

Math Grade 6 - 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	Χ	Х	Х	Х	Х	Х	Χ
Unit 2	Х	Х	Х	Х	Х	Х	Χ
Unit 3	Χ	Х	Χ	Χ	Х	Х	Χ
Unit 4	Х	Х	Х	Х	Х	Х	Χ
Unit 5	Х	Х	Х	Х	Х	Х	Χ
Unit 6	Χ	Х	Х	Х	Х	Х	Х
Unit 7	Х	Х	Х	Х	Х	Х	Х
Unit 8	Χ	Х	Х	Х	Х	Х	Х
Unit 9	Χ	Х	Х	Х	Х	Х	Х

Content Standards

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

Content Standards

	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	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	6.14E		<u> </u>	6.14H
Unit 1															Х																											
Unit 2															Х																											
Unit 3		Х	Х	Х	Х			Х	Х																																	
Unit 4					Х	Х	Х			Х	Х																															
Unit 5	Х	Х							Х			Х	Х	Χ														Х														
Unit 6															Х	Χ	Х	Х					Χ	Х	Х	Х	Х															
Unit 7																			Х	Х	Х	Х				Х																
Unit 8																													Х	Χ	Х	Х	Х	Х								
Unit 9																																			Х	Χ	Χ	Х	Χ	Χ	Χ	Χ



Math Grade 6 Scope and Sequence 2024-2025

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. 8-Sept. 6

Estimated Time Frame: 21 days

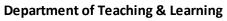
Note: Includes 2 days for Re-engagement and Assessment

Concepts within the Unit	TEKS
Establishing a Positive Mathematics	Process Standards:
Community	6.1A Apply mathematics to problems arising in everyday life, society, and the workplace
Suggested Days: 2	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





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Concept #1: Integers and Absolute Value	
Suggested Days: 4	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: Add and Subtract Integers	Priority Standards:
Suggested Days: 5	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 #3: All Operations of Integers	Priority Standards
Suggested Days: 8	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
	6.2C locate, compare, and order integers and rational numbers using a number line
	6.2E extend previous representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \ne 0$
	6.3C 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. 9 – Oct. 9
	Estimated Time Frame: 21 days
	Note: Includes 2 days for re-engagement and assessment
Concepts within the Unit	TEKS
Concept #1: Understanding Rational	Integrated Standards
Numbers	6.2A classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram
Sequences Suggested Days: 4	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.
Concept #2: Multiplying Positive Rational	Priority Standards
Numbers	6.3E multiply and divide positive rational numbers fluently
Suggested Days: 7	
	<u>Important Standards</u>
	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
Concept #3: Dividing Positive Rational	Priority Standards
Numbers	6.3E multiply and divide positive rational numbers fluently
Suggested Days: 8	
	Important Standards
	6.7A generate equivalent numerical expressions using order of operations, including whole number exponents and
	prime factorization
	Integrated Standards
	6.3A recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values
	6.2E extend representations for division to include fraction notation such as a/b represents the same number as $a \div$
	b where $b \neq 0$



Grading	Period	2
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Unit 3: Ratios and Rates

Estimated Date Range: Oct. 16 - Nov. 8 Estimated Time Frame: 17 days

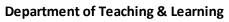
Note: Includes 3 days for re-engagement and assessment

Concepts within the Unit	TEKS
Concept #1: Representing Ratios	Priority Standards
Suggested Days: 4	6.4E represent ratios and percents with concrete models, fractions, and decimals
	Integrated Standards 6.4C give examples of ratios as multiplicative comparisons of two quantities describing the same attribute
Concept #2: Understanding Rates	Integrated Standards
Suggested Days: 5	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.
Concept #3: Applying Rates and Ratios to	Priority Standards
Solve Problems	6.4B apply qualitative and quantitative reasoning to solve prediction and comparison of real world problems
Suggested Days: 5	involving ratios and rates
	Integrated Standards
	6.5A represent mathematical and real-world problems involving ratios and rates using scale factors, tables,
	graphs, and proportions
	Unit 4: Porcentages

Unit 4: Percentages

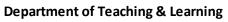
Estimated Date Range: Nov. 12 - Dec. 6 Estimated Time Frame: 14 days Note: Includes 2 days for re-engagement and assessment Includes 1 day DLA 1 testing (Units 1, 2, & 3) DLA 1 Window: Nov. 8-22

Concepts within the Unit	TEKS
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Concept #1: Equivalent Forms of	Priority Standards
Fractions, Decimals, and Percent	6.4G Generate equivalent forms of fractions, decimals, and percents using real-world problems, including
Suggested Days: 6	problems that involve money
	Important 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 a/b represents the same number as $a \div b$ where $b \ne 0$.
	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.
	6.5C Use equivalent fractions, decimals, and percents to show equal parts of the same whole
Concept #2: Percent Application	Integrated Standards
Suggested Days: 5	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.





	Unit 5: Multiple Representations (Continued in Grading Period 3)							
	Estimated Date Range: Dec. 9- 20 and Jan. 9 – Jan. 28							
Estimated Time Frame: 23 days								
Note: Includes 4 days for re-engagement and assessment								
Concepts within the Unit	TEKS							
Concept #1: Graphing on the	Priority Standards							
Coordinate Plane	6.11A Graph points in all four quadrants using ordered pairs of rational numbers.							
Suggested Days: 5								
	Integrated Standards							
	6.6A Identify independent and dependent quantities from tables and graphs							
Concept #2: Additive vs. Multiplicative	Important Standards							
Suggested Days: 6	6.4B Apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving							
	ratios and rates							
	Integrated Standards							
	$\overline{6.4A}$ 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							
	6.5A 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							
Concept #3: Writing Equations and	Priority Standards							
Translating Between Views	6.6C Represent a given situation using verbal descriptions, table, graphs, and equations in the form $y=kx$ or $y=x+b$							
Suggested Days: 8								
,	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							
	Grading Period 3							
	Grading Period 3							



Unit 5: Multiple Representations (Continued)

See Grading Period 2 for details

Unit 6: Equations and Inequalities

Estimated Date Range: Jan. 29 – Feb 27
Estimated Time Frame: 20 days
Note: Includes 3 days for re-engagement and assessment
Includes 2 days TELPAS testing

Concepts within the Unit	TEKS
Concept #1: Generating Equivalent	Priority Standards
Expressions	6.7D Generate equivalent expressions using the properties of operations: inverse, identity, commutative,
Suggested Days: 4	associative, and distributive properties
	Important Standards 6.7A generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization
	Integrated Standards
	6.7C Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic
	representations
Concept #2: Representing Equations	Important Standards
and Inequalities	6.10A Model and solve one-variable, one-step equations and inequalities that represent problems, including
Suggested Days: 5	geometric concepts
	Integrated Standards
	6.7B Distinguish between expressions and equations verbally, numerically, and algebraically;
	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
Concept #3: Solving Equations and	Priority Standards
Inequalities	6.10A Model and solve one-variable, one-step equations and inequalities that represent problems, including
Suggested Days: 6	geometric concepts

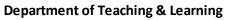




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Integrated Standards 6.9A write one-variable, one-step equations and inequalities to represent constraints or conditions within problems 6.9B represent solutions for one-variable, one-step equations and inequalities on number lines 6.10B Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true		
Unit 7: Geometric Application of Equations Estimated Date Range: Mar. 3 – Mar. 28 Estimated Time Frame: 15 days Note: Includes 2 days for re-engagement and assessment Includes 2 days STAAR Interim testing Testing Window: Feb. 24 – Mar. 7		
TEKS		
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		
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	Priority Standards	
Suggested Days: 3	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	
	6.8C 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.	
	Grading Period 4	
	Unit 7 Geometric Application of Equations (Continued)	
See Grading Period 3 for details		
	Unit 8: Data and Statistics	
	Estimated Date Range: April 1 – May 9	
	Estimated Time Frame: 27 days	
	Note: Includes 8 days for re-engagement and assessment Includes 4 days for state testing	
Concepts within the Unit	TEKS	
Concept #1: Analyzing and	Priority Standards	
Interpreting Categorical Data	6.12D Summarize categorical data with numerical and graphical summaries, including the mode, the percent of	
Suggested Days: 7	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	Priority Standards	
and Interpreting Numerical Data	6.12C Summarize numeric data with numerical summaries, including the mean and median (measures of center)	
Suggested Days: 8	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	
	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 9: 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	Integrated Standards
Cards and Checking Accounts	6.14A compare the features and costs of a checking account and a debit card offered by different local financial
Suggested Days: 3	institutions
	6.14B distinguish between debit cards and credit cards
	6.14C balance a check register that includes deposits, withdrawals, and transfers
Concept #2: Credit Reports	Integrated Standards
Suggested Days: 2	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	Integrated Standards
Jobs and Income	6.14G explain various methods to pay for college, including through savings, grants, scholarships, student loans, and
Suggested Days: 3	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