<table>
<thead>
<tr>
<th>Process TEKS (How we do the math)</th>
<th>1st Grading Period</th>
<th>2nd Grading Period</th>
<th>3rd Grading Period</th>
<th>4th Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Apply mathematics to problems arising in everyday life, society, &amp; the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, &amp; evaluating the problem-solving process &amp; the reasonableness of the solution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Select tools, including real objects, manipulatives, paper &amp; pencil, &amp; technology as appropriate, &amp; techniques, including mental math, estimation, &amp; number sense as appropriate, to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Communicate mathematical ideas, reasoning, &amp; their implications using multiple representations, including symbols, diagrams, graphs, &amp; language as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Create &amp; use representations to organize, record, &amp; communicate mathematical ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Analyze mathematical relationships to connect &amp; communicate mathematical ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Display, explain, &amp; justify mathematical ideas &amp; arguments using precise mathematical language in written or oral communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>1st Grading Period</th>
<th>2nd Grading Period</th>
<th>3rd Grading Period</th>
<th>4th Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Equivalent Forms of Fractions, Decimals, &amp; Percents</td>
<td>6.2E, 6.4EFG, 6.5B, 7.13B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2: Ordering Fractions, Decimals, &amp; Integers</td>
<td>6.2ACD, 6.4G, 7.2A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Operations with Positive Fractions &amp; Decimals</td>
<td>6.2E, 6.3ABE, 6.14GH, 7.3AB, 7.13A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4: Operations with Integers</td>
<td>6.2B, 6.3CD, 6.14ABC, 7.13CF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5: Proportional Reasoning with Ratios &amp; Rates</td>
<td>6.4BCDEGH, 6.5AB, 6.14DEF, 7.4ABCD, 7.5AC, 7.6G, 7.13D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6: Equivalent Expressions &amp; One-Variable Equations</td>
<td>6.7ABCD, 6.9ABC, 6.10AB, 7.3AB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 7: One-Variable Inequalities</td>
<td>6.9ABC, 6.10AB, 7.13D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 8: Algebraic Representations of Two-Variable Relationships</td>
<td>6.4A, 6.6ABC, 6.11A, 7.4ABCD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9: Geometry &amp; Measurement</td>
<td>6.4H, 6.8ABCD, 7.5B, 7.8ABC, 7.9ABC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 10: Data Analysis</td>
<td>6.12ABCD, 6.13AB, 7.6G, 7.12A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 11: Deepening &amp; Spiraling Readiness Standards</td>
<td>6.2D, 6.4BGH, 6.5B, 6.6C, 6.7AD, 6.8D, 6.10A, 6.11A, 6.12CD, 6.13A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 12: Rational Number &amp; Integer Operations Project-Based Learning</td>
<td>Apply all 6th grade standards to ensure mastery of grade level content</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Focus</th>
<th>1st Grading Period</th>
<th>2nd Grading Period</th>
<th>3rd Grading Period</th>
<th>4th Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Students will be introduced to the concept of percent. Students will expand their understanding of a fraction as another way to write a division problem, convert between fractions &amp; decimals, &amp; convert between mixed numbers &amp; improper fractions. Also, students will understand the relationship between part, whole &amp; percent. Pre-AP students will also identify components of a personal budget.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2: Students will continue to generate equivalent forms of fractions, decimals &amp; percent, order &amp; locate rational numbers on a number line, classify numbers, &amp; use inequality symbols to compare rational numbers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Students will identify a number &amp; its opposite, understand absolute value, use concrete &amp; pictorial models for integer operations, perform all operations with integers, distinguish between debit &amp; credit cards, &amp; balance a checkbook. Pre-AP students will understand the difference between asset &amp; liability, calculate net worth, &amp; calculate final cost after using a coupon, a percent discount or rebate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4: Students will understand proportional reasoning by exploring the relationship between proportions, ratios, &amp; rates. Students will continue to deepen their understanding of proportional reasoning by applying the concepts of percent &amp; scale factor while working with tables, graphs &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5: Students will extend Order of Operations to solve problems with exponents &amp; rational numbers, find prime factorization, identify properties such as inverse, identity, commutative, associative &amp; distributive, &amp; represent one-variable, one-step equations in multiple ways. Pre-AP students will determine constant rate of change, calculate speed as a constant of proportionality &amp; continue percent of increase &amp; decrease.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6: Students will define, identify, graph, interpret &amp; solve one-variable, one-step inequalities. Pre-AP will also determine hourly wage required for a household budget.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 7: Students will graph ordered pairs in all four quadrants, recognize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 8: Students will graph ordered pairs in all four quadrants, recognize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9: Students will create, analyze &amp; summarize data in dot plots, stem-and-leaf plots, histograms, bar plots and percent bar graphs. Students will describe the graphs' shape, center &amp; the spread of data. Students will use academic vocabulary such as skewed, symmetric, mean, median, mode, range, with variability &amp; without variability, to describe sets of data. In financial literacy, students will revisit credit reports, compare methods of paying for college &amp; compare annual salaries of different occupations using tables &amp; graphs. Pre-AP students will also solve problems using graphs &amp; compare groups of numerical data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Suggestions for Parental Involvement / Support

**Unit 3:** Students will expand their understanding of decimals as fractional parts of a whole, recognize when a number is multiplied by a fraction less than one the value (answer) will decrease, & the value will increase if the number is multiplied by an improper fraction or mixed number. Students will also learn about paying for college & annual salaries. Pre-AP students will apply knowledge of all operations with rational numbers, & calculate sales & income tax.  

**Unit 4:** MONEY: Put money in real-world scenarios. Students will also learn about credit reports. Pre-AP students will extend calculating unit rates & percent in multi-step problems, calculate percent increase & decrease, convert between units of measure, & apply these skills to financial literacy problems. 

**Unit 5:** Multiplicative & additive relationships, & identify independent & dependent relationships & quantities. Pre-AP students will extend understanding of unit rates, ratios, & percent in multi-step problems, calculate percent of increase & decrease, convert within measurement systems, & financial literacy problems. 

**Unit 9:** Students will extend knowledge of triangles to include the Triangle Inequality Theorem, & side length/angle relationship. With quadrilaterals & triangles, students will decompose & rearrange parts to model area formulas, write equations & determine solutions to find the area of quadrilaterals & triangles & find volume of rectangular prisms. Students will also convert within the same measurement system. Pre-AP students will use models to determine circumference & area of a circle, & calculate area of composite shapes. 

**Unit 11:** Students will review & deepen their understanding of all 6th grade standards in preparation for the STAAR test. 

**Unit 12:** Students will apply all 6th grade standards to ensure mastery of grade level content.

<table>
<thead>
<tr>
<th>Multiplication Fact Fluency and Long Division</th>
<th>Multiplication Fact Fluency and Long Division</th>
<th>Multiplication Fact Fluency and Long Division</th>
<th>Multiplication Fact Fluency and Long Division</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real world fractions</strong> - Cooking together &amp; discussing measurements &amp; increasing with decreasing serving size.</td>
<td><strong>Integers</strong> - (Real World Positive &amp; Negative Numbers) Adding, Subtracting, Multiplying &amp; Dividing Integers</td>
<td><strong>Inequalities</strong> - Problems with a range of answers. Example: My mom gave me $20 for my trip to the movies. How much can I spend? $20 or less. Possible answers: $19, $12.50 etc.</td>
<td><strong>Graphs &amp; Tables</strong> - Look at magazines, newspapers &amp; online articles. Discuss the tables, charts, &amp; graphs &amp; their real world meaning. Ex. Stock market charts, weather patterns, etc.</td>
</tr>
<tr>
<td><strong>Percents</strong> - Items on sale, discuss discounts &amp; how to mentally calculate 10% of a whole number &amp; use this to find others percents such as 20%, 25%, 50% &amp; 75%. Relate percent to $1.00, to reinforce percent is out of 100. ¼ of a dollar is $.25, ½ of a dollar is $.50 &amp; ¾ of a dollar is $.75. Have your child calculate the tip on a meal by rounding the price of the meal to the nearest whole number.</td>
<td><strong>Discuss weather &amp; temperature changes. “It’s 25 degrees &amp; drops 28, now it is -3 degrees.</strong></td>
<td><strong>Discuss credits &amp; debits, deposits &amp; withdrawals. What does it mean when an account is overdrawn? Discuss above &amp; below sea level</strong></td>
<td><strong><a href="https://www.desmos.com/">https://www.desmos.com/</a></strong></td>
</tr>
<tr>
<td><strong>Proportionality</strong> - Practice generating &amp; making equivalent fractions. Also, practice simplifying fractions.</td>
<td><strong>Discuss percentages &amp; how to mentally calculate</strong></td>
<td><strong>Discuss above &amp; below sea level</strong></td>
<td><strong><a href="http://www.shodor.org/interactivate/activities/GeneralCoordinates/">http://www.shodor.org/interactivate/activities/GeneralCoordinates/</a></strong></td>
</tr>
<tr>
<td><strong>Unit Rate</strong> - Calculate how much items cost per 1 unit. Example: $3.50 for 7 pounds of grapes. How much do they cost per pound. Ex. Miles per gallon, beats per minute</td>
<td></td>
<td></td>
<td><strong>Measurement conversions</strong> - Ex. Grams to Kilograms, Miles to Feet etc.</td>
</tr>
<tr>
<td>While shopping compare prices to determine the better deal.</td>
<td>While shopping compare prices to determine the better deal.</td>
<td></td>
<td><strong>Area, perimeter &amp; volume</strong> - <strong><a href="https://www.ixl.com/">https://www.ixl.com/</a></strong></td>
</tr>
<tr>
<td><strong>Triangle Inequality Theorem</strong></td>
<td><strong>Properties: identify, associative, commutative, distributive</strong></td>
<td><strong><a href="https://www.6thgrade.com/6thGrade-Math-slider.html">https://www.6thgrade.com/6thGrade-Math-slider.html</a></strong></td>
<td><strong>6th Grade - Data and Graphs: Lessons GG.11 → GG.13 GG.18 → GG.19</strong></td>
</tr>
<tr>
<td><strong>Box Plots</strong></td>
<td></td>
<td></td>
<td>6th Grade - Statistics: Lessons HH.1 → HH.3</td>
</tr>
<tr>
<td><strong>Financial Literacy</strong> - Discuss the different ways to pay for college. (Saving Account, Student Loans, Grants, Work Study &amp; Scholarships)</td>
<td></td>
<td></td>
<td><strong><a href="https://bigfuture.collegeboard.org/comparere-college/">https://bigfuture.collegeboard.org/comparere-college/</a></strong></td>
</tr>
<tr>
<td><strong>Also discuss how to pay for college - personal savings account, student loans, scholarships, grants, work study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budgets</strong> - Discuss the components of your family budget &amp; the different bills you pay each month. Discuss bills that are variable or change each month, such as water, electricity, groceries &amp; entertainment. Also, discuss fixed expenses, such as house payment &amp; car payment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Increase and Decrease</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss what can have a positive &amp; negative impact on a credit report &amp; how a negative item remains on a credit report.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Resources**

- Khan Academy: [https://www.khanacademy.org/math](https://www.khanacademy.org/math)
- Math 4 Texas: [https://www.math4texas.org/](https://www.math4texas.org/)
- Imagine Math: [math.imaginelearning.com](http://math.imaginelearning.com)
- IXL Math: [https://www.ixl.com/](https://www.ixl.com/) (10 free problems per day)
- Graham Fletcher Progression Videos: [https://gfletchy.com/progression-videos/](https://gfletchy.com/progression-videos/)