6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 6th

3rd Six Weeks: Week 1 **Unit 2:** Relating Quantities

	Monday (11/6)	Tuesday (11/7)	Wednesday (11/8)	Thursday (11/9)	Friday (11/10)
TEKS/SE		The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to use equivalent fractions, decimals, and percents to show equal parts of the same whole. **6.5(C)**	The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to use equivalent fractions, decimals, and percents to show equal parts of the same whole. **6.5(C)**	The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)**	The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)**

		Students will review all low performing in preparation for the **Fall Benchmark.**	**Fall Benchmark**	**Fall Benchmark**	**Flex Day/Data Conferences**
		Note: Winter Benchmark is scheduled for this week. As a result, some lessons may need to be adjusted or explored via MATHia and Flex Days.			
Lesson Objective		Students will be able to write equivalent fractions, decimals, and percents by using models, such as the hundredths grids, strip and number lines.	Students will be able to explain the similarities and differences among percents, fractions, and decimals by analyzing equivalent forms.	Students will be able to order fractions, decimals, and percents using estimation and/or models.	Students will be able to determine the percent of a number using benchmark percents.
DOL		Given two problems, students will demonstrate mastery by writing equivalent fractions, decimals, and percents by using models, such as the hundredths grids, strip and number lines with at least 80% accuracy.	Given two problems, students will demonstrate mastery by explaining the similarities and differences among percents, fractions, and decimals by analyzing equivalent forms with at least 80% accuracy.	Given two problems, students will demonstrate mastery by ordering fractions, decimals, and percents using estimation and/or models with at least 80% accuracy.	Given two problems, students will demonstrate mastery by determining the percent of a number using benchmark percents with at least 80% accuracy.
Resources		**Topic 2: Percents** **Lesson 1: We Are Family!** *(Percent, Fraction, and Decimal Equivalence)* Getting Started Activity 1	**Topic 2: Percents** **Lesson 1: We Are Family!** *(Percent, Fraction, and Decimal Equivalence)* Activity 2 Activity 3 Talk the Talk	**Topic 2: Percents** **Lesson 2: Warming the Bench** *(Using Estimation and Benchmark Percents)* Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 2: Percents** **Lesson 2: Warming the Bench** *(Using Estimation and Benchmark Percents)* Activity 3 Activity 4 Talk the Talk **SchoolCity**

6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 13th

3rd Weeks: Week 2 **Unit 2:** Relating Quantities

	Monday (11/13)	Tuesday (11/14)	Wednesday (11/15)	Thursday (11/16)	Friday (11/17)
TEKS/SE	The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models. **6.5(B)**	The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models. **6.5(B)**	The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to solve real-world problems to find the whole given a part and the percent, to find the	The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers. **6.4(F)** The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **6.4(G)** The student is expected to solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the	**Flex Day**

			part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models. **6.5(B)**	percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models. **6.5(B)**	
Lesson Objective	Students will be able to solve percent problems involving determining the part, given the whole and the percent by using double number lines.	The student is expected to determine the whole in real-world and mathematical problems, such as geometry, by using ratio reasoning.	Students will be able to solve real-world and mathematical problems involving finding the part, whole, or percent of a number using models and proportions.	Students will be able to demonstrate mastery of 6.2(D), 6.4(E), 6.4(F), 6.4(G), 6.4H, and 6.5(B),	
DOL	Given two problems, students will demonstrate mastery by solving percent problems involving determining the part, given the whole and the percent by using double number lines with at least 80% accuracy.	Given two problems, students will demonstrate mastery by determining the whole in real-world and mathematical problems, such as geometry, by using ratio reasoning with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving real-world and mathematical problems involving finding the part, whole, or percent of a number using models and proportions with at least 80% accuracy.	Given five problems, students will demonstrate mastery of generating equivalent forms of fractions, decimals, and percents and determining the part and whole in percent problems with at least 80% accuracy.	

Resources	**Topic 2: Percents** **Lesson 3: The Forest for the Trees** *(Determining the Part and the Whole in Percent Problems)* Getting Started Activity 1 Activity 2 Activity 3 **SchoolCity**	**Topic 2: Percents** **Lesson 3: The Forest for the Trees** *(Determining the Part and the Whole in Percent Problems)* Activity 4 Activity 5 Talk the Talk **SchoolCity**	**Topic 2: Percents** Skills Practice, MATHia, and Small Groups (Stations **SchoolCity**	**Topic 2: Percents** End of Topic Assessment **SchoolCity**	

Thanksgiving Break (November 20th – 24th)

6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 27th

3rd Six Weeks: Week 3 **Unit 2:** Relating Quantities

	Monday (11/27)	Tuesday (11/28)	Wednesday (11/29)	Thursday (11/30)	Friday (12/1)
TEKS/SE	The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to convert between measurement systems, including the use of	The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to convert between	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)**	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)**	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having

	proportions and the use of unit rates. **7.4(E)**	measurement systems, including the use of proportions and the use of unit rates. **7.4(E)**	The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to calculate unit rates from rates in mathematical and real-world problems. **7.4(B)**	The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to calculate unit rates from rates in mathematical and real-world problems. **7.4(B)**	different attributes, including rates as quotients. **6.4(D)** The student is expected to calculate unit rates from rates in mathematical and real-world problems. **7.4(B)**
Lesson Objective	Students will be able to use ratio reasoning with double number lines to convert measurement units.	Students will be able to use ratio tables and scaling to convert measurement units.	Students will be able to determine the unit rate of two quantities by using models and estimation.	Students will be able to use unit rates to make comparisons involving unit pricing and constant speeds.	Students will be able to solve real-world and mathematical problems by making calculations involving unit rates.
DOL	Given two problems, students will demonstrate mastery by using ratio reasoning with double number lines to convert measurement units with at least 80% accuracy.	Given two problems, students will demonstrate mastery by using ratio tables and scaling to convert measurement units at least 80% accuracy.	Given two problems, students will demonstrate mastery by determining the unit rate of two quantities by using models and estimation at least 80% accuracy.	Given two problems, students will demonstrate mastery by using unit rates to make comparisons involving unit pricing and constant speeds with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving real-world and mathematical problems by making calculations involving unit rates with at least 80% accuracy.
Resources	**Topic 3: Unit Rates and Conversions** **Lesson 1: Many Ways to Measure** *(Using Ratio Reasoning to Convert Units)* Getting Started Activity 1 Activity 2	**Topic 3: Unit Rates and Conversions** **Lesson 1: Many Ways to Measure** *(Using Ratio Reasoning to Convert Units)* Activity 3 Activity 4 Talk the Talk	**Topic 3: Unit Rates and Conversions** **Lesson 2: What is the Best Buy?** *(Introduction to Unit Rates)* Getting Started Activity 1 Activity 2	**Topic 3: Unit Rates and Conversions** **Lesson 2: What is the Best Buy?** *(Introduction to Unit Rates)* Activity 3 Activity 4 **SchoolCity**	**Topic 3: Unit Rates and Conversions** **Lesson 2: What is the Best Buy?** *(Introduction to Unit Rates)* Activity 5 Talk the Talk **SchoolCity**

	SchoolCity	**SchoolCity**	**SchoolCity**		**Or** **Flex Day**

6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 4th

3rd Six Weeks: Week 4 **Unit 2:** Relating Quantities

	Monday (12/4)	Tuesday (12/5)	Wednesday (12/6)	Thursday (12/7)	Friday (12/8)
TEKS/SE	The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables,	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables,	**Flex Day**

			graphs, and proportions. **6.5(A)**	graphs, and proportions. **6.5(A)**	
Lesson Objective	Students will be able to represent and identify unit rates using tables and graphs by recognizing that (x, 1) and (1, y) are both points on the graph of a unit rate.	Students will be able to determine and compare constant speeds by graphing their unit rates based on their tables.	Students will solve real-world and mathematical problems involving ratios and rates by using scale factors, tables, graphs, and proportions.	Students will demonstrate mastery of learning for 6.4(B), 6.4(D), 6.4(E), 6.4(H), 6.5(A).	
DOL	Given two problems, students will demonstrate mastery by representing and identifying unit rates using tables and graphs by recognizing that (x, 1) and (1, y) are both points on the graph of a unit rate with at least 80% accuracy.	Given two problems, students will demonstrate mastery by determining and comparing constant speeds by graphing their unit rates based on their tables with at least 80% accuracy.	Given two problems, students will be able to demonstrate mastery by solving real-world and mathematical problems involving ratios and rates by using scale factors, tables, graphs, and proportions with at least 80% accuracy.	Given five problems, students will demonstrate mastery of solving real-world and mathematical problems involving unit rates and conversions.	
Resources	**Topic 3: Unit Rates and Conversions** **Lesson 3: Seeing Things Differently** Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 3: Unit Rates and Conversions** **Lesson 3: Seeing Things Differently** Activity 3 Talk the Talk **SchoolCity**	**Topic 3: Unit Rates and Conversions** Skills Practice, MATHia, and Small Groups (Stations) **SchoolCity**	**Topic 3: Unit Rates and Conversions** End of Topic Assessment **SchoolCity**	

6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 11th

3rd Six Weeks: Week 5 **Unit 3:** Moving Beyond Positive Quantities

	Monday (12/11)	Tuesday (12/12)	Wednesday (12/13)	Thursday (12/14)	Friday (12/15)
TEKS/SE	The student is expected to locate, compare, and order integers and rational numbers using a number line. **6.2(C)** The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)**	The student is expected to locate, compare, and order integers and rational numbers using a number line. **6.2(C)** The student is expected to order a set of rational numbers arising from mathematical and real-world contexts. **6.2(D)**	The student is expected identify a number, its opposite, and its absolute value. **6.2(B)**	The student is expected identify a number, its opposite, and its absolute value. **6.2(B)**	**Flex Day**
Lesson Objective	Students will be able to locate numbers on a number line by investigating scenarios involving time and money.	Students will be able to represent, interpret, and order positive and negative integers and other rational numbers using number lines and inequality statements.	Students will be able to interpret the meaning of absolute value as the magnitude for a positive or negative quantity in a real-world context by explaining the meaning of the absolute value of a rational number as its distance from 0 on a number line.	Students will be able to solve real-world and mathematical problems by writing and solving numerical expressions involving absolute values.	
DOL	Given two problems, students will demonstrate mastery by locating numbers on a number line by investigating scenarios involving time and money with at least 80% accuracy.	Given two problems, students will demonstrate mastery by represent, interpret, and order positive and negative integers and other rational numbers using number lines and inequality statements with at least 80% accuracy.	Given two problems, students will demonstrate mastery by interpreting the meaning of absolute value as the magnitude for a positive or negative quantity in a real-world context by explaining the meaning of the absolute value of a	Given two problems, students will demonstrate mastery by solving real-world and mathematical problems by writing and solving numerical expressions involving absolute values with at least 80% accuracy.	

			rational number as its distance from 0 on a number line with at least 80% accuracy.		
Resources	**Topic 1: Signed Numbers and the Four Quadrants** **Lesson 1: Human Number Line** *(Introduction to Negative Numbers)* Getting Started Activity 1 Activity 2 Activity 3 **SchoolCity**	**Topic 1: Signed Numbers and the Four Quadrants** **Lesson 1: Human Number Line** *(Introduction to Negative Numbers)* Activity 4 Activity 5 Talk the Talk **SchoolCity**	**Topic 1: Signed Numbers and the Four Quadrants** **Lesson 2: Magnificent Magnitude** *(Absolute Value)* Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 1: Signed Numbers and the Four Quadrants** **Lesson 2: Magnificent Magnitude** *(Absolute Value)* Activity 3 Talk the Talk **SchoolCity**	

6th Grade Accelerated Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 18th

3rd Six Weeks: Week 6 **Unit 4:** Determining Unknown Quantities

	Monday (12/18)	Tuesday (12/19)	Wednesday (12/20)	Thursday (12/21)	Friday (12/22)

TEKS/SE **Lesson Objective** **DOL** **Resources**	Students will review all TEKS included in the 2nd Six Weeks in preparation for the **LAN Assessment #3**.	LAN Assessment #3	LAN Assessment #3	**Flex Day**	**Flex Day**

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 6th

3rd Six Weeks: Week 1 **Unit 2:** Relating Quantities

	Monday (11/6)	Tuesday (11/7)	Wednesday (11/8)	Thursday (11/9)	Friday (11/10)
TEKS/SE		The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and	The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and

				real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**
		Students will review all low performing in preparation for the **Fall Benchmark.**	**Fall Benchmark**	**Fall Benchmark**	**Flex Day/Data Conferences**
		Note: Winter Benchmark is scheduled for this week. As a result, some lessons may need to be adjusted or explored via MATHia and Flex Days.			
Lesson Objective		Students will be able to represent and identify unit rates using tables and graphs by recognizing that (x, 1) and (1, y) are both points on the graph of a unit rate.	Students will be able to determine and compare constant speeds by graphing their unit rates based on their tables.	Students will solve real-world and mathematical problems involving ratios and rates by using scale factors, tables, graphs, and proportions.	Students will demonstrate mastery of learning for 6.4(B), 6.4(D), 6.4(E), 6.4(H), 6.5(A).

DOL		Given two problems, students will demonstrate mastery by representing and identifying unit rates using tables and graphs by recognizing that (x, 1) and (1, y) are both points on the graph of a unit rate with at least 80% accuracy.	Given two problems, students will demonstrate mastery by determining and comparing constant speeds by graphing their unit rates based on their tables with at least 80% accuracy.	Given two problems, students will be able to demonstrate mastery by solving real-world and mathematical problems involving ratios and rates by using scale factors, tables, graphs, and proportions with at least 80% accuracy.	Given five problems, students will demonstrate mastery of solving real-world and mathematical problems involving unit rates and conversions.
Resources		**Topic 3: Unit Rates and Conversions** **Lesson 3: Seeing Things Differently** Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 3: Unit Rates and Conversions** **Lesson 3: Seeing Things Differently** Activity 3 Talk the Talk **SchoolCity**	**Topic 3: Unit Rates and Conversions** Skills Practice, MATHia, and Small Groups (Stations) **SchoolCity**	**Topic 3: Unit Rates and Conversions** End of Topic Assessment **SchoolCity**

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 13th

3rd Weeks: Week 2 **Unit 4:** Determining Unknown Quantities

	Monday (11/13)	Tuesday (11/14)	Wednesday (11/15)	Thursday (11/16)	Friday (11/17)

TEKS/SE	The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables,	The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and	The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **6.4(B)** The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. **6.4(D)** The student is expected to represent ratios and percents with concrete models, fractions, and decimals. **6.4(E)** The student is expected to convert units within a measurement system, including the use of proportions and unit rates. **6.4(H)** The student is expected to represent mathematical and real-world problems involving ratios and rates using scale

			graphs, and proportions. **6.5(A)**	real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions. **6.5(A)**	factors, tables, graphs, and proportions. **6.5(A)**
Lesson Objective	Students will be able to write and evaluate the area and/or volume of two and three-dimensional figures by representing each expression as perfect squares and cubes.	Students will be able to compare numeric expressions by evaluating each expression.	Students will be able to evaluate numeric expressions by using the Order of Operations.	Students will be able to write algebraic expressions to represent real-world and mathematical situations by matching algebraic and verbal expressions.	Students will be able to evaluate algebraic expressions at specific values of their variables by identifying parts of an algebraic expression using mathematical terms.
DOL	Give two problems, students will demonstrate mastery by write and evaluate the area and/or volume of two and three-dimensional figures by representing each expression as perfect squares and cubes with at least 80% accuracy.	Give two problems, students will demonstrate mastery by comparing numeric expressions by evaluating each expression with at least 80% accuracy.	Give two problems, students will demonstrate mastery by evaluating numeric expressions by using the Order of Operations with at least 80% accuracy.	Give two problems, students will demonstrate mastery by writing algebraic expressions to represent real-world and mathematical situations by matching algebraic and verbal expressions with at least 80% accuracy.	Give two problems, students will demonstrate mastery by evaluating algebraic expressions at specific values of their variables by identifying parts of an algebraic expression using mathematical terms with at least 80% accuracy.

Resources	**Topic 1: Expressions** **Lesson 1: Relationships Matter** Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 1: Expressions** **Lesson 1: Relationships Matter** Activity 3 Activity 4 **SchoolCity**	**Topic 1: Expressions** **Lesson 1: Relationships Matter** Activity 5 Talk the Talk **SchoolCity**	**Topic 1: Expressions** **Lesson 2: Into the Unknown** Getting Started Activity 1 Activity 2 **SchoolCity**	**Topic 1: Expressions** **Lesson 2: Into the Unknown** Activity 3 Activity 4 Talk the Talk **SchoolCity**

Thanksgiving Break (November 20th – 24th)

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of November 27th

3rd Six Weeks: Week 3 **Unit 4:** Determining Unknown Quantities

	Monday (11/27)	Tuesday (11/28)	Wednesday (11/29)	Thursday (11/30)	Friday (12/1)
TEKS/SE	The student is expected to distinguish between expressions and equations	The student is expected to distinguish between expressions and equations	The student is expected to determine if two expressions are equivalent using concrete models, pictorial	The student is expected to distinguish between expressions and equations	The student is expected to generate equivalent numerical expressions using the Order of

	verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)**	verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)**	models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to generate equivalent numerical expressions using the Order of Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)**	verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	Operations, including whole number exponents and prime factorization. **6.7(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**

		The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)**			
Lesson Objective	Students will be able to model and simplify algebraic expressions by modeling the Distributive Property with algebra tiles.	Students will be able to simplify algebraic expressions by using the associative, commutative, and distributive properties to create equivalent expressions.	Students will be able to compare expressions by using properties of numbers and operations, tables, and graphs.	Students will be able to use algebraic expressions to analyze and solve real-world and mathematical problems.	Students will demonstrate mastery of learning for 6.7(A), 6.7(B), 6.7(C), 6.7(D).
DOL	Given two problems, students will demonstrate mastery by modeling and simplifying algebraic expressions by modeling the Distributive Property with algebra tiles with at least 80% accuracy.	Given two problems, students will demonstrate mastery by simplifying algebraic expressions by using the associative, commutative, and distributive properties to create equivalent expressions with at least 80% accuracy.	Given two problems, students will demonstrate mastery by comparing expressions by using properties of numbers and operations, tables, and graphs with at least 80% accuracy.	Given two problems, students will demonstrate mastery by using algebraic expressions to analyze and solve real-world and mathematical problems with at least 80% accuracy.	Given five problems, students will demonstrate mastery of solving real-world and mathematical problems involving algebraic expressions with at least 80% accuracy.
Resources	**Topic 1: Expressions** **Lesson 3: Second Verse, Same as the First** Getting Started Activity 1 Activity 2	**Topic 1: Expressions** **Lesson 3: Second Verse, Same as the First** Activity 3 Activity 4 Talk the Talk	**Topic 1: Expressions** **Lesson 4: Are They Saying the Same Thing?** Getting Started Activity 1 Talk the Talk	**Topic 1: Expressions** **Lesson 5: DVDs and Songs** Getting Started Activity 1 Activity 2 Talk the Talk **and/or** Skills Practice, MATHia, and Small Groups (Stations) **SchoolCity**	**Topic 1: Expressions** End of Topic Assessment **SchoolCity**

	Topic 1: Expressions **SchoolCity**	**SchoolCity**	**SchoolCity** **or** **Flex Day**		

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 4th

3rd Six Weeks: Week 4 **Unit 4:** Determining Unknown Quantities

	Monday (12/4)	Tuesday (12/5)	Wednesday (12/6)	Thursday (12/7)	Friday (12/8)
TEKS/SE	The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)**

	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)** The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically. **6.7(B)** The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. **6.7(C)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**

Lesson Objective	Students will be able to determine the value of an unknown quantity by rewriting expressions using substitution.	Students will be able to construct and analyze equations by using Properties of Equality to determine the number of solutions for equations.	Students will be able to analyze, write, and graph inequalities to determine their solutions.	Students will be able to represent and solve equations by using bar models.	Students will be able to represent and solve equations by using inverse operations.
DOL	Given two problems, students will demonstrate mastery by determining the value of an unknown quantity by rewriting expressions using substitution with at least 80% accuracy.	Given two problems, students will demonstrate mastery by constructing and analyzing equations using Properties of Equality to determine the number of solutions for equation with at least 80% accuracy.	Given two problems, students will demonstrate mastery by analyzing, writing, and graphing inequalities to determine their solutions with at least 80% accuracy.	Given two problems, students will demonstrate mastery by representing and solving equations using bar models with at least 80% accuracy.	Given two problems, students will demonstrate mastery by representing and solving equations using inverse operations with at least 80% accuracy.
Resources	**Topic 2: Equations and Inequalities** **Lesson 1: First Among Equals** Getting Started Activity 1 **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 1: First Among Equals** Activity 2 Activity 3 Activity 4 **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 1: First Among Equals** Activity 5 Talk the Talk **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 2: Bar None** Getting Started Activity 1 **SchoolCity** Skills Practice, MATHia, and Small Groups (Stations) **SchoolCity** **or** **Flex Day**	**Topic 2: Equations and Inequalities** **Lesson 2: Bar None** Activity 2 Talk the Talk **SchoolCity**

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 11th

3rd Six Weeks: Week 5 **Unit 4:** Determining Unknown Quantities

	Monday (12/11)	Tuesday (12/12)	Wednesday (12/13)	Thursday (12/14)	Friday (12/15)
TEKS/SE	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)**	The student is expected to write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms, where dimensions are positive rational numbers. **6.8(C)** The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to write corresponding real-world problems given one-variable, one-step equations or inequalities. **6.9(C)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)** The student is expected to write corresponding real-world problems given one-variable, one-step equations or inequalities. **6.9(C)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems,	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)** The student is expected to write corresponding real-world problems given one-variable, one-step equations or inequalities. **6.9(C)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems,

	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)**	The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)**	The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)** The student is expected to determine if the given value(s) make(s) one-variable, one-step equations or inequalities true. **6.10(B)** The student is expected to generate equivalent expressions using the properties of operations: Inverse, Identity, Commutative, Associative, and Distributive Properties. **6.7(D)** The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **6.9(A)** The students is expected to represent solutions for one-variable, one-step equations and inequalities on number lines. **6.9(B)**	including geometric concepts. **6.10(A)** The student is expected to determine if the given value(s) make(s) one-variable, one-step equations or inequalities true. **6.10(B)** The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)**	including geometric concepts. **6.10(A)** The student is expected to determine if the given value(s) make(s) one-variable, one-step equations or inequalities true. **6.10(B)** The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. **6.9(A)** The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. **6.10(A)**

Lesson Objective	Students will be able to solve one-step multiplication equations by using bar models.	Students will be able to solve one-step multiplication equations by using inverse operations.	Students will be able to solve real-world and mathematical problems by using equations to represent each situation.	Students will be able to solve and graph one-step equations and inequalities by adding and subtracting rational numbers on both sides.	Students will be able to solve and graph one-step equations and inequalities by multiplying and dividing rational numbers on both sides.
DOL	Given two problems, students will demonstrate mastery by solving one-step multiplication equations by using bar models with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving one-step multiplication equations by using inverse operations with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving real-world and mathematical problems by using equations to represent each situation with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving and graphing one-step equations and inequalities by adding and subtracting rational numbers on both sides with at least 80% accuracy.	Given two problems, students will demonstrate mastery by solving and graphing one-step equations and inequalities by multiplying and dividing rational numbers on both sides with at least 80% accuracy.
Resources	**Topic 2: Equations and Inequalities** **Lesson 3: Play It in Reverse** Getting Started Activity 1 Activity 2 Activity 3 **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 3: Play It in Reverse** Activity 4 Talk the Talk **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 4: The Real Deal** Getting Started Activity 1 Activity 2 Activity 3 Talk the Talk **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 5: Greater Than Most** Getting Started Activity 1 **SchoolCity**	**Topic 2: Equations and Inequalities** **Lesson 5: Greater Than Most** Activity 2 Activity 3 Talk the Talk **SchoolCity**

6th Grade Math Instructional Calendar

Grade Level: 6th **Date:** Week of December 18th

3rd Six Weeks: Week 6 **Unit 4:** Determining Unknown Quantities

	Monday (12/18)	Tuesday (12/19)	Wednesday (12/20)	Thursday (12/21)	Friday (12/22)
TEKS/SE	Students will review all TEKS included in the 2nd Six Weeks in preparation for the **LAN Assessment #3**.			**Flex Day**	**Flex Day**
Lesson Objective					
DOL					
Resources					

		LAN Assessment #3	LAN Assessment #3		