

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
<p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>		<p><i>The Mathematical Process Standards are integrated throughout the course in all activities and lessons. Teachers should refer to these standards for instructional strategies and depth of rigor. Specific process standards have been highlighted for each unit, but these process standards should not be the only process standards associated with the daily lessons.</i></p> <p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Ⓟ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Ⓟ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas. Ⓟ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
<p>Unit 1: Financial Literacy with College and Career Readiness Students develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor, with the aid of calculation devices.</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas. <p>Personal Financial Literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.14A Compare the features and costs of a checking account and a debit card offered by different local financial institutions. Ⓢ MATH.6.14B Distinguish between debit cards and credit cards.

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Unit	# Class Periods	<p align="center">Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
		<p>Ⓢ MATH.6.14C Balance a check register that includes deposits, withdrawals, and transfers.</p> <p>MATH.6.14D Explain why it is important to establish a positive credit history.</p> <p>Ⓢ MATH.6.14E Describe the information in a credit report and how long it is retained.</p> <p>Ⓢ MATH.6.14F Describe the value of credit reports to borrowers and to lenders.</p> <p>Ⓢ MATH.6.14G Explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study.</p> <p>Ⓢ MATH.6.14H Compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.</p>
<p>Unit 2: Order of Operations Students simplify and generate equivalent algebraic expressions using the order of operations and properties such as the distributive property of multiplication over addition. Equivalent expressions will include the use of whole number exponents as well as prime factorization.</p>	<p>4 class periods (90-min. each) or 8 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:</p> <p>Ⓢ MATH.6.7A Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.</p> <p>Ⓢ MATH.6.7B Distinguish between expressions and equations verbally, numerically, and algebraically.</p> <p>Ⓢ MATH.6.7C Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations.</p> <p>Ⓢ MATH.6.7D Generate equivalent expressions using operations, the inverse, identity, commutative, associative, and distributive properties.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:
Unit 3: Classification of Types of Numbers Students understand the relationships between rational numbers and their subsets through the use of visual representations such as number lines and Venn diagrams.	2 class periods (90-min. each) or 4 class periods (45-min. each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Number and Operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.2A Classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers. Ⓢ MATH.6.2E Extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$. <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.5C Use equivalent fractions, decimals, and percents to show equal parts of the same whole.
Unit 4: Representations of Rational Numbers Students simplify and generate equivalent forms of rational numbers using a variety of representations, including symbols, diagrams, graphs, and language as appropriate.	2 class periods (90-min. each) or 4 class periods (45-min. each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Ⓟ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Number and Operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.2C Locate, compare, and order integers and rational numbers using a number line. Ⓢ MATH.6.2D Order a set of rational numbers arising from mathematical and real-world contexts.

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		<p>Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.4E Represent ratios and percents with concrete models, fractions, and decimals. Ⓢ MATH.6.4F 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. Ⓡ MATH.6.4G Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.5C Use equivalent fractions, decimals, and percents to show equal parts of the same whole.

Cycle 2	29 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:
Unit 5: Multiply and Divide Fractions and Decimals Students use multiplication and division to solve real-life problems involving positive rational numbers.	5 class periods (90-min. each) or 10 class periods (45-min. each) <i>Teacher Service Day (no students)</i> Oct. 4	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Ⓢ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Number and Operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.3A Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values. Ⓢ MATH.6.3B Determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one. Ⓡ MATH.6.3E Multiply and divide positive rational numbers fluently. <p>Personal Financial Literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.14C Balance a check register that includes deposits, withdrawals, and transfers.
Unit 6: Integers and Integer Operations Students model and solve real-world problems involving addition, subtraction, multiplication and division of integers. Students will generate equivalent expressions using the order of operations.	7 class periods (90-min. each) or 14 class periods (45-min. each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Ⓢ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas. <p>Number and Operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.2B Identify a number, its opposite, and its absolute value.

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:
		<p>Ⓢ MATH.6.2C Locate, compare, and order integers and rational numbers using a number line.</p> <p>Ⓡ MATH.6.2D Order a set of rational numbers arising from mathematical and real-world contexts.</p> <p>Number and Operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:</p> <p>Ⓢ MATH.6.3C Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.</p> <p>Ⓡ MATH.6.3D Add, subtract, multiply, and divide integers fluently.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
<p>Unit 7: Model and Solve Equations Students model and solve one-variable, one-step equations to represent situations, including geometric concepts, and determine if a value makes an equation true when substituted.</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓟ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:</p> <p>Ⓢ MATH.6.9A Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems.</p> <p>Ⓢ MATH.6.9B Represent solutions for one-variable, one-step equations, and inequalities on number lines.</p> <p>Ⓢ MATH.6.9C Write corresponding real-world problems given one-variable, one-step equations or inequalities.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:</p> <p>Ⓡ MATH.6.10A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.</p> <p>Ⓢ MATH.6.10B Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>
<p>Unit 8: Model and Solve Inequalities Students model and solve one-variable, one-step inequalities to represent situations, including geometric</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓟ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p>

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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:
concepts, and determine if a value makes an inequality true when substituted.		<p>Ⓟ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to:</p> <p>Ⓢ MATH.6.9A Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems.</p> <p>Ⓢ MATH.6.9B Represent solutions for one-variable, one-step equations, and inequalities on number lines.</p> <p>Ⓢ MATH.6.9C Write corresponding real-world problems given one-variable, one-step equations or inequalities.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:</p> <p>Ⓡ MATH.6.10A Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.</p> <p>Ⓢ MATH.6.10B Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>
<p>Unit 9: Area and Volume Students model, write, and solve area equations with positive rational numbers for two-dimensional figures. Then, students extend their knowledge of measurement of two- and three-dimensional geometric figures by investigating the volume of right rectangular prisms.</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓟ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:</p> <p>Ⓢ MATH.6.8B Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.</p> <p>Ⓢ MATH.6.8C 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.</p>

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		The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:
		<p>Ⓡ MATH.6.8D Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.</p>
<p>Unit 10: Foundations of Proportionality Students develop an understanding of proportionality by representing and solving ratios, rates, factors of change (scale factor), converting within measurement systems, and the concept of part-to-whole relationships to solve real-world problems.</p> <p>(continues in cycle 4)</p>	<p>8 class periods (90-min. each) or 16 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓡ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓡ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:</p> <p>Ⓡ MATH.6.4B Apply qualitative and quantitative reasoning to solve prediction and comparison real-world problems involving ratios and rates. Ⓢ MATH.6.4C Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute. Ⓢ MATH.6.4D Give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. Ⓢ MATH.6.4E Represent ratios and percents with concrete models, fractions, and decimals. Ⓡ MATH.6.4H Convert units within a measurement system, including the use of proportions and unit rates.</p> <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <p>Ⓢ MATH.6.5A Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.</p>

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	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
<p>Unit 10: Foundations of Proportionality Students develop an understanding of proportionality by representing and solving ratios, rates, factors of change (scale factor), converting within measurement systems, and the concept of part-to-whole relationships to solve real-world problems.</p> <p>(continued from cycle 3)</p>	<p>8 class periods (90-min. each) or 16 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> PS MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace. PS MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas. <p>Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:</p> <ul style="list-style-type: none"> RS MATH.6.4B Apply qualitative and quantitative reasoning to solve prediction and comparison real-world problems involving ratios and rates. SS MATH.6.4C Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute. SS MATH.6.4D Give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. SS MATH.6.4E Represent ratios and percents with concrete models, fractions, and decimals. RS MATH.6.4H Convert units within a measurement system, including the use of proportions and unit rates. <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <ul style="list-style-type: none"> SS MATH.6.5A Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.
<p>Unit 11: Percents Students extend previous knowledge of percent equivalence to show equal parts of the same whole in mathematical and real-world contexts.</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> PS MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace. PS MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:</p>

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		<p>Ⓢ MATH.6.4E Represent ratios and percents with concrete models, fractions, and decimals.</p> <p>Ⓡ MATH.6.4G Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.</p> <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <p>Ⓡ MATH.6.5B Solve real-world problems to determine the whole given a part and the percent, to determine the part given the whole and the percent, and to determine the percent given the part and the whole including the use of concrete and pictorial models.</p> <p>Ⓢ MATH.6.5C Use equivalent fractions, decimals, and percents to show equal parts of the same whole.</p>
<p>Unit 12: Linear Relationships Students use multiple representations to describe algebraic relationships in the form of $y = kx$ or $y = x + b$ to represent proportional and non-proportional relationships. The relationships may be expressed in the form of tables, graphs, equations, and verbal descriptions. Students also use proportional relationships from tables and equations to recognize rates and unit rates. Then, students use them to solve real-world problems through graphing</p>	<p>3 class periods (90-min. each) or 6 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>ⓇⓈ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>ⓇⓈ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:</p> <p>Ⓢ MATH.6.4A Compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships.</p> <p>Ⓡ MATH.6.4B Apply qualitative and quantitative reasoning to solve prediction and comparison real-world problems involving ratios and rates.</p> <p>Ⓡ MATH.6.4H Convert units within a measurement system, including the use of proportions and unit rates.</p> <p>Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:</p> <p>Ⓢ MATH.6.5A Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.</p>

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Unit	# Class Periods	<p align="center">Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
<p>on a coordinate plane.</p>		<p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.6.6A Identify independent and dependent quantities from tables and graphs. Ⓢ MATH.6.6B Write an equation that represents the relationship between independent and dependent quantities from a table. Ⓡ MATH.6.6C Represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$. <p>Measurement and Data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ MATH.6.11A Graph points in all four quadrants using ordered pairs of rational numbers.

Cycle 5		33 Days Feb. 28 - Apr. 22, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course. The student will:	
Unit 13: Triangles and their Properties Students extend their knowledge of angles to classify triangles and use their properties to identify the relationships between the side lengths and angle measures.	3 class periods (90-min. each) or 6 class periods (45-min. each) <i>Enrichment Opportunities</i> Mar. 14-16 <i>Spring Break</i> Mar. 14-18 <i>Chávez-Huerta Day</i> Mar. 28 <i>Spring Holiday</i> Apr. 15	Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓢ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Ⓢ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas. Expressions, Equations, and Relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to: Ⓢ MATH.6.8A Extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle and determining when three lengths form a triangle.	
Unit 14: Data Analysis Students use graphical representations to describe, represent, analyze, interpret and summarize numerical data and data distribution, including measures of center and measures of spread. Students also analyze univariate data by looking at the measures of center, the measures of spread, and distribution summaries to describe what they indicate about the data.	4 class periods (90-min. each) or 8 class periods (45-min. each)	Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓢ MATH.7.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓢ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas. Measurement and Data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to: Ⓢ MATH.6.12A Represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots. Ⓢ MATH.6.12B Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution. Ⓢ MATH.6.12C Summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution.	

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Unit	# Class Periods	<p align="center">Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
		<p>Ⓡ MATH.6.12D Summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.</p> <p>Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to:</p> <p>Ⓡ MATH.6.13A Interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.</p> <p>Ⓢ MATH.6.13B Distinguish between situations that yield data with and without variability.</p>
<p>Unit 15: Readiness and Supporting Standards Review Students use appropriate problem-solving strategies and skills to review relevant Readiness and Supporting Standards (based on individual student diagnostic data).</p>	<p>6 class periods (90-min. each) or 12 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
<p>Unit 16: Grade 6 Performance Task</p> <p>Students demonstrate their level of mastery of a topic studied in grade 6 mathematics through the creation of a written task.</p>	<p>5 class periods (90-min. each) or 10 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ MATH.6.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ MATH.6.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ MATH.6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ MATH.6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ MATH.6.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ MATH.6.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ MATH.6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p>Unit 17: Bridge to Grade 7</p> <p>Students investigate connections between current standards and standards of subsequent courses.</p>	<p>7 class periods (90-min. each) or 14 class periods (45-min. each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ MATH.6.1C/Ⓢ MATH.7.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ MATH.6.1E/Ⓢ MATH.7.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Proportionality. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:</p> <p>Ⓢ MATH.7.4A Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$,</p> <p>Ⓢ MATH.7.4D Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems</p>

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	Apr. 25 - June 7, 2022	
Unit	# Class Periods	<p align="center">Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</p> <p>The bold face words in the TEKS/SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>The student will:</p>
		<p>Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ MATH.7.6G Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents. <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ MATH.7.9C Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles. Ⓢ MATH.7.9D Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net. <p>Expressions, Equations, and Relationships. The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ MATH.7.10A Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems. Ⓢ MATH.7.10C Write a corresponding real-world problem given a one-variable, two-step equation or inequality.