# 6th GRADE ADVANCED TEKS
## YEAR-LONG PLANNING GUIDE

## OVERVIEW

This year-long planning guide was created to help you consider the scope and sequence of your year and the amount of time you plan to allot to each 6th grade advanced unit. This planning guide contains each unit with its description, the standards covered in the unit and a suggested number of days to spend on instruction and assessment of the unit concepts.

Please note that the suggested number of days is intentionally provided as a range. The number of days needed will vary depending on factors such as your district's calendar, class period length, the learning needs of your students and the number of supplemental unit activities you choose to include. The given number of days does factor in a day for review, a unit test and any unit quizzes.

It may be most helpful to view this **Year-Long Planning Guide** alongside each **Unit Planning Guide** to help you map out the days you allot for each unit. Please view these guides as a helpful starting point to adjust as needed.

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| UNIT | STANDARDS | SUGGESTED DAYS* | DAYS ALLOTTED |
|---|---|---|---|
| **Numerical Representations**<br><br>In this unit, students will identify a number, its opposite, and its absolute value. Students will also classify rational numbers, order rational numbers and extend representations for division to include fraction notation. | 6AM.2.A, 6AM.2.B, 6AM.2.F, 6AM.2.G, 6AM.3.C | 9-13 days | |
| **Positive Rational Numbers**<br><br>In this unit, students will multiply and divide rational numbers fluently, recognize the impact of reciprocals, and determine how a quantity is affected when multiplied by a fraction. | 6AM.3.A, 6AM.3.B, 6AM.3.C, 6AM.3.F | 14-22 days | |
| **Integer Operations**<br><br>In this unit, students will represent integer operations with models and connect the models to the algorithm. Students will add, subtract, multiply, and divide integers fluently. | 6AM.3.D, 6AM.3.E | 9-12 days | |
| **Expressions**<br><br>In this unit, students will distinguish between expressions and equations and determine if two expressions are equivalent. Students will generate equivalent expressions using properties of operations, order of operations, and prime factorization. | 6AM.3.G, 6AM.7.A, 6AM.7.B, 6.AM.7.C | 11-14 days | |

*Suggested days include a day for review and assessment(s) in each unit, including a unit test and quiz. Suggested days also factor in optional built-in days for supplemental practice and activities. Days can be adjusted as needed according to your specific pacing requirements.

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|------|-----------|-----------------|---------------|
| **Equations and Inequalities**<br><br>In this unit, students will model, write, and solve two-step equations and inequalities. Students will also represent solutions on a number line and determine if a value is part of the solution set. | 6AM.8.A, 6AM.8.B, 6AM.8.C, 6AM.8.D, 6AM.8.E, 6AM.8.F | 13-14 days | |
| **Ratios and Rates**<br><br>In this unit, students will represent multiplicative quantities with ratios and represent rates as a division of two quantities. Students will represent ratios and rates with tables, graphs, and proportions. Students will solve real-world problems involving ratios and rates, and convert units within a measurement system. | 6AM.5.A, 6AM.5.B, 6AM.5.D, 6AM.6.A, 6AM.6.B, 6AM.6.C, 6AM.9.C, 6AM.10.A | 12-19 days | |
| **Percents**<br><br>In this unit, students will generate equivalent forms of fractions, decimals, and percents. Students will represent ratios and rates with concrete models, fractions, and decimals. Students will be able to apply these concepts by solving real-world percent problems. | 6AM.2.C, 6AM.2.D, 6AM.2.E, 6AM.4.A, 6AM.5.C | 12-15 days | |
| **Algebraic Representations**<br><br>In this unit, students will differentiate between additive and multiplicative relationships, identify independent and dependent quantities, and graph points in all four quadrants of the coordinate grid. | 6AM.9.A, 6AM.9.B, 6AM.9.C, 6AM.9.D, 6AM.2.H | 9-14 days | |

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|---|---|---|---|
| **Geometry**<br><br>In this unit, students will solve problems involving the area of rectangles, parallelograms, trapezoids, and triangles. Students will solve for missing angles in triangles and determine when three lengths form a triangle. Additionally, students determine the volume of rectangular and triangular prisms. | 6AM.8.D, 6AM.11.A, 6AM.11.B, 6AM.12.A, 6AM.12.B, 6AM.12.C, 6AM.12.D | 14-18 days | |
| **Data and Statistics**<br><br>In this unit, students will represent and interpret numeric data in dot plots, stem-and-leaf plots, histograms, and box plots. Students will summarize and compare numeric data sets using measures of center and spread. Additionally, students will represent and interpret categorical data in relative frequency tables, percent bar graphs, bar graphs and circle graphs. | 6AM.13.A, 6AM.13.B, 6AM.14.A, 6AM.14.B, 6AM.14.C, 6AM.14.D, 6AM.14.E, 6AM.14.F | 12-19 days | |
| **Financial Literacy**<br><br>In this unit, students will compare the costs and features of checking accounts, balance a check register, and consider advantages and disadvantages of different payment methods. Students will explain the components of a credit report and various methods of paying for college. Additionally, students will calculate sales tax and income tax, create net worth statements, and compare annual salaries of various occupations. | 6AM.15.A, 6AM.15.B, 6AM.15.C, 6AM.15.D, 6AM.15.E, 6AM.15.F, 6AM.15.G, 6AM.3.H, 6AM.3.I, 6AM.4.B | 14-17 days | |

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