

# all access

AVAILABLE FOR  
GRADES 6-8 + ALG 1

[standards-based math curriculum]

BY MANEUVERING THE MIDDLE®



VOLUME UNIT  
PACING GUIDE

DAY 1  
Volume of Cylinders

DAY 2  
Volume of Cones

DAY 3  
Applying Volume of Cylinders and Cones

DAY 4  
Volume of Spheres

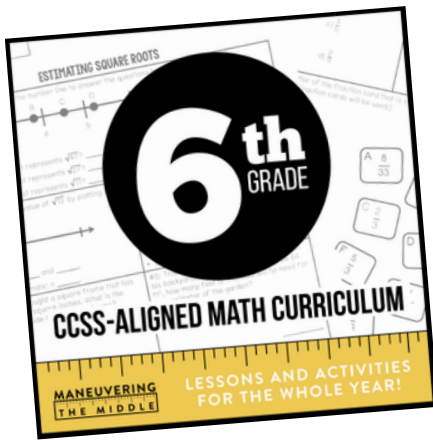
Applying Volume of Spheres

Student Handout 5

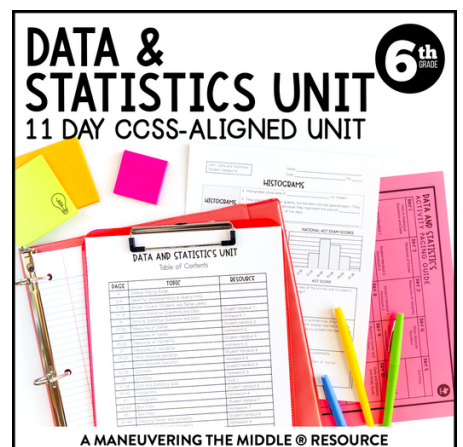
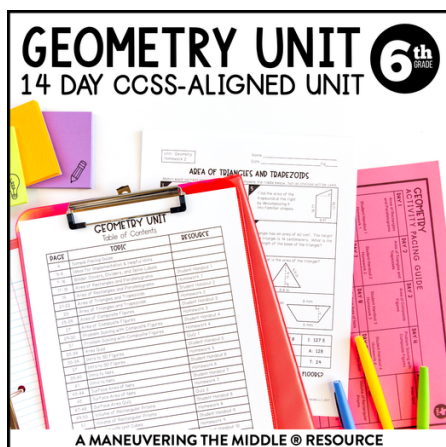
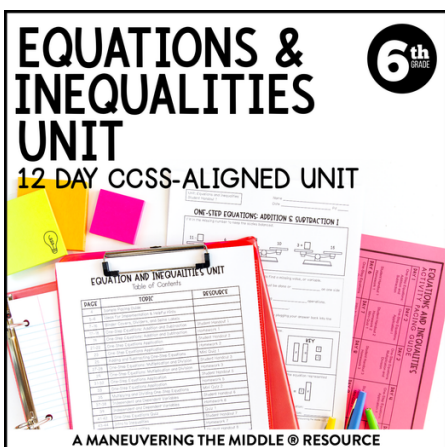
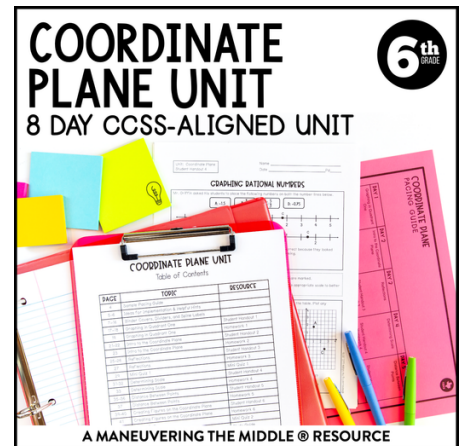
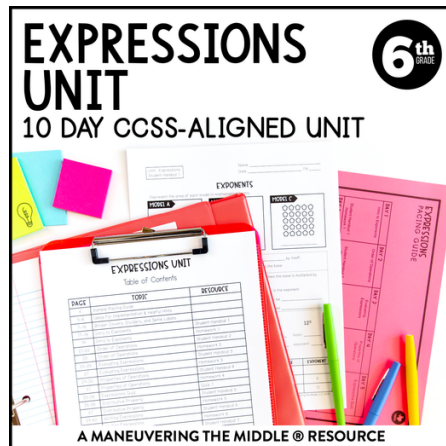
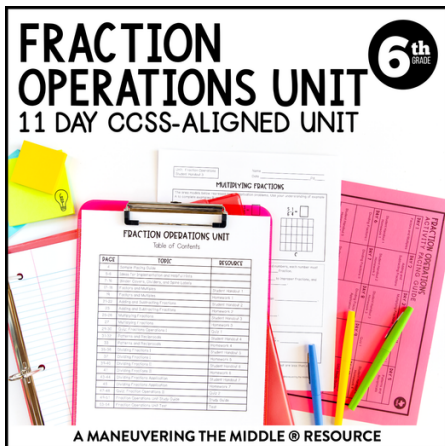
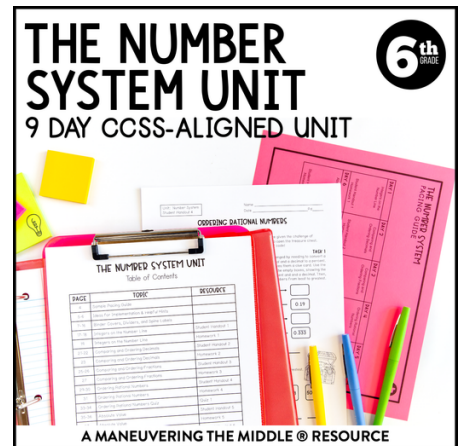
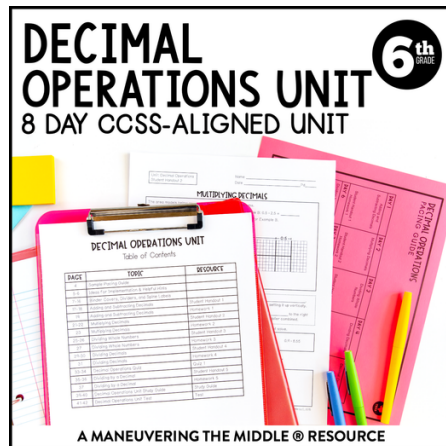
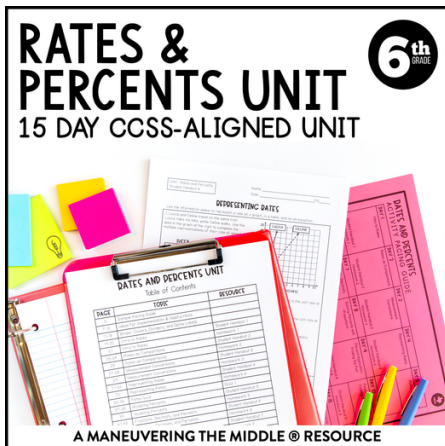
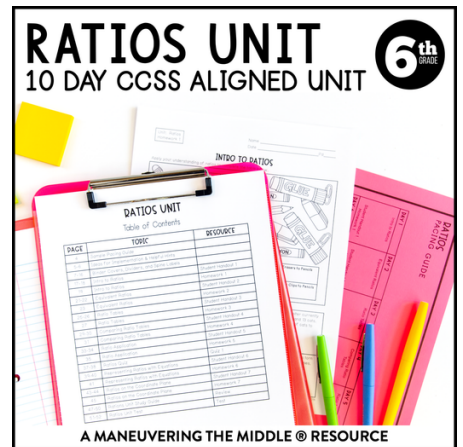


available for grades 6 - 8 + Algebra 1

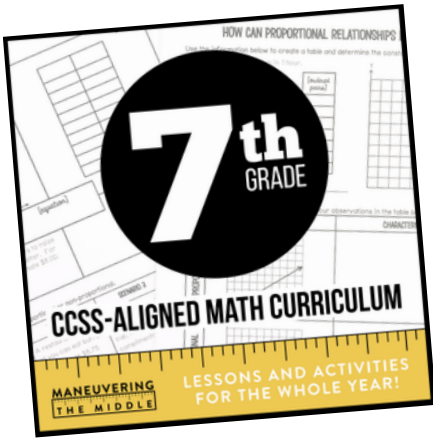
A MANEUVERING THE MIDDLE® MEMBERSHIP



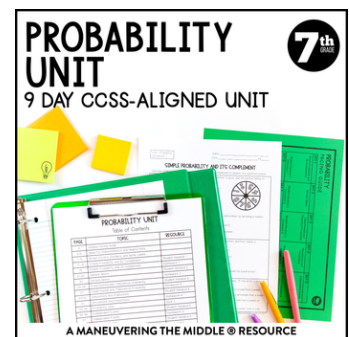
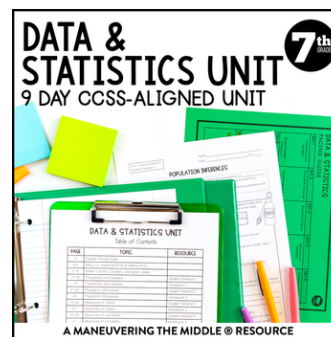
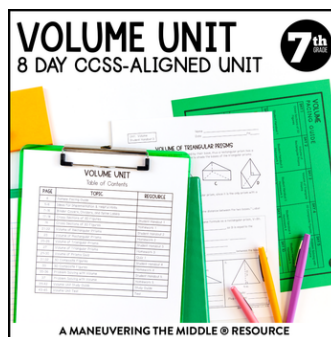
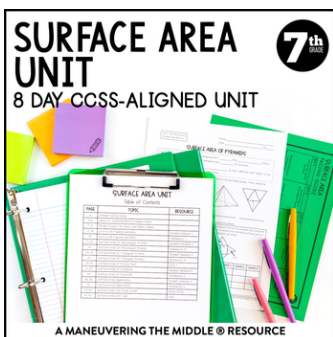
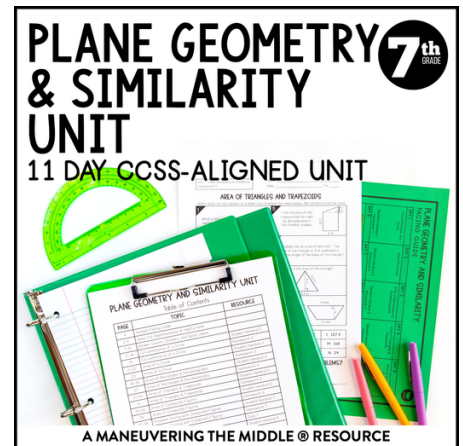
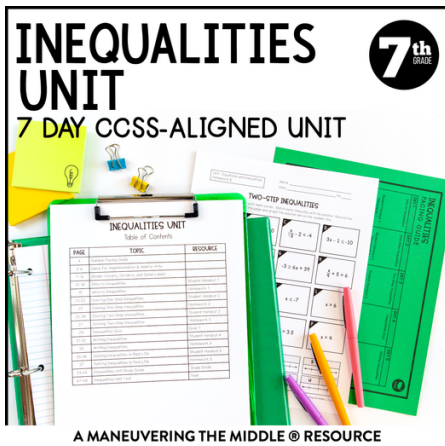
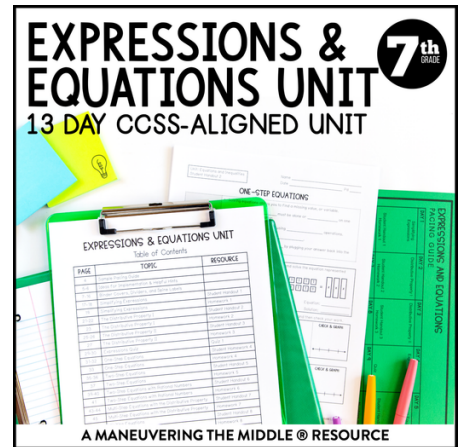
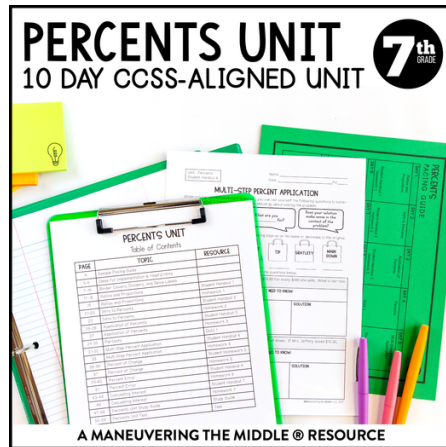
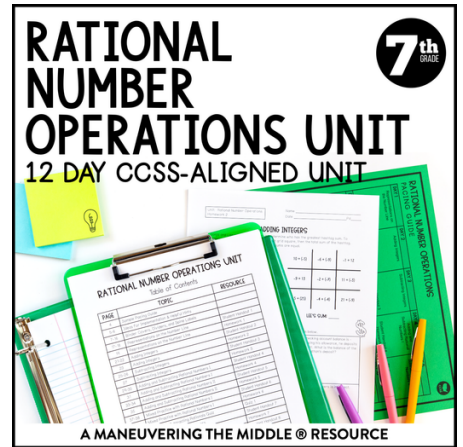
Sixth grade standards broken down into units that focus on scaffolded guided notes, hands-on classroom activities with unit overviews to support planning.



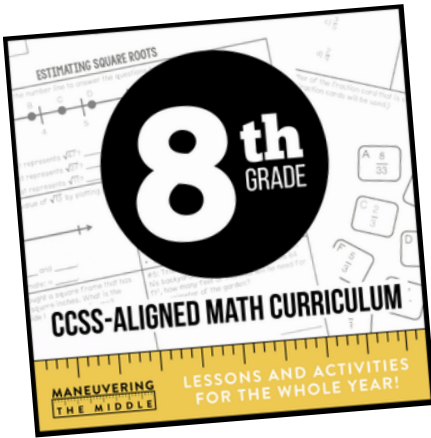




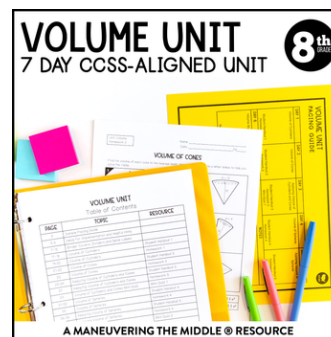
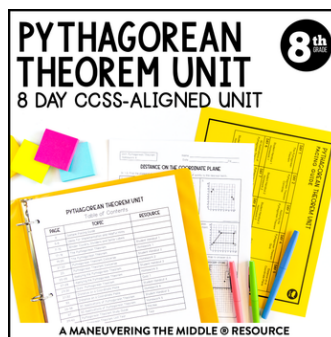
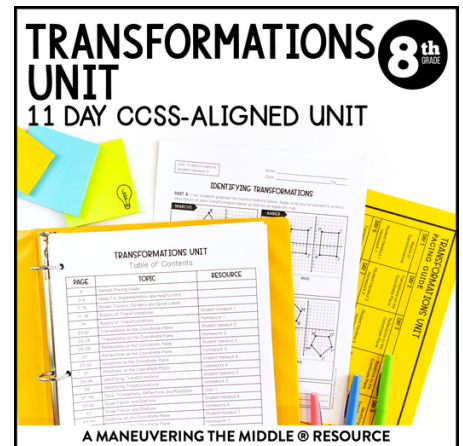
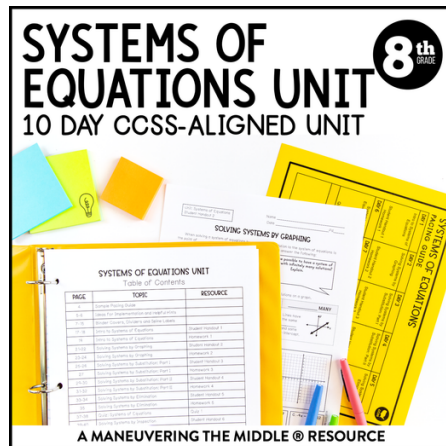
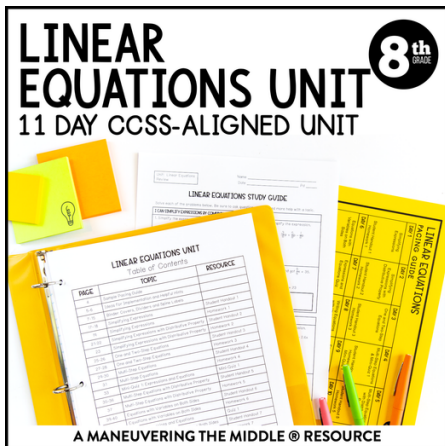
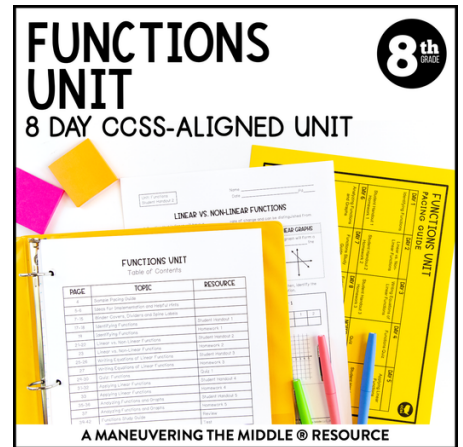
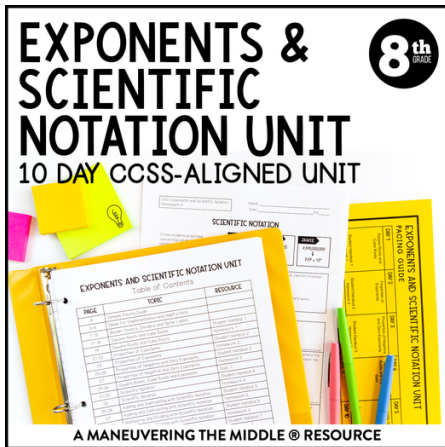
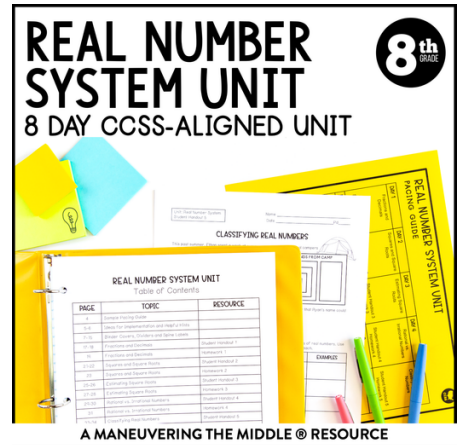
Seventh grade standards broken down into units that focus on scaffolded guided notes, hands-on classroom activities with unit overviews to support planning.



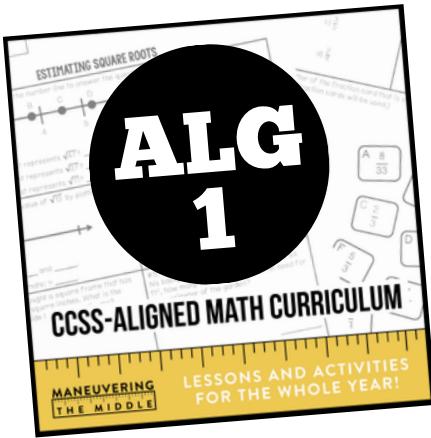




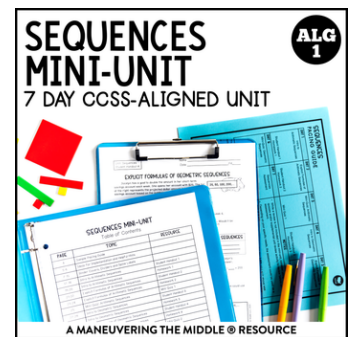
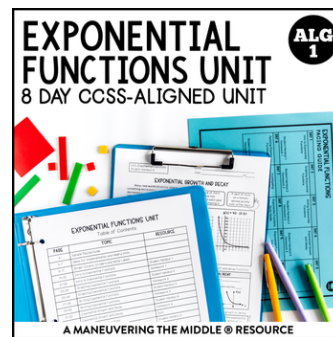
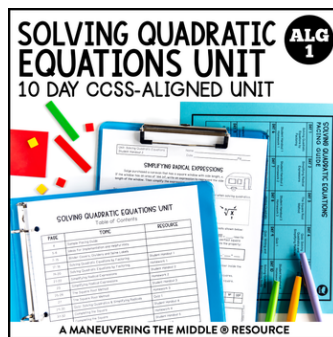
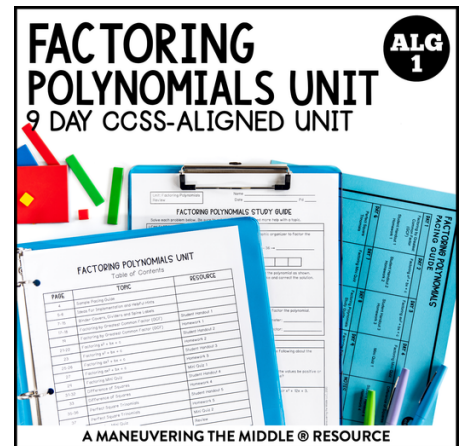
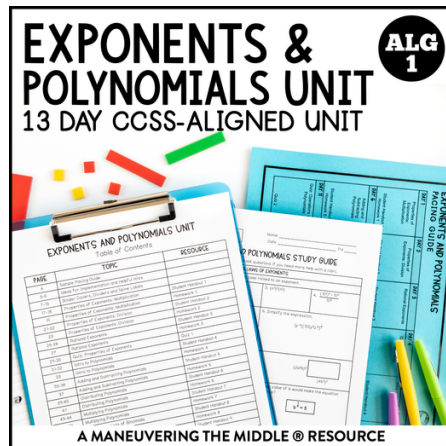
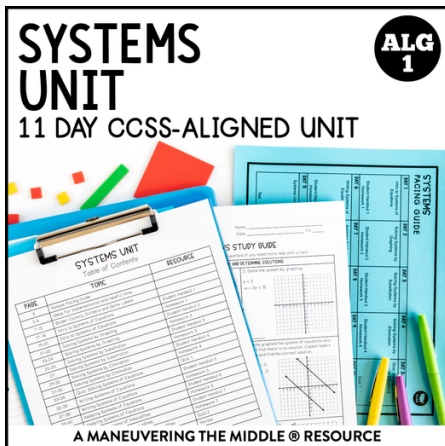
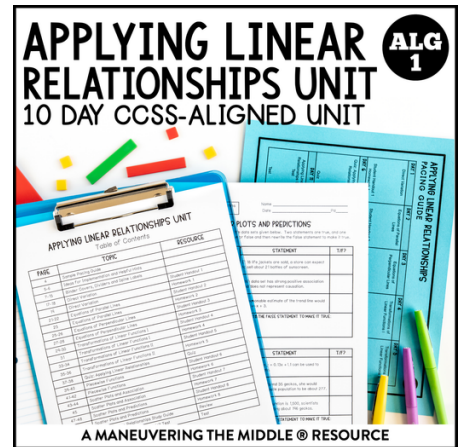
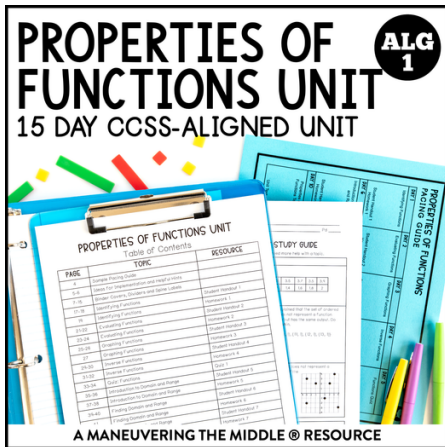
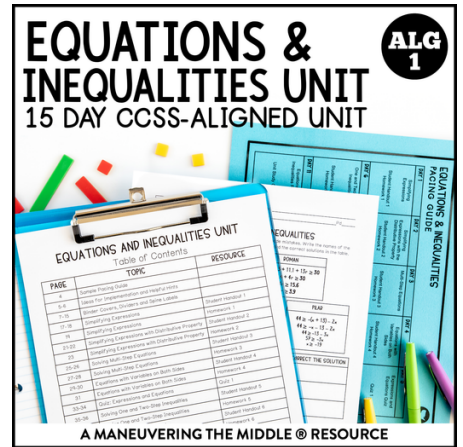
Eighth grade standards broken down into units that focus on scaffolded guided notes, hands-on classroom activities with unit overviews to support planning.







Algebra 1 standards broken down into units that focus on scaffolded guided notes, hands-on classroom activities with unit overviews to support planning.



data and statistics unit coming spring 2022

# unit overviews and planning guides

[standards, big ideas, essential questions, vertical alignment, vocabulary, common misconceptions]

## COORDINATE PLANE OVERVIEW



### STANDARDS

**6.NS.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

**6.NS.6a** Recognize opposite signs of numbers as indicating locations on opposite sides of the number line; recognize that the opposite of the opposite of a number is the number itself.

**6.NS.6b** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane, and recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

**6.NS.6c** 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.

**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.

### BIG IDEAS

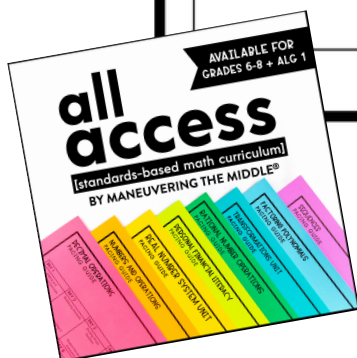
- The coordinate plane is an intersection of two number lines.
- The coordinate plane is used to measure distance and location of points.

big ideas for teachers to focus on and communicate to students

### ESSENTIAL QUESTIONS

- How does a reflection across the x-axis impact the ordered pair? Across the y-axis?
- What pattern do you notice about the various quadrants?
- How would a point with the ordered pair  $(-0.5, 2.5)$  be plotted on the coordinate plane?

essential questions to provide a framework for learning



©Maneuvering the Middle LLC, 2017


perfect for team planning and providing background knowledge for teachers new to the content area



# unit overviews and planning guides

[standards, big ideas, essential questions, vertical alignment, vocabulary, common misconceptions]

## COORDINATE PLANE OVERVIEW



®

### VERTICAL ALIGNMENT

5TH GRADE	6TH GRADE	7TH GRADE
Use a pair of perpendicular number lines to define the coordinate system (5.G.1)	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 (6.NS.6).	
Represent real-world and math problems by graphing points in the first quadrant (5.G.2).	Solve real-world and math problems by graphing points in all four quadrants of the coordinate plane, including absolute value and the distance between points (6.NS.8).	Solve problems involving drawings of geometric figures, including computing actual lengths and areas (7.G.1).

### KEY VOCABULARY

absolute value: the distance a number is away from zero

coordinate plane: the plane containing the x- and y-axes

integer: a positive or negative whole number

opposite: two integers can be opposites if they are equal distance away from zero on a number line but on different sides of zero

origin: the point (0, 0); where the x- and y-axes intersect

quadrant: four regions on the coordinate plane

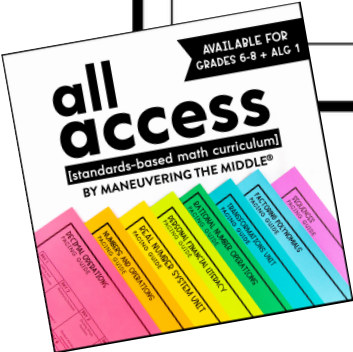
### COMMON MISCONCEPTIONS

- Students may mistake the x- and y-coordinates when plotting a point.
- Students may confuse the various quadrants or may struggle with roman numerals.

bite-sized vertical alignment specific to the unit

student-friendly vocabulary to provide a common language for students


misconceptions that teachers want to be aware of



# pacing calendars

[sample pacing calendars to give a foundation for planning]

**PROBABILITY**  
**ACTIVITY PACING GUIDE**




DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Simple Probability and Its Complement  Student Handout 1 Homework 1	Activity: Simple Probability Find It and Fix It*	Sample Space  Student Handout 2 Homework 2	Activity: Experimental and Theoretical Probability Exploration Stations	Experimental and Theoretical Probability  Student Handout 3 Homework 3
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Simulations and Predictions  Student Handout 4 Homework 4	Probability Quiz  Quiz 1	Independent Events Activity: Independent Events He Said, She Said*  Student Handout 5 Homework 5	Dependent Probability Activity: Dependent Events Cut and Paste*  Student Handout 6 Homework 6	Activity: Probability Unit Task Cards*
DAY 11	DAY 12	NOTES		
Probability Unit Study Guide  Unit Study Guide	Probability Unit Test  Unit Test			

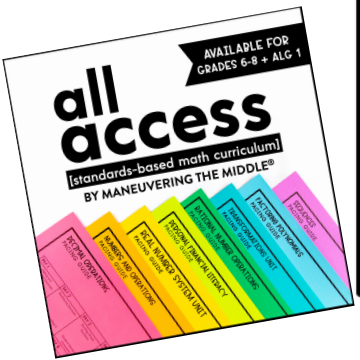
flexible in nature, but just enough structure to support teachers who are new to the content area

hands-on activities placed for optimal practice and to help retain concepts

**PROPORTIONAL RELATIONSHIPS**  
**ACTIVITY PACING GUIDE**



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Constant of Proportionality  Student Handout 1 Homework 1	Activity: Constant of Proportionality He Said, She Said*	Proportional Relationships: Tables  Student Handout 2 Homework 2	Proportional Relationships: Graphs  Student Handout 3 Homework 3	Activity: Proportional Tables and Graphs Cut and Paste  Activity: Rate of Change Pair Up*
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Identifying Proportional Relationships  Student Handout 4 Homework 4	Non-Proportional Relationships  Student Handout 5 Homework 5	Activity: Multiple Representations Card Match  Activity: Proportional vs. Non Card Sort*	Proportional Relationships Quiz  Quiz 1	Fractional Unit Rates  Student Handout 6 Homework 6
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Activity: Unit Rate Solve and Color  Activity: Proportional Relationships Unit Review Stations	Activity: Proportional Relationships Performance Task*	Activity: Proportional Relationships Performance Task*	Proportional Relationships Unit Study Guide  Unit Study Guide	Proportional Relationships Unit Test  Unit Test





# student handouts

[scaffolded and student-friendly guided notes to support instruction and real-life application of the concepts]

Unit: Transformations  
Student Handout 4

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

## ROTATIONS ON THE COORDINATE PLANE

### ROTATIONS

- A rotation \_\_\_\_\_ a figure around a fixed point called the center of \_\_\_\_\_.
- For our examples, the center of rotation will be the \_\_\_\_\_, and we'll rotate in increments of \_\_\_\_\_.

### DIRECTIONS AND DEGREES

- Figures can be rotated \_\_\_\_\_ or \_\_\_\_\_.
- Consider each quadrant a figure rotates as another  $90^\circ$  of rotation.



key vocabulary and key concepts are highlighted for students to reference

In 1-3, use the number of quadrants the figure was rotated to describe the degrees of rotation both clockwise and counterclockwise.

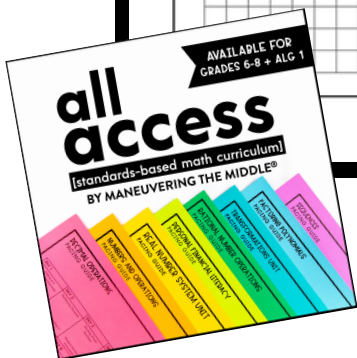
<p>1.</p> <p>_____ clockwise _____ counterclockwise</p>	<p>2.</p> <p>_____ clockwise _____ counterclockwise</p>	<p>3.</p> <p>_____ clockwise _____ counterclockwise</p>
---	---	---

4. Use the rotation of triangle ABC below to answer a-d.

<p>a. ABC was rotated _____ clockwise or _____ counterclockwise.</p>	<p>b. Complete the table.</p> <table border="1"> <thead> <tr> <th>PRE-IMAGE</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>c. Describe how the rotation affected the values in the ordered pairs.</p> <p>d. Write an algebraic rule for the rotation.</p>	PRE-IMAGE							
PRE-IMAGE									

connecting content to prior learning

scaffolded to support ELLs



streamline lesson planning and provide a standards-based foundation for teachers to utilize

# student handouts

[scaffolded and student-friendly guided notes to support instruction and real-life application of the concepts]

In 1-3, dilate each rectangle by the given scale factor and record its new dimensions.

1. Scale factor = $\frac{2}{3}$ 35 inches 15 inches Dimensions: _____	2. Scale factor = 3.5 10 cm 22 cm Dimensions: _____	3. Scale factor = $\frac{5}{3}$ 30 ft 9 ft Dimensions: _____
--	--	---

In 4-5, find the scale factor that was used to create each dilation.

4.   
Scale factor: \_\_\_\_\_

5.

6. The squares shown below represent a dilation of a bathroom remodel, where tile A was dilated to tile B. The scale factor Mira found was  $\frac{4}{7}$ . Explain why the scale factor Mira found was incorrect and give the correct scale factor.

7. Jess is designing a custom rug for a client. The rug must have a width of 5 feet and a length of 5 feet. The client wants the rug's dimensions to not exceed 12 feet. Circle any of the scale factors that meet the customer's requests.

A SF: 1.2      B SF: 0.8      C SF: \_\_\_\_\_

Summarize today's lesson: \_\_\_\_\_

concepts are connected to real-world situations so students are able to apply their learning

Unit: Transformations  
Student Handout 6

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

## SCALE FACTOR AND DILATIONS

Harold and his friends went to a wizard camp where they took a class on spells and potions. Harold drank four potions in a row that caused him to grow or shrink based on the potion's scale factor. Note the effect that each potion had by writing "grow" or "shrink" under each table. Then, answer a-e.

POTION #1	POTION #2	POTION #3	POTION #4
INITIAL HEIGHT: 60 in	INITIAL HEIGHT: 30 in	INITIAL HEIGHT: 75 in	INITIAL HEIGHT: 15 in
SCALE FACTOR: $\frac{1}{2}$	SCALE FACTOR: 2.5	SCALE FACTOR: 0.2	SCALE FACTOR: $\frac{8}{3}$
NEW HEIGHT: 30 in	NEW HEIGHT: 75 in	NEW HEIGHT: 15 in	NEW HEIGHT: 40 in

a. Which scale factors made Harold grow? \_\_\_\_\_

b. Which scale factors made Harold shrink? \_\_\_\_\_

c. What do you notice about the difference in the scale factors listed in a and b? \_\_\_\_\_

d. Predict what would happen if someone drank a potion with a scale factor of 1. \_\_\_\_\_

e. Set up and simplify a ratio of the new height over the initial height for each potion. What do you notice?  
#1: \_\_\_\_\_ #2: \_\_\_\_\_ #3: \_\_\_\_\_ #4: \_\_\_\_\_

Use your findings above to complete the information about scale factor and dilations below.

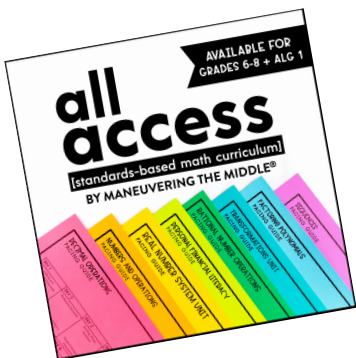
**SCALE FACTOR**

- Scale factor is a \_\_\_\_\_ of the corresponding sides in a figure:  $\frac{\text{new}}{\text{original}}$  or  $\frac{\text{image}}{\text{pre-image}}$
- If the scale factor is \_\_\_\_\_ than one, it will enlarge a figure.
- If the scale factor is \_\_\_\_\_ than one, it will reduce a figure.

**DILATIONS**

- A dilation is a transformation that either \_\_\_\_\_ or \_\_\_\_\_ the size of an original figure by a given scale factor.
- To dilate a figure, \_\_\_\_\_ its dimensions by the scale factor.

©Maneuvering the Middle LLC, 2016



questions requiring higher-level thinking



# independent practice

[aligned homework to support each lesson]

short and manageable practice that supports each lesson

Unit: Number System  
Homework 2

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_


## COMPARING AND ORDERING DECIMALS

Students were asked to create true statements about decimals. Circle the names of the student who correctly completed the task. Then unscramble the underlined letters of the circled name to answer the riddle at the bottom.

JADA

$-6.8 > -6.75$

STEVIE




A represents 0.85

ISAAC

-3.3 is closer to -3 than to -4

SUMMER



B is the best representation of -1.2

EVE

-4.04, -4.41, -4.79 are ordered from greatest to least

CLAYTON

TEAGAN

9.09, 9.9, 9.99, 99 are ordered from least to greatest

ANGEL

-17.92 < -16

WHAT WAS T-REX'S FAVORITE \_\_\_\_\_

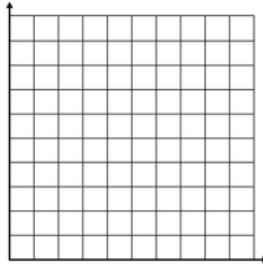
Unit: Equations & Inequalities  
Homework 5

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

## INDEPENDENT AND DEPENDENT VARIABLES

Complete the missing information in the chart below using the given verbal description.


**GRAPH**



**TABLE**

PROCESS	

**VERBAL DESCRIPTION**

 A baker can produce 40 cupcakes (c) every hour (h).

**EQUATION**

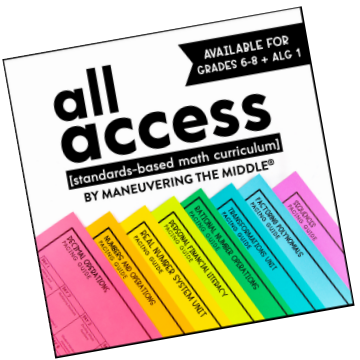
**VARIABLES**

Independent variable:  
Dependent variable:

Use the information from the diagram above to answer the following questions about independent and dependent variables.

1. Write a sentence to explain the independent and dependent variables.	2. How many hours does it take to bake 280 cupcakes?
3. If the baker continued at the same rate, then how many cupcakes would she be able to make in 12.5 hours?	4. What does the ordered pair (5, 200) represent in this situation?

©Maneuvering the Middle LLC, 2017



# classroom activities

[hands-on, engaging activities to support different grouping structures and levels of thinking]

**A** Find and fix the incorrect statement given the information on the number line.

#1: A  
#2: Point B and D ha  
#3: The opposite  
#4: The opposite of

-FIND IT AND FIX IT-  
error analysis activity  
to support higher level  
thinking skills

**f** Jim, Scarlet, and Olivia are reading a book for English class. Jim has read  $\frac{5}{6}$  of the book, Scarlet has read  $\frac{3}{8}$  of the book, and Olivia has read  $\frac{1}{2}$  of the book.

Find and fix the incorrect statement.

#1: Jim has read the most pages.  
#2: Olivia has read the fewest pages.  
#3: Scarlet has over half of the book left to finish.  
#4: Olivia has read 50% of the book.

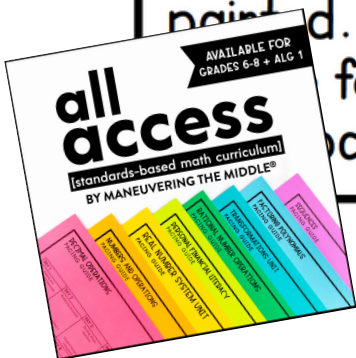
©Maneuvering the Middle LLC, 2018

**C** An entrance sign is shaped like a trapezoid. It is being painted. How many feet will need painted?

**84**

©Maneuvering the Middle LLC, 2017

-SCAVENGER HUNTS-  
students are up and  
moving as they work  
problems and search  
for the correct solution



students collaborating together to practice in an engaging way



# classroom activities

[hands-on, engaging activities to support different grouping structures and levels of thinking]

## CARD 1:

A carnival sold 450 tickets on Saturday. The ticket sales showed that 126 of the ticket sales were adult tickets. What percent of the tickets sold on Saturday were adult tickets?



Albert says that 28% of the tickets were adult tickets.

"HE SAID, SHE SAID"- students analyze a question and compare two different possible responses

## CARD 6:

Jerome and his brother stayed at the carnival from 4 PM to 8 PM. They spent 90 minutes watching the magic show.

What percent of the evening did they spend at the magic show?



Finn says that they spent 37.5% of their time watching the show.

Flora says that they spent  $33.\bar{3}$  % of their time watching the show.

-SOLVE AND COLOR-  
spice up basic practice with a coloring page



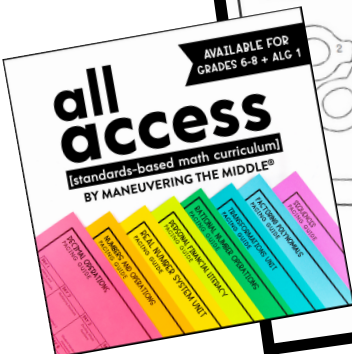
Unit: Functions Solve and Color Name \_\_\_\_\_ Pd \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

### FUNCTIONS SOLVE AND COLOR

For each problem below, compare the rate of change for both A and B. Decide which rate of change is greater, and color the numbers according to the key.

WHICH HAS THE GREATEST RATE OF CHANGE?		COLOR KEY												
1:A	<table border="1"> <tr><td>x</td><td>y</td></tr> <tr><td>-3</td><td><math>-\frac{1}{4}</math></td></tr> <tr><td>-1</td><td><math>-\frac{3}{4}</math></td></tr> <tr><td>1</td><td><math>\frac{3}{4}</math></td></tr> <tr><td>3</td><td><math>-\frac{1}{4}</math></td></tr> </table>	x	y	-3	$-\frac{1}{4}$	-1	$-\frac{3}{4}$	1	$\frac{3}{4}$	3	$-\frac{1}{4}$	1:B		A: BLUE B: GREEN
x	y													
-3	$-\frac{1}{4}$													
-1	$-\frac{3}{4}$													
1	$\frac{3}{4}$													
3	$-\frac{1}{4}$													
2:A	Dominick's puppy weighs 8 pounds and is gaining about $\frac{3}{4}$ pounds each week.	2:B	$y = \frac{3}{2}x + 9$	A: RED B: YELLOW										
3:A	$2y - 8x = 16$	3:B		A: ORANGE B: PINK										
4:A	<table border="1"> <tr><td>x</td><td>y</td></tr> <tr><td>4</td><td>184</td></tr> <tr><td>6</td><td>270</td></tr> <tr><td>8</td><td>356</td></tr> <tr><td>10</td><td>442</td></tr> </table>	x	y	4	184	6	270	8	356	10	442	4:B	Terri needs \$250 to buy Christmas gifts this year. She has \$75 saved already, and she is saving \$45 each week.	A: BROWN B: PURPLE
x	y													
4	184													
6	270													
8	356													
10	442													

©Maneuvering the Middle, 2017



# classroom activities

[hands-on, engaging activities to support different grouping structures and levels of thinking]

$4\frac{1}{2}$	$4\frac{1}{2}$	$-4\frac{1}{2}$	$\frac{2}{3}$
18	18	-18	$\frac{2}{3}$
-86	86	-86	$\frac{2}{3}$
-15	15	-15	-14,440
-8,047	8,047	8,047	-14,440
		-12	14,440


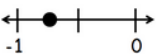
-CUT AND PASTE-  
students-practice with  
a self checking page

Unit: Number System  
Absolute Value Cut and Paste


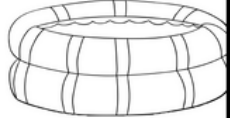


Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd. \_\_\_\_\_

### ABSOLUTE VALUE CUT & PASTE

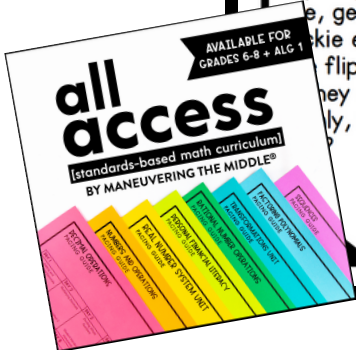
Cut the cards apart. Then match each problem with its opposite and the absolute value. Glue the cards to the appropriate spot, but be careful because not all cards will be used.

PROBLEM	OPPOSITE	ABSOLUTE VALUE
		
The Rocky Mountains are 14,440 feet above sea level.		
Your gas gauge shows you have 29 miles to empty.		
		
A board game card states to move backwards 12 spaces.		

©Maneuvering the Middle LLC, 2015

<p>Sunscreen is priced at \$10.00 per bottle, plus 8% tax. If Tonya purchases a bottle of sunscreen with a \$20.00 bill, then what is her change?</p>  <p>1</p> <p><small>©Maneuvering the Middle LLC, 2015</small></p>	<p>Baby pools are not selling well at Sam's. So, he decides to put them on clearance for \$19.99, plus an extra 20% off. Approximately how much will a baby pool cost?</p>  <p>2</p> <p><small>©Maneuvering the Middle LLC, 2015</small></p>
<p>Flip-flop sets are on sale at buy one, get one half-off. Maria and Tonya each decide to get a pair. If flip-flops are priced at \$24.00. How much do they decide to split the total cost? If they split it equally, then how much will each person pay?</p>  <p>3</p> <p><small>©Maneuvering the Middle LLC, 2015</small></p>	<p>Men's swim trunks are marked at \$42.00. Approximately how much will the 6% sales tax be on a pair of swim trunks?</p>  <p>4</p> <p><small>©Maneuvering the Middle LLC, 2015</small></p>

-TASK CARDS-  
flexible question cards  
can be used in centers,  
for small groups, and  
collaboration

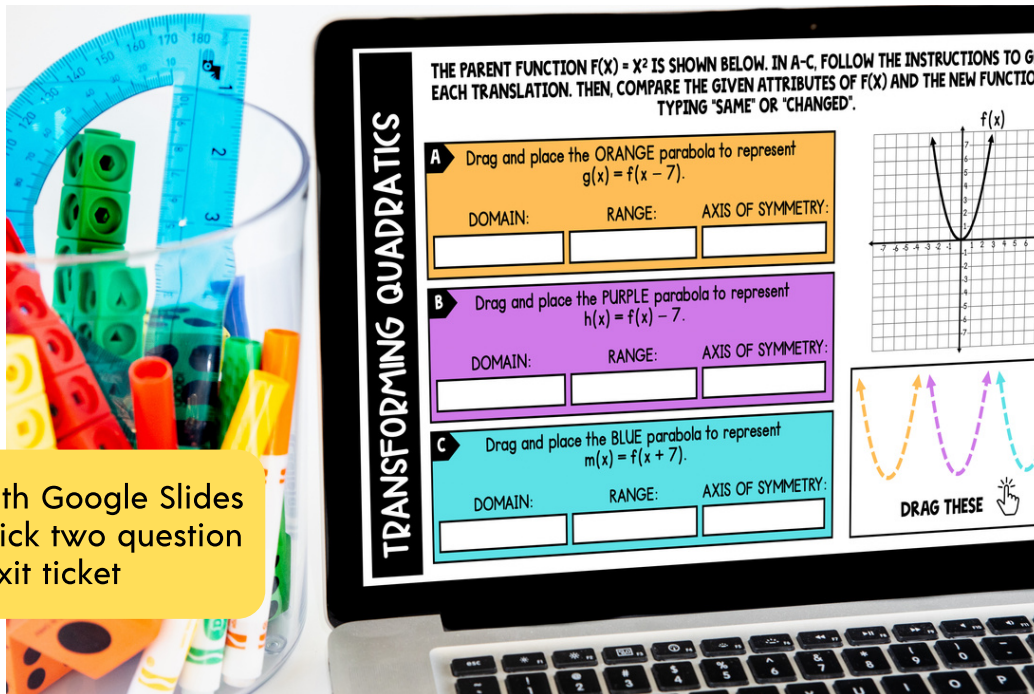




# supplemental digital activities

[interactive engaging practice that can be used with Google Slides or Microsoft PowerPoint]

interactive, drag and match activities to support higher level thinking skills



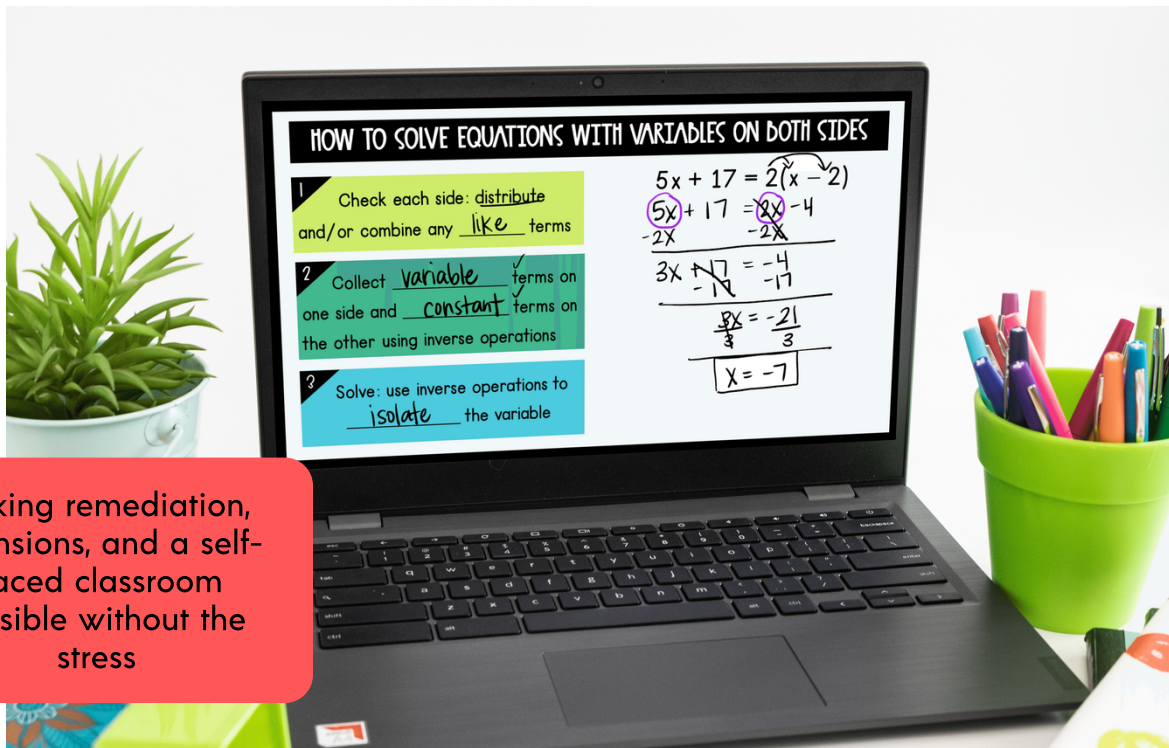
for use with Google Slides or PPT, quick two question exit ticket

# student video library

[coming September 2021]



short instructional videos aligned to the student handouts



making remediation, extensions, and a self-paced classroom possible without the stress



# unit review and assessments

[aligned and standards-based unit assessments]

Unit: Data & Statistics  
Test

Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

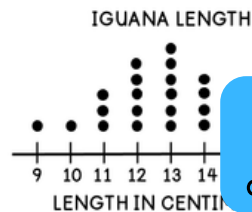
## DATA & STATISTICS UNIT TEST

Solve the problems below. Be sure to show your thinking.

1. A grocery store polls every twentieth customer to determine if they are satisfied with the cleanliness of the store. Forty customers are surveyed, and 26 are satisfied. What conclusion can be drawn for the 800 daily customers?

- A. 65% of the customers are unsatisfied with the cleanliness of the store.
- B. Of the 800 customers, 520 would be satisfied with the cleanliness of the store.
- C. 40% of the customers are satisfied with the cleanliness of the store.
- D. 25% of the customers are not satisfied with the cleanliness of the store.

2. At the zoo, the length of each iguana is measured. Which statement is best supported by the information below?



both multiple choice and open-ended questions are included

- A. Over half of the iguanas measure 14 centimeters or more in length.
- B. 25% of the iguanas measure 12 centimeters in length.
- C. The number of iguanas that measure 15 centimeters or more is equal to the number that measure 11 centimeters or less.

rigorous questions that help prepare students for state assessments

3. 40 students from each grade level were surveyed regarding their preference for a location. Use the table below to answer questions 3-4.

	ZOO	MUSEUM	SPORTS COMPLEX
7 <sup>TH</sup> GRADE	12	18	10
8 <sup>TH</sup> GRADE	14	19	7

3. If there are 220 members of the 7<sup>th</sup> grade class, then how many students can be expected to prefer the zoo?

- A. 39
- B. 48
- C. 120
- D. 66

4. If there are 180 members of the 8<sup>th</sup> grade class, then what percent preferred either the museum or the sports complex?

- A. 65%
- B. 47.5%
- C. 17.5%
- D. 26%

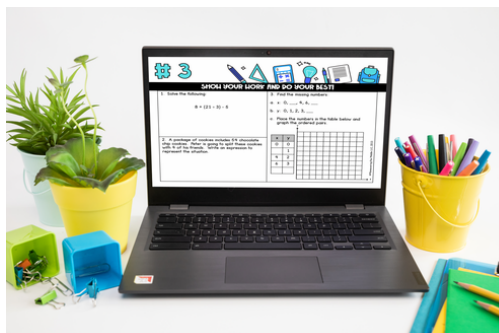
editable assessment version allows for modifications



aligned assessment both in print and digital (Google Forms) to minimize grading and maximize the ability to disaggregate data

# + more!

Additionally, these resources are also included as part of MTM All Access:



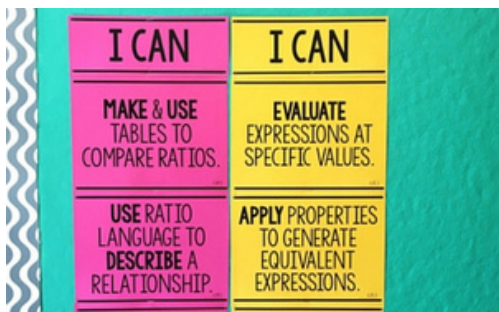
## warm-ups

Spiraled bell ringers for an entire year



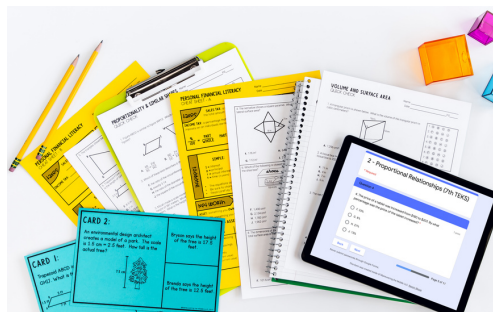
## back to school activities

Start the school year by reviewing important math skills



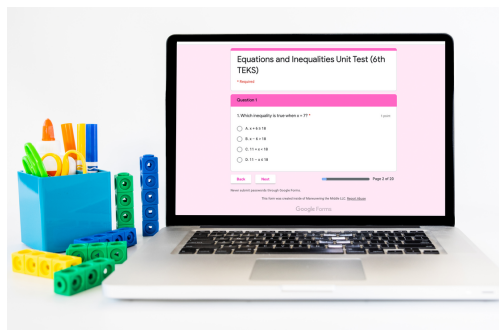
## "i can" statements

Student friendly language to describe the standards



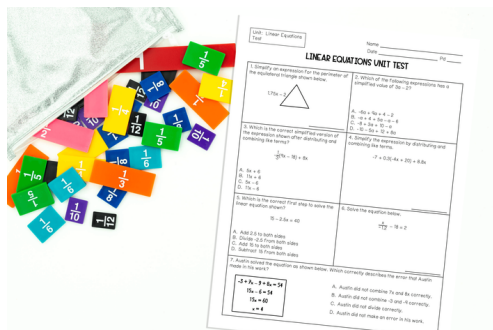
## test prep unit

Prepare for state testing with mini lessons, quick checks, & activities



## self-grading assessments

Tests and quizzes in Google Forms



## year end assessments

Review, assess or practice test-taking skills with your students



# all access

[standards-based math curriculum]

BY MANEUVERING THE MIDDLE

## INDIVIDUAL TEACHER LICENSE

CONTENT IS LICENSED TO YOU  
AS LONG AS YOU ARE AN  
ACTIVE MEMBER

- 10 units organized by standards
- 100+ scaffolded guided notes for students
- 60+ hands-on activities to support collaborative practice
- 40+ supplemental digital activities + exit tickets
- daily spiral review bell-ringers
- complete test prep review unit
- year-end assessments
- unique teacher login
- *New* student video library (videos begin rolling out in September 2021)

CHOOSE A SINGLE GRADE LEVEL  
- OR -  
CHOOSE ALL GRADES (6TH-ALG 1)

**CLICK HERE TO  
PURCHASE**

subscription auto-renews annually until cancelled

## SCHOOL-BASED LICENSE

CONTENT IS LICENSED TO YOU  
AS LONG AS YOUR SCHOOL IS  
AN ACTIVE MEMBER

- all content from the individual teacher license
- transferable to another teacher in the event of a vacancy
- administrator access to manage licenses and view content

PRICING BASED ON THE NUMBER  
OF TEACHERS USING EACH GRADE  
LEVEL OF CONTENT

**CLICK HERE TO  
REQUEST A QUOTE**

pay by credit card or purchase order

# all access

AVAILABLE FOR  
GRADES 6-8 + ALG 1

[standards-based math curriculum]

BY MANEUVERING THE MIDDLE®



MANEUVERING  
THE MIDDLE

WWW.MANEUVERINGTHEMIDDLE.COM  
CONTACT@MANEUVERINGTHEMIDDLE.COM