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Department of Teaching & Learning

Math Grade 6 AAC Scope and Sequence 2024-2025

TEKS Distribution among units

Process Standards

	6.1A	6.1B	6.1C	6.1D	6.1E	6.1F	6.1G
Unit 1	X	X	X	X	X	X	X
Unit 2	X	X	X	X	X	X	X
Unit 3	X	X	X	X	X	X	X
Unit 4	X	X	X	X	X	X	X
Unit 5	X	X	X	X	X	X	X
Unit 6	X	X	X	X	X	X	X
Unit 7	X	X	X	X	X	X	X
Unit 8	X	X	X	X	X	X	X

6TH Grade Content Standards

	6.2A	6.2B	6.2C	6.2D	6.2E	6.3A	6.3B	6.3C	6.3D	6.3E	6.4A	6.4B	6.4C	6.4D	6.4E	6.4F	6.4G	6.4H	6.5A	6.5B	6.5C	6.6A	6.6B	6.6C	6.7A	6.7B	6.7C	6.7D
Unit 1	X	X	X	X			X	X	X																X		X	
Unit 2		X	X		X	X	X	X	X	X															X			
Unit 3					X							X	X	X	X	X	X	X		X	X							
Unit 4											X	X							X			X	X	X				
Unit 5																									X	X	X	X
Unit 6																												
Unit 7																												
Unit 8																												

6TH Grade Content Standards

	6.8A	6.8B	6.8C	**6.8D**	6.9A	6.9B	6.9C	**6.10A**	**6.10B**	**6.11A**	6.12A	6.12B	6.12C	6.12D	6.13A	6.13B	6.14A	6.14B	6.14C	6.14D	6.15E	6.14F	6.14G	6.14H
Unit 1																								
Unit 2																								
Unit 3																								
Unit 4										X														
Unit 5					X		X	X	X															
Unit 6	X	X	X	X				X																
Unit 7											X	X	X	X	X	X								
Unit 8																	X	X	X	X	X	X	X	X

7th Grade Content Standards

	7.2A	7.3A	7.3B	7.4B	7.4C	7.4D	7.4E	7.7A	7.8A	7.8B	7.9A	7.10A	7.10B	7.10C	7.11A	7.11B	7.12A	7.13A	7.13E	7.13F
Unit 1	X	X	X																	
Unit 2		X	X																	
Unit 3		X	X	X		X	X											X	X	X
Unit 4					X			X												
Unit 5												X	X		X	X				
Unit 6									X	X	X									
Unit 7																	X			
Unit 8																				

Note: Above is only a portion of the 7th Grade TEKS. The remaining 7th Grade TEKS will be covered in 7th Grade AAC Math.

Math Grade 6 AAC
Scope and Sequence 2024-2025

Mathematical Process Standards: The student uses mathematical process to acquire and demonstrate mathematical understanding. The student is expected to:

6.1A Apply mathematics to problems arising in everyday life, society, and the workplace
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
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
6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
6.1E Create and use representations to organize, record, and communicate mathematical ideas
6.1F Analyze mathematical relationships to connect and communicate mathematical ideas
6.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Grading Period 1

Unit 1: Adding and Subtracting Rational Numbers

Estimated Date Range: Aug. 8 – Sept. 6
Estimated Time Frame: 21 days
Note: Includes 2 days for Re-engagement and Assessment

Concepts within the Unit	TEKS
Establishing a Positive Mathematics Classroom Suggested Days: 2	<u>Process Standards:</u> 6.1A Apply mathematics to problems arising in everyday life, society, and the workplace 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 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 6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 6.1E Create and use representations to organize, record, and communicate mathematical ideas 6.1F Analyze mathematical relationships to connect and communicate mathematical ideas

Concept #1: Integers and Absolute Value Suggested Days: 3	Integrated Standards: 6.2B identify a number, its opposite, and its absolute value 6.2C locate, compare, and order integers and ~~rational numbers~~ using a number line 6.2D order a set of rational numbers arising from mathematical and real-world contexts
Concept #2: Understanding Rational Numbers Suggested Days: 3	Integrated Standards: 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 6.2B identify a number, its opposite, and its absolute value 6.2C locate, compare, and order integers and rational numbers using a number line 6.2D order a set of rational numbers arising from mathematical and real-world contexts 7.2A extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers
Concept #3: Add and Subtract Integers Suggested Days: 4	**Priority Standards:** **6.3D add, subtract, ~~multiply and divide~~ integers fluently** Important Standards 6.7A generate equivalent numerical expressions using order of operations~~, including whole number exponents and prime factorization~~ Integrated Standards: 6.3C represent integer operations with concrete models and connect the actions with the models to standard algorithms
Concept #4: Adding and Subtracting Rational Numbers Suggested Days: 7	**Priority Standards** **7.3B apply and extend previous understandings of operations to solve problems using addition, subtraction, ~~multiplication, and division~~ of rational numbers** Important Standards 6.3D add, subtract, ~~multiply and divide~~ integers fluently 6.7A generate equivalent numerical expressions using order of operations, ~~including whole number exponents and prime factorization~~ Integrated Standards 6.2B identify a number, its opposite, and its absolute value 7.3A add, subtract, ~~multiply, and divide~~ rational numbers fluently

Unit 2: Multiplying and Dividing Rational Numbers Estimated Date Range: Sept. 9 – Oct. 9 Estimated Time Frame: 21 days Note: Includes 3 days for re-engagement and assessment	
Concepts within the Unit	**TEKS**
Concept #1: Multiplying and Dividing Integers Sequences Suggested Days: 3	**Priority Standards** **6.3D add, subtract, multiply, and divide integers fluently** Important Standards 6.7A generate equivalent numerical expressions using order of operations, ~~including whole number exponents and prime factorization~~ Integrated Standards 6.2B identify a number, its opposite, and its absolute value 6.2E extend previous representations for division to include fraction notation such as *a/b* represents the same number as *a*÷*b* where *b*≠0 6.3C represent integer operations with concrete models and connect the actions with the models to standard algorithms
Concept #2: Multiplying Rational Numbers Suggested Days: 7	**Priority Standards** **7.3B apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, ~~and division~~ of rational numbers** Important Standards 6.7A generate equivalent numerical expressions using order of operations~~, including whole number exponents and prime factorization~~ Integrated Standards 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 6.3E multiply ~~and divide~~ positive rational numbers fluently 7.3A add, subtract, multiply, ~~and divide~~ rational numbers fluently
Concept #3: Dividing Rational Numbers Suggested Days: 8	**Priority Standards** **7.3B apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers**

	Important Standards 6.7A generate equivalent numerical expressions using order of operations~~, including whole number exponents and prime factorization~~ Integrated Standards 6.2E extend previous representations for division to include fraction notation such as *a/b* represents the same number as *a*÷*b* where *b*≠0 6.3A recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values 6.3E multiply and divide positive rational numbers fluently 7.3A add, subtract, multiply, and divide rational numbers fluently
Grading Period 2	
Unit 3: Proportional Reasoning Estimated Date Range: Oct. 16 – Nov. 22 Estimated Time Frame: 26 days Note: Includes 2 days for re-engagement and assessment Note: Includes 1 day DLA 1 testing (Units 1, 2, and Concept 1 of Unit 3) ***DLA 1 testing window Nov. 8 - 22***	
Concepts within the Unit	**TEKS**
Concept #1: Solving Problems Involving Ratios and Rates Suggested Days: 10	**Priority Standards** **6.4B apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates** **7.4D Solve problems involving ratios, rates, ~~and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy~~** Important Standards 6.4E represent ratios ~~and percents~~ with concrete models, fractions, and decimals 7.3B apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers. Integrated Standards 6.4C give examples of ratios as multiplicative comparisons of two quantities describing the same attribute 6.4D give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients 6.4H convert units within a measurement system, including the use of proportions and unit rates

	7.4B calculate unit rates from rates in mathematical and real-world problems 7.4E convert between measurement systems, including the use of proportions and the use of unit rates
Concept #2: Equivalent forms of Fractions, Decimals and Percents Suggested Days: 5	**Priority Standards** **6.4E represent ratios and percents with concrete models, fractions, and decimals** Integrated Standards 6.2E extend previous representations for division to include fraction notation such as $\frac{a}{b}$ represents the same number as $a \div b$ where b≠0 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 6.4G generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money 6.5C use equivalent fractions, decimals, and percents to show equal parts of the same whole
Concept #3: Percent Application Suggested Days: 8	**Priority Standards** **7.4D Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy** Important Standards 7.3B apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers Integrated Standards 6.5B Solve real-world problems to find the whole given the 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 7.3A add, subtract, multiply, and divide rational numbers fluently 7.13A calculate the sales tax for a given purchase and calculate tax for earned wages 7.13E calculate and compare simple interest and compound interest earnings 7.13F analyze and compare monetary incentives, including sales, rebates, and coupons

Unit 4: Multiple Representations (Continued in Grading Period 3)

Estimated Date Range: Dec. 2 – Jan. 17

Estimated Time Frame: 22 days

Note: Includes 4 days for re-engagement and assessment

Concepts within the Unit	TEKS
Concept #1: Graphing on the Coordinate Plane Suggested Days: 4	Important Standards 6.11A the student is expected to graph points in all four quadrants using ordered pairs of rational numbers Integrated Standards 6.6A identify independent and dependent quantities from tables and graphs
Concept #2: Additive vs. Multiplicative Suggested Days: 6	Important Standards 6.4B apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates Integrated Standards 6.4A compare two rules verbally, numerically, graphically, and symbolically in the form $y = ka$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships 6.5A represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions 6.6A identify independent and dependent quantities from tables and graphs 7.4C determine the constant of proportionality ($k = \frac{y}{x}$) within mathematical and real-world problems
Concept #3: Writing Equations and Translating Between Views Suggested Days: 8	**Priority Standards** **7.7A the student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form** $y = mx + b$ Important Standards 6.4B apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates Integrated Standards 6.6B write an equation that represent the relationship between independent and dependent quantities from a table 6.6C represent a given situation using verbal descriptions, table, graphs, and equations in the form $y = kx$ or $y = x + b$

	7.4C determine the constant of proportionality ($k = \frac{y}{x}$) within mathematical and real-world problems
Grading Period 3	
Unit 4 Multiple Representations (continued) See grading period 2 for specifics	
Unit 5: Equations and Inequalities Estimated Date Range: Jan. 21 – Feb. 21 Estimated Time Frame: 22 days Note: Includes 4 days for re-engagement and assessment	
Concepts within the Unit	**TEKS**
Concept #1: Generating Equivalent Expressions Suggested Days: 5	**Priority Standards** **6.7A generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization** **6.7D generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties** Integrated Standards 6.7B distinguish between expressions and equations verbally, numerically, and algebraically; 6.7C determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations
Concept #2: Representing Equations and Inequalities Suggested Days: 5	Important Standards 6.10A model ~~and solve~~ one-variable, one-step equations and inequalities that represent problems, including geometric concepts 7.11A model ~~and solve~~ one variable two step-equations and inequalities Integrated Standards 6.9A write one-variable, one-step equations and inequalities to represent constraints or conditions within problems 6.9C write corresponding real-world problems given one-variable, one-step equations or inequalities 7.10A write one-variable, two-step equations and inequalities to represent constraints or conditions within problem 7.10C write a corresponding real-world problem given a one-variable, two-step equation or inequality

Concept #3: Solving Equations and Inequalities Suggested Days: 8	**Priority Standards** **6.10A model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts** **7.11A model and solve one variable two step-equations and inequalities** Integrated Standards 6.9B represent solutions for one-variable, one-step equations and inequalities on number lines 7.10B represent solutions for one-variable, two-step equations and inequalities on number lines 6.10B determine if the given value(s) make(s) one-variable, one-step equations or inequalities true 7.11B Represent solutions for one-variable, two-step equations and inequalities on number lines
Unit 6: Geometric Application of Equations Estimated Date Range: Feb. 24 – Mar. 28 Estimated Time Frame: 19 days Note: Includes 2 days for re-engagement and assessment Note: Includes 2 days TELPAS testing Note: Includes 2 days STAAR Interim testing **Testing Window Feb. 24 – Mar. 7**	
Concepts within the Unit	**TEKS**
Concept #1: Properties of Triangles Suggested Days: 2	Important Standards 6.10A model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts Integrated Standards 6.8A extend previous knowledge of triangles and their properties to include the sum of angles in a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle
Concept #2: 2D Measurement Suggested Days: 5	**Priority Standards** **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** Important Standards 6.10A model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts Integrated Standards

	6.8B model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes 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
Concept #3: 3D Measurement Suggested Days: 6	**Priority Standards** **7.9A solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids** Important Standards 6.10A model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts Integrated Standards 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 7.8A model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas 7.8B explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to formulas
Grading Period 4	
Unit 6: Geometric Applications of Equations (continued) **See Grading Period 3 for details**	
Unit 7: Data and Statistics Estimated Date Range: April 1 – May 9 Estimated Time Frame: 27 days Note: Includes 7 days for re-engagement and assessment Includes 4 days for state testing	
Concepts within the Unit	**TEKS**
Concept #1: Analyzing and Interpreting Categorical Data Suggested Days: 7	**Priority Standards** **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** Integrated Standards

	6.13B distinguish between situations that yield data with and without variability
Concept #2: Representing, Analyzing and Interpreting Numerical Data Suggested Days: 9	**Priority Standards** **7.12A compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads** Integrated Standards 6.12A represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots. 6.12B use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution 6.13A interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots. 6.13B distinguish between situations that yield data with and without variability
Unit 8: Financial Literacy Estimated Date Range: May 12 – May 29 Estimated Time Frame: 13 days Note: Includes 5 days for re-engagement and assessment	
Concepts within the Unit	**TEKS**
Concept #1: Credit Cards vs Debit Cards and Checking Accounts Suggested Days: 3	Integrated Standards 6.14B distinguish between debit cards and credit cards 6.14A compare the features and costs of a checking account and a debit card offered by different local financial institutions 6.14C balance a check register that includes deposits, withdrawals, and transfers
Concept #2: Credit Reports Suggested Days: 2	Integrated Standards 6.14D explain why it is important to establish a positive credit history 6.14E describe the information in a credit report and how long it is retained 6.14F describe the value of credit reports to borrowers and to lenders
Concept #3: Paying for College and Jobs and Income Suggested Days: 3	Integrated Standards 6.14G explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work study 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