Content • 8-1: Recognize Statistical Questions • 8-2: Summarize Data Using Mean, Median, Mode, and Range **4th 9-Weeks Content** • 8-3: Describe and Interpret Line Plots • 8-4: Display Data in Frequency Tables and Histograms • 8-5: Display Data in Box Plots • 8-6: Determine How Data Changes Impact Statistical Measures	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6 • MA.6.NSO.2.1 • MA.6.NSO.2.3

Topic 9: F.A.S.T. Spiral Review
04/14 – 04/30 (13 Traditional: 6 or 7 Blocks)
F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons	*Benchmarks*
Grade 6: Florida's B.E.S.T. Assessment Practice Workbook (Accessible Online via Savvas Realize)  *Additional details are available in the Topic 9 Pacing Guide*	• MA.6.NSO.1.1 • MA.6.NSO.1.2 • MA.6.NSO.1.3 • MA.6.NSO.1.4 • MA.6.NSO.2.1 • MA.6.NSO.2.2 • MA.6.NSO.2.3 • MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.2 • MA.6.NSO.3.4 • MA.6.NSO.3.5 • MA.6.NSO.4.1 • MA.6.NSO.4.2 • MA.6.AR.1.1 • MA.6.AR.1.2 • MA.6.AR.1.3 • MA.6.AR.1.4 • MA.6.AR.2.1 • MA.6.AR.2.2 • MA.6.AR.2.3 • MA.6.AR.2.4 • MA.6.AR.3.1 • MA.6.AR.3.2 • MA.6.AR.3.3 • MA.6.AR.3.4 • MA.6.AR.3.5 • MA.6.GR.1.1 • MA.6.GR.1.2 • MA.6.GR.1.3 • MA.6.GR.2.1 • MA.6.GR.2.2 • MA.6.GR.2.3 • MA.6.GR.2.4 • MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6

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Topic 10: Strengthen Grade Level Skills Through 3-Act or Pick a Project

05/03 – 06/03 (23 Traditional: 11 or 12 Blocks)

F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons & Benchmarks

- Topic 1: 3-Act Mathematical Modeling
- Topic 1: Pick a Project 1A or 1B
- Topic 2: 3-Act Mathematical Modeling
- Topic 2: Pick a Project 2A or 2B
- Topic 3: 3-Act Mathematical Modeling
- Topic 3: Pick a Project 3A or 3B
- Topic 4: 3-Act Mathematical Modeling
- Topic 4: Pick a Project 4A or 4B

- MA.6.NSO.1.1
- MA.6.NSO.2.1
- MA.6.NSO.2.2
- MA.6.NSO.2.3
- MA.6.NSO.4.1
- MA.6.AR.1.1
- MA.6.AR.1.3
- MA.6.AR.1.4
- MA.6.AR.2.1
- MA.6.AR.2.2

- Topic 5: 3-Act Mathematical Modeling
- Topic 5: Pick a Project 5A or 5B
- Topic 6: 3-Act Mathematical Modeling
- Topic 6: Pick a Project 6A
- Topic 7: 3-Act Mathematical Modeling
- Topic 7: Pick a Project 7A
- Topic 8: 3-Act Mathematical Modeling
- Topic 8: Pick a Project 8A or 8B

- MA.6.AR.3.1
- MA.6.AR.3.2
- MA.6.AR.3.3
- MA.6.AR.3.4
- MA.6.AR.3.5
- MA.6.GR.2.2
- MA.6.GR.2.3
- MA.6.GR.2.4
- MA.6.DP.1.2
- MA.6.DP.1.4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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SUGGESTED PACE

August 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13 1st Day of School	14 PM 1 Floating Day
17 Get Ready! Let's Investigate	18	19 1-1	20	21 1-2
24 1-2	25 1-3	26	27 Mid-Topic Checkpoint Let's Investigate	28
31 1-4				

September 2026

M	T	W	T	F
	1 1-4	2 1-5 & 1-6	3	4 1-7
7	8 1-7	9	10 Get Ready! 2-1	11 Let's Investigate! 2-2
14 Let's Investigate! 2-2	15 i-Ready AP1 Diagnostic Floating Day	16	17 2-3	18
21	22 Let's Investigate! 2-4	23	24 Mid-Topic Checkpoint Let's Investigate	25
28	29 2-5	30 2-6 & 2-7		

October 2026

M	T	W	T	F
			1 2-4	2 2-5
5 2-6 & 2-7	6 2-8	7	8 Topic 1 & 2 Review	9
12 Topic 1 & 2 Test	13	14 Get Ready! & 3-1	15	16 Let's Investigate! 3-2
19 Let's Investigate! 3-2	20 3-3 & Mid-Topic Checkpoint	21	22 Let's Investigate & 3-6	23
26 3-7	27	28 Topic 3 Review	29	30 Topic 3 Test

November 2026

M	T	W	T	F
2 Topic 3 Test	3	4 Get Ready! & 4-1	5	6 Let's Investigate! 4-2
9 Let's Investigate! 4-2	10 4-3 & 4-4	11	12 4-3 & 4-4	13 Let's Investigate & 4-5
16 Let's Investigate & 4-5	17 Mid-Topic Checkpoint & 4-6	18	19 4-7	20
23	24	25	26	27
30 PM2 Floating Day				

December 2026

M	T	W	T	F
	1 PM2 Floating Day	2 Topic 4 Review	3	4 Topic 4 Test
7 Topic 4 Test	8 Get Ready! & 5-1	9	10 5-2 & 5-3	11
14 Let's Investigate & 5-4	15	16 Mid-Topic Checkpoint & 5-5	17	18
21	22	23	24	25
28	29	30		

January 2027

M	T	W	T	F
				1
4 Let's Investigate & 5-6	5	6 5-7	7	8 5-8 & 5-9
11 5-8 & 5-9	12 Get Ready! & 6-1	13	14 Let's Investigate 6-2	15
18	19 Let's Investigate 6-2	20 6-3	21	22 Mid-Topic Checkpoint & 6-4
25 Mid-Topic Checkpoint & 6-4	26 i-Ready AP Diagnostic Floating	27	28 Let's Investigate! & 6-5	29

February 2027

M	T	W	T	F
1 6-6	2	3 Topic 5 & 6 Review	4	5 Topic 5 & 6 Test
8 Topic 5 & 6 Test	9 Get Ready! & 7-1	10	11 7-2	12
15	16 7-3	17	18 7-4	19
22 Mid-Topic Checkpoint & Let's Investigate	23	24 7-5	25	26 Let's Investigate! & 7-6

March 2027

M	T	W	T	F
1 Let's Investigate! & 7-6	2 7-7	3	4 7-8	5
8 Topic 7 Review	9	10	11 Topic 7 Test	12
15 Get Ready! & Let's Investigate	16	17 8-1	18	19 8-2
22	23	24	25	26
29	30 8-2	31 Let's Investigate & 8-3		

April 2027

M	T	W	T	F
			1 Let's Investigate & 8-3	2 8-4 & Mid-Topic Checkpoint & 8-5
5 8-4 & Mid-Topic Checkpoint & 8-5	6 8-6	7	8 Topic 8 Review	9
12 Topic 8 Test	13	14 Topic 9 - F.A.S.T. Spiral Review	15	16
19 Topic 9 - F.A.S.T. Spiral Review	20	21	22	23
26 Topic 9 - F.A.S.T. Spiral Review	27		29	30

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

August 2026				
M	**T**	**W**	**T**	**F**
3	4	5	6	7
10 – Teacher Planning Day	11 – District Wide Professional Learning Day	12 – Teacher Planning Day	13 – Beginning of Grading Period (Q1)	14
17	18	19	20	21
24	25	26	27	28
31				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

September 2026				
M	**T**	**W**	**T**	**F**
	1	2	3	4
7 – Legal Holiday	8	9	10	11
14	15	16	17	18
21 – Teacher Planning Day	22	23	24	25
28	29	30		

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Instructional Focus Calendar Template

October 2026				
M	**T**	**W**	**T**	**F**
			1	2
5	6	7	8	9
12	13	14	15	16 – End of Grading Period (Q1)
19 – Beginning of Grading Period (Q2)	20	21	22	23
26	27	28	29	30

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

November 2026				
M	**T**	**W**	**T**	**F**
2	3 – District Wide Professional Learning Day	4	5	6
9	10	11 – Legal Holiday	12	13
16	17	18	19	20
23 – Recess Day	24 – Recess Day	25 – Recess Day	26 – Legal Holiday	27 – Recess Day
30				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

December 2026				
M	**T**	**W**	**T**	**F**
	1	2	3	4
7	8	9	10	11
14	15	16	17	18 – Teacher Planning Day
21 – Recess Day	22 – Recess Day	23 – Recess Day	24 – Recess Day	25 – Recess Day
28 – Recess Day	29 – Recess Day	30 – Recess Day	31 – Recess Day	

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Instructional Focus Calendar Template

January 2027

M	T	W	T	F
				1 – Recess Day
4	5	6	7	8
11	12	13	14 – End of Grading Period (Q2)	15 – Teacher Planning Day
18 – Legal Holiday	19 – Beginning Grading Period (Q3)	20	21	22
25	26	27	28	29

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

February 2027				
M	**T**	**W**	**T**	**F**
1	2	3	4	5
8	9	10	11	12
15 – Holiday	16	17	18	19
22	23	24	25	26

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Instructional Focus Calendar Template

March 2027

M	T	W	T	F
1	2	3	4	5
8	9	10 – Teacher Planning Day	11	12
15	16	17	18	19 – End of Grading Period (Q3)
22 – Recess Day	23 – Recess Day	24 – Recess Day	25 – Recess Day	26 – Recess Day
29 – Teacher Planning Day	30 – Beginning of Grading Period (Q4)	31		

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Instructional Focus Calendar Template

April 2027				
M	**T**	**W**	**T**	**F**
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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Instructional Focus Calendar Template

May 2027

M	T	W	T	F
3 F.A.S.T. PM3 Testing Begins May 1	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** **Teachers who encourage students to participate actively in effortful learning both individually and with others:** • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.	**Mathematicians who demonstrate understanding by representing problems in multiple ways:** • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** **Teachers who encourage students to complete tasks with mathematical fluency:** • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics | 2026-2027 | Course Code: 120501001