

Math Grade 6 MS - Scope and Sequence 2025-2026

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
Unit 9	X	X	X	X	X	X	X

Content Standards

	6.2A	6.2B	6.2C	6.2D	6.2E	6.3A	6.3B	6.3C	6.3D	6.3E
Unit 1		X	X	X	X			X	X	
Unit 2	X	X	X	X	X	X	X			X
Unit 3										
Unit 4	X		X	X	X					
Unit 5										
Unit 6										
Unit 7										
Unit 8										
Unit 9										

Content Standards

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The standards below are color coded to the MAP categories listed below. In addition, the number in parentheses represents the frequency the standard has been tested on STAAR/EOC since 2017.

Numerical Representations and Probability

Computations and Algebraic Relationships

Geometry and Measurement

Data Analysis

Math Grade 6

Scope and Sequence 2025-2026

Mathematical Process Standards: The student uses mathematical processes 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: Integer Operations

Estimated Date Range: Aug. 12 - Sept. 10 (21 total school days)
Instructional & Re-engagement Days in Unit: 17 days

Assessments

STATE/NATIONAL ASSESSMENTS

N/A

DISTRICT ASSESSMENTS

NWEA MAP BOY (3 days)
Testing Window Sept. 9 – Sept. 11

COMMON FORMATIVE ASSESSMENTS (CFAs)

Unit 1, 6.3D (1 day)
Testing Window Sept. 2 – Sept. 16

Concepts within the Unit

TEKS

Establishing a Positive Mathematics Community
Suggested Days: 2

Process Standards:

- 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
Concept #1: Integers and Absolute Value Suggested Days: 2	<u>Important Standards:</u> 6.2B (4) identify a number, its opposite, and its absolute value (<i>integers only</i>) 6.2C (2) locate, compare, and order integers and rational numbers using a number line
Concept #2: Add and Subtract Integers Suggested Days: 5	<u>Priority Standards:</u> 6.3D (10) Add, subtract, multiply, and divide integers fluently <u>Important Standards</u> 6.3C (3) represent integer operations with concrete models and connect the actions with the models to standard algorithms
Concept #3 Multiply and Divide Integers Suggested Days: 3	<u>Priority Standards:</u> 6.3D (10) Add, subtract, multiply, and divide integers fluently <u>Important Standards:</u> 6.3C (3) represent integer operations with concrete models and connect the actions with the models to standard algorithms 6.2E (2) extend previous representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$
Concept #4: All Operations of Integers Suggested Days: 3 CFA 6.3D (Sept. 2 – Sept. 16)	<u>Priority Standards</u> 6.3D (10) Add, subtract, multiply, and divide integers fluently (note: this standard does include order of operations with integers) 6.7A (10) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization <u>Important Standards</u> 6.3C (3) represent integer operations with concrete models and connect the actions with the models to standard algorithms
Unit 2: Rational Number Operations Estimated Date Range: Sept. 11 – Sept. 30 (12 total school days) Instructional & Re-engagement Days in Unit: 11 days	
Assessment	
STATE/NATIONAL ASSESSMENTS	DISTRICT ASSESSMENTS
COMMON FORMATIVE ASSESSMENTS (CFAs)	

N/A		N/A		Unit 2, 6.3E, (1 day) Testing Window Sept. 22 – Oct. 8
Concepts within the Unit		TEKS		
Concept #1: Multiplying Rational Numbers Suggested Days: 5		<u>Priority Standards</u> 6.3E (10) multiply and divide positive rational numbers fluently <u>Important Standards</u> 6.3B (3) 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		
Concept #2: Dividing Rational Numbers Suggested Days: 5 CFA 6.3E (Sept. 22 – Oct. 8)		<u>Priority Standards</u> 6.3E (10) multiply and divide positive rational numbers fluently <u>Important Standards</u> 6.3A (1) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values 6.2E (2) extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$		
Unit 3: Ratios and Rates (Continues in Grading Period 2) Estimated Date Range: Oct. 1 –Oct. 24 (12 total school days) Instructional & Re-engagement Days in Unit: 11 days				
Assessments				
STATE/NATIONAL ASSESSMENTS N/A		DISTRICT ASSESSMENTS N/A		COMMON FORMATIVE ASSESSMENTS (CFAs) Unit 3, 6.4H & 6.4B (1 day) Testing Window Oct. 21 – Oct. 31
Concepts within the Unit		TEKS		
Concept #1: Representing Ratios Suggested Days: 2		<u>Important Standards</u> 6.4C (3) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute 6.4E (1) represent ratios and percents with concrete models, fractions, and decimals		
Concept #2: Understanding Rates Suggested Days: 4		<u>Priority Standards</u> 6.4H (7) convert units within a measurement system, including the use of proportions and unit rates. <u>Important Standards</u> 6.4D (1) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients		

Concept #3: Applying Rates and Ratios to Solve Problems Suggested Days: 4	Priority Standards 6.4B (12) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	
CFA 6.4H & 6.4B (Oct. 21 – Oct. 31)	Important Standards 6.5A (3) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs (Quadrant 1 only), and proportions	
Grading Period 2		
Unit 3: Ratios and Rates (Continued) Estimated Date Range: Oct. 1 –Oct. 24 (12 total school days) Instructional & Re-engagement Days in Unit: 11 days <i>See grading period 1 for details</i>		
Unit 4: Percentages Estimated Date Range: Oct. 27 – Nov. 21 (20 total school days) Instructional & Re-engagement Days in Unit: 19 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	DISTRICT ASSESSMENTS N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) Unit 3, 6.2D & 6.5B (1 day) Testing Window Nov. 17 – Dec. 5
Concepts within the Unit	TEKS	
Concept #1: Equivalent Forms of Fractions, Decimals, and Percent Suggested Days: 6	Priority Standards 6.4G (11) Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money Important Standards: 6.4E (1) Represent ratios and percents with concrete models, fractions, and decimals 6.2E (2) extend previous representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$. 6.4F (3) 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. 6.5C (1) Use equivalent fractions, decimals, and percents to show equal parts of the same whole	

Concept #2: Ordering and Classifying Rational Numbers (Include Percentages) Suggested Days: 5	Priority Standards 6.2D (11) order a set of rational numbers arising from mathematical and real-world contexts. Important Standards: 6.2A (3) 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 (4) identify a number, its opposite, and its absolute value 6.2C (2) locate, compare, and order integers and rational numbers using a number line		
Concept #3: Percent Application Suggested Days: 6 CFA 6.2D & 6.5B (Nov. 17 – Dec. 5)	Priority Standards 6.5B (13) 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.		
Unit 5: Data and Statistics Estimated Date Range: Dec. 1 – Dec.19 (15 total school days) Instructional & Re-engagement Days in Unit: 15 days			
Assessment			
STATE/NATIONAL ASSESSMENTS N/A		DISTRICT ASSESSMENTS N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) Unit 5, 6.12D & 6.12C (1 day) Testing Window Dec. 15 – Jan. 23
Concepts within the Unit	TEKS		
Concept #1: Analyzing and Interpreting Categorical Data Suggested Days: 4	Priority Standards 6.12D (9) 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. Important Standards 6.13B (1) Distinguish between situations that yield data with and without variability.		
Concept #2: Representing, Analyzing and Interpreting Numerical Data Suggested Days: 12	Priority Standards 6.12C (8) 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		

<p>CFA 6.12D & 6.12C Dec. 15 – Jan. 23)</p>	<p>6.13A (11) Interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.</p> <p><u>Important Standards</u></p> <p>6.12A (4) Represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots.</p> <p>6.12B (3) Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution.</p> <p>6.13B (1) Distinguish between situations that yield data with and without variability.</p>
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Grading Period 3

Unit 6: Multiple Representations

Estimated Date Range: Jan. 8 – Feb. 4 (19 total school days)

Instructional & Re-engagement Days in Unit: 19 days

Assessment

STATE/NATIONAL ASSESSMENTS

N/A

DISTRICT ASSESSMENTS

NWEA MAP MOY (3 days)

Testing Window Jan. 27 – Jan. 29

COMMON FORMATIVE ASSESSMENTS (CFAs)

Unit 6, 6.11A & 6.6C (1 day)

Testing Window Feb. 2 – Feb. 20

Concepts within the Unit

TEKS

Concept #1: Graphing on the
Coordinate Plane
Suggested Days: 3

Priority Standards

6.11A (9) Graph points in all four quadrants using ordered pairs of rational numbers.

Important Standards

6.6A (3) Identify independent and dependent quantities from tables and graphs

Concept #2: Writing Equations and
Translating Between Views
Suggested Days: 8

**CFA 6.11A & 6.6C
(Feb. 2 – Feb. 20)**

Priority Standards

6.6C (10) Represent a given situation using verbal descriptions, table, graphs, and equations in the form $y=kx$ or $y=x+b$

Important Standards

6.4A (3) Compare two rules verbally, numerically, graphically, and symbolically in the form $y=ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships
6.6B (4) Write an equation that represent the relationship between independent and dependent quantities from a table

Unit 7: Equations and Inequalities

Estimated Date Range: Feb 5 – Mar. 13 (24 total school days)

Instructional & Re-engagement Days in Unit: 24 days

Assessments

STATE/NATIONAL ASSESSMENTS

TELPAS Window (2 days)

Testing Window Feb. 16 – Mar. 27

DISTRICT ASSESSMENTS

N/A

COMMON FORMATIVE ASSESSMENTS (CFAs)

Unit 7, 6.7D & 6.10A (1 day)

Testing Window Mar. 9 – Apr. 2

Concepts within the Unit

TEKS

Concept #1: Generating Equivalent
Expressions
Suggested Days: 4

Priority Standards

6.7D (13) Generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

	<p>6.7A (10) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization-</p> <p><u>Important Standards</u> 6.7B distinguish between expressions and equations verbally, numerically, and algebraically 6.7C (1) Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations</p>
<p>Concept #2: Representing and Solving Equations Suggested Days: 6</p>	<p><u>Priority Standards</u> 6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts</p> <p><u>Important Standards</u> 6.7B (1) Distinguish between expressions and equations verbally, numerically, and algebraically; 6.9A (4) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems 6.9B (3) represent solutions for one-variable, one-step equations and inequalities on number lines 6.10B (5) Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true 6.9C (4) write corresponding real-world problems given one-variable, one-step equations or inequalities</p>
<p>Concept #3: Representing and Solving Equations and Inequalities Suggested Days: 6</p> <p>CFA 6.7D & 6.10A (Mar. 9 – Apr. 2)</p>	<p><u>Priority Standards</u> 6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts</p> <p><u>Important Standards</u> 6.9A (4) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems 6.9B (3) represent solutions for one-variable, one-step equations and inequalities on number lines 6.10B (5) Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true 6.9C (4) write corresponding real-world problems given one-variable, one-step equations or inequalities</p>
<p>Grading Period 4</p>	
<p>Unit 8: Geometric Application of Equations Estimated Date Range: Mar. 23 – Apr. 24 (24 total school days) Instructional & Re-engagement Days in Unit: (24 days)</p>	

STATE/NATIONAL ASSESSMENTS STAAR Testing Window (3 days) Testing Window Apr. 21 – Apr. 23		DISTRICT ASSESSMENTS N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) N/A
Concepts within the Unit	TEKS		
Concept #1: 2D Measurement Suggested Days: 6	<p><u>Priority Standards</u> 6.8D (13) 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><u>Important Standards</u> 6.8B (2) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes. 6.8C (5) 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>		
Concept #2: 3D Measurement Suggested Days: 3	<p><u>Priority Standards</u> 6.8D (13) 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><u>Important Standards</u> 6.8C (5) 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>		
Concept #3: Properties of Triangles Suggested Days: 3	<p><u>Important Standards</u> 6.8A (6) 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</p>		
<p>Unit 9: Financial Literacy Estimated Date Range: April 27 – May 28 (24 total school days) Instructional & Re-engagement Days in Unit: (24 days)</p>			
STATE/NATIONAL ASSESSMENTS N/A		DISTRICT ASSESSMENTS NWEA MAP EOY (3 days) Testing Window May 12 – May 14	COMMON FORMATIVE ASSESSMENTS (CFAs) N/A
Concepts within the Unit	TEKS		
Concept #1: Credit Cards vs Debit Cards and Checking Accounts Suggested Days: 4	<p><u>Important Standards</u> 6.14A (1) compare the features and costs of a checking account and a debit card offered by different local financial institutions</p>		

	6.14B (3) distinguish between debit cards and credit cards 6.14C (2) balance a check register that includes deposits, withdrawals, and transfers
Concept #2: Credit Reports Suggested Days: 3	<u>Important Standards</u> 6.14D explain why it is important to establish a positive credit history 6.14E (2) describe the information in a credit report and how long it is retained 6.14F (1) describe the value of credit reports to borrowers and to lenders
Concept #3: Paying for College and Jobs and Income Suggested Days: 4	<u>Important Standards</u> 6.14G (2) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work study 6.14H (3) 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