

# Math Grade 6 MS AAC - Scope and Sequence 2025-2026

### **TEKS Distribution among units**

#### **Process Standards**

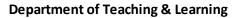
	6.1A	6.1B	6.1C	6.1D	6.1E	6.1F	6.1G
	В	3	( )	)	E	F	3
Unit 1	Χ	Х	Х	Х	Х	Х	Х
Unit 2	Х	Х	Х	Х	Х	Х	Х
Unit 3	Χ	Х	Х	Х	Х	Х	Х
Unit 4	Х	Х	Х	Х	Х	Х	Х
Unit 5	Х	Х	Х	Х	Х	Х	Х
Unit 6	Χ	Х	Х	Х	Х	Х	Х
Unit 7	Х	Х	Х	Х	Х	Х	Х
Unit 8	Χ	Х	Х	Х	Х	Х	Х
Unit 9	Х	Х	Х	Х	Х	Х	Х

#### **Content Standards**

		6.2A	6.2B	6.2C	6.2D	6.2E	6.3A	6.3B	6.3C	6.3D	6.3E
U	nit 1		х	х		х			х	Х	
U	nit 2	х	х	х	х	х	х	х			х
U	nit 3										
U	nit 4	х		х	х	х					
U	nit 5										
U	nit 6										
U	nit 7										
U	nit 8										
U	nit 9										

#### **Content Standards**

	6.4A	6.4B	6.4C		6.4E	6.4F	6.4G		6.5A	6.5B	6.5C	6.6A	6.6B	6.6C			6.7C		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	$\vdash$	6.14E	i	6.14H
Unit 1															х																										
Unit 2																																									
Unit 3		х	х	х	х			х	х																																
Unit 4					х	х	х			х	х																														
Unit 5	х											х	х	х														х													
Unit 6																х	х	х					х	х	х	х	х														
Unit 7																			Х	х	Х	х				х															





	7.2A	7.3A	7.3B	7.4A	7.4B	7.4C	7.4D	7.4E	7.5A	7.5B	7.5C	7.6A	7.6B	7.6C	7.6D	7.6E	7.6F	7.6G	7.6H	7.61	7.7A	7.8A	7.8B	7.8C	7.9A	7.9B	7.90	7.9D	7.10A	7.10B	7.10C	7.11A	7.11B	7.11C	7.12A	7.12B	7.12C	7.13A	7.13B	7.13C	7.13D	7.13E	7.13F
Unit 1																																											
Unit 2	Х	Χ	Х																																								
Unit 3					Х		Х	Х																																			
Unit 4							Х																																				
Unit 5				Х		Х																																					
Unit 6																													Х	Х	Х	Х	Х										
Unit 7																						Χ	Х		Х									Х									
Unit 8																																											
Unit 9																																						Х				Х	Х

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 Measurment
Data Analysis



# Math Grade 6 AAC 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

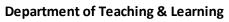
## **Grading Period 1**

#### **Unit 1: Integer Operations**

Estimated Date Range: Aug. 12 - Sept. 2 (15 total school days)

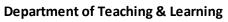
Instructional & Re-engagement Days in Unit: 14 days

		Assessments						
STATE/NATIONAL ASSESSMENTS		DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS (CFAs)					
N/A		N/A	Unit 1, 6.3D (1 day)					
			Testing Window Aug. 25 – Sept. 10					
Concepts within the Unit		TEKS						
Establishing a Positive Mathematics	Process	Standards:						
Community	6.1A App	oly mathematics to problems arising in everyday life,	society, and the workplace					
Suggested Days: 2	6.1B Use	e a problem-solving model that incorporates analyzin	g given information, formulating a plan or strategy,					
	determi	etermining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness						
	of the so	plution						



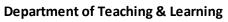


6.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and
techniques, including mental math, estimation, and number sense as appropriate, to solve problems
6.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, 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
Important Standards:
6.2B (4) identify a number, its opposite, and its absolute value (integers only)
6.2C (2) locate, compare, and order integers and rational numbers using a number line
Priority Standards:
6.3D (10) Add, subtract, multiply, and divide integers fluently
Important Standards
6.3C (3) represent integer operations with concrete models and connect the actions with the models to standard
algorithms
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Important Standards:
6.3C (3) represent integer operations with concrete models and connect the actions with the models to standard
algorithms
$\frac{1}{6.2E}$ (2) extend previous representations for division to include fraction notation such as $a/b$ represents the same
number as $a \div b$ where $b \ne 0$
Priority Standards
6.3D (10) Add, subtract, multiply, and divide integers fluently
6.7A (10) generate equivalent numerical expressions using order of operations (integers only), including whole
number exponents and prime factorization





(Aug. 25 – Sept. 11)	Important Standards 6.3C (3) represent into algorithms	eger operations with concrete mo	dels and connect the actions with the models to standard
	Estimated Date	: Rational Number Operations e Range: Sept. 3 – Sept. 24 (16 total schoo nal & Re-engagement Days in Unit: 13 day	
		Assessments	
STATE/NATIONAL ASSESSMENTS N/A	Т	DISTRICT ASSESSMENTS  NWEA MAP BOY (3 days) Testing Window Sept. 9 – Sept. 11	COMMON FORMATIVE ASSESSMENTS (CFAs) N/A
Concepts within the Unit		Т	EKS
Concept #1: Multiplying Rational Numbers Suggested Days: 4	7.3B (13) apply and exmultiplication, and di Important Standards 6.3B (3) determine, w by a fraction, including	<del>vision</del> of rational numbers	operations to solve problems using addition, subtraction, ther a quantity is increased or decreased when multiplied one
Concept #2: Dividing Rational Numbers Suggested Days: 4	7.3B (13) apply and exmultiplication, and di Important Standards 6.3A (1) recognize tha	vision of rational numbers  It dividing by a rational number and	fluently operations to solve problems using addition, subtraction, and multiplying by its reciprocal result in equivalent values ction notation such as $a/b$ represents the same number as





	7.3A (6) <del>ac</del>	<del>ld, subtract</del> , <del>multiply,</del> and divide rational numb	ers fluently
Concept #3: Adding and Subtracting Rational Numbers Suggested Days: 4			perations to solve problems using addition, subtraction,
		Standards Id, subtract, multiply, and divide rational numb	pers fluently
	Unit 3	: Ratios and Rates (Continues in Grading stimated Date Range: Sept. 29 – Oct. 24 (14 total school Instructional & Re-engagement Days in Unit: 13 days	Period 2) days)
		Assessments	
STATE/NATIONAL ASSESSMENTS N/A		DISTRICT ASSESSMENTS N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) Unit 2, 6.4H, 6.4B, & 7.4D (1 day) Testing Window Oct. 6 – Oct. 31
Concepts within the Unit		TE	KS
Concept #1: Representing Ratios Suggested Days: 3	6.4C (3) gi	Standards ve examples of ratios as multiplicative compari present ratios and percents with concrete mod	sons of two quantities describing the same attribute dels, fractions, and decimals
Concept #2: Understanding Rates Suggested Days: 3	Priority St 6.4H (7)	andards onvert units within a measurement system, in	cluding the use of proportions and unit rates.
	6.4D (1) gi	ates as quotients	ision of two quantities having different attributes,
Concept #3: Applying Rates and Ratios to Solve Problems Suggested Days: 6			o solve prediction and comparison of real-world

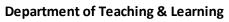


CFA 6.4H, 6.4B, & 7.4D (Oct. 6 – Oct. 31)	increase	and percent decrease, and financial literacy	ents, including multi-step problems involving percent
	6.5A (3) graphs (0	nt Standards Tepresent mathematical and real-world problems Quadrant 1 only – This is a 5 <sup>th</sup> grade skill), and procealculate unit rates from rates in mathematical and	•
		Grading Period 2	
		Unit 3: Ratios and Rates (Continued) Estimated Date Range: Sept. 29 – Oct. 24 (14 total school da Instructional & Re-engagement Days in Unit: 13 days See grading period 1 for details	ays)
		Unit 4: Percentages  Estimated Date Range: Oct. 27 – Nov. 14 (15 total school da Instructional & Re-engagement Days in Unit: 14 days	ays)
		Assessments	
STATE/NATIONAL ASSESSMEN	ITS	<b>DISTRICT ASSESSMENTS</b> N/A	COMMON FORMATIVE ASSESSMENTS (CFAs) Unit 3, 6.2D, 6.5B, & 7.4D (1 day) Testing Window Nov. 10 – Nov. 21
Concepts within the Unit		TEK	S
Concept #1: Equivalent Forms of Fractions, Decimals, and Percent Suggested Days: 4	6.4G (11) problem	s that involve money	ls, and percents using real-world problems, including
	6.4E (1) I	In the Standards:  Represent ratios and percents with concrete mode extend previous representations for division to income as $a \div b$ where $b \ne 0$ .	els, fractions, and decimals clude fraction notation such as <i>a/b</i> represents the same





		Instructional & Re-engagement Days in Unit: 20 days	
		Unit 5: Data and Statistics Estimated Date Range: Nov. 17 – Dec. 19 (20 total school days)	
Concept #3: Percent Application Suggested Days: 5  CFA 6.2D, 6.5B, & 7.4D  (Nov. 10 – Nov. 21)	6.5B (13) whole a pictorial 7.4D (14)	Standards Solve real-world problems to find the whole given not the percent, and to find the percent given the parmodels. Solve problems involving ratios, rates, and percent and percent percent decrease, and financial literacy	t and the whole, including the use of concrete and
	6.2A (3) diagram 6.2B (4) 6.2C (2) 7.2A (3)	nt Standards: classify whole numbers, integers, and rational number to describe relationships between sets of numbers identify a number, its opposite, and its absolute value locate, compare, and order integers and rational num extend previous knowledge of sets and subsets using a sets of rational numbers	e nbers using a number line
Concept #2: Ordering and Classifying Rational Numbers (Include Percentages) Suggested Days: 3	6.2D (11	Standards Order a set of rational numbers arising from mathe	matical and real-world contexts.
	using 10	represent benchmark fractions and percents such as 1 by 10 grids, strip diagrams, number lines, and number Use equivalent fractions, decimals, and percents to significant fractions.	ers.





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: 11	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 6.13A (11) Interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.
	Important Standards 6.12A (4) Represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots. 6.12B (3) Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution. 6.13B (1) Distinguish between situations that yield data with and without variability.

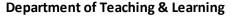


		Grading Period 3	
		<del>_</del>	
		Unit 6: Multiple Representations Estimated Date Range: Jan. 8 – Jan. 30 (16 total school days)	
		Instructional & Re-engagement Days in Unit: 12 days	
		Assessments	
STATE/NATIONAL ASSESSMEI	NTS	DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A		NWEA MAP MOY (3 days)	Unit 6, 6.11A, 7.7A, & 7.4A (1 day)
		Testing Window Jan. 27 – Jan. 29	Testing Window Jan. 20 – Feb. 6
Concepts within the Unit		TEKS	
Concept #1: Graphing on the	Priority Sta	ndards_	
Coordinate Plane	6.11A (9) G	raph points in all four quadrants using ordered pairs	of rational numbers.
Suggested Days: 3			
	<b>Important</b>	<u>Standards</u>	
	6.6A (3) Ide	entify independent and dependent quantities from ta	ables and graphs
Concept #2: Writing Equations and	<b>Priority Sta</b>	<u>ndards</u>	
Translating Between Views	6.6C (10) R	epresent a given situation using verbal descriptions,	table, graphs, and equations in the form $y=kx$
Suggested Days: 7	or $y=x+b$		
		ne student is expected to represent linear relationsh	nips using verbal descriptions, tables, graphs, and
CFA 6.11A, 7.7A, & 7.4A	equations	that simplify to the form $y = mx + b$ (R)	
(Jan. 20 – Feb. 6	7.4A (14) re	epresent constant rates of change in mathematical a	nd real-world problems given pictorial, tabular,
(50 = 5 1 5 5 1 5	verbal, nur	neric, graphical, and algebraic representations, inclu	iding d = rt (Moved down from 7 AAC)
	Important		
			d symbolically in the form $y=ax$ or $y=x+a$ in order to
		te between additive and multiplicative relationships	
	6.6B (4) Wi table	ite an equation that represent the relationship betw	een independent and dependent quantities from a
	7.4C (4) de	termine the constant of proportionality ( $k = \frac{y}{x}$ ) with	in mathematical and real-world problems





Unit 7: Equations and Inequalities							
Estimated Date Range: Feb. 2 – Mar. 13 (26 total school days)							
Instructional & Re-engagement Days in Unit: 23 days							
Assessments							
STATE/NATIONAL ASSESSMENTS		DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS (CFAs)				
TELPAS (2 days)		N/A	Unit 7, 6.7D & 7.11A (1 day)				
Testing Window Feb. 16 – Mar. 20  Concepts within the Unit		Testing Window Mar. 2 – Mar. 27  TEKS					
Concept #1: Generating Equivalent	Priority Standards						
Expressions	6.7D (13) Generate equivalent expressions using the properties of operations: inverse, identity, commutative,						
Suggested Days: 4		associative, and distributive properties					
Suggested Days. 1	6.7A (10) generate equivalent numerical expressions using order of operations, including whole number exponents						
	and prime factorization-  Important Standards  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						
Concept #2: Representing and Solving	Priority Standards						
Equations	6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including						
Suggested Days: 8	geometric concepts						
Juggested Days. o	7.11A (14) model and solve one variable two step-equations and inequalities						
	7.11A (14) Illouel allu solve olle valiable two step-equations allu illequalities						
	Important	Standards					
	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							
	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
	3.3C (=) WI	te corresponding real world problems given one	variable, one step equations of inequalities				





Testing Window Apr. 21 - Apr. 23

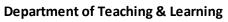
**Concepts within the Unit** 

7.10A (5) write one-variable, two-step equations and inequalities to represent constraints or conditions within problem 7.10B (4) represent solutions for one-variable, two-step equations and inequalities on number lines 7.11B (7) Represent solutions for one-variable, two-step equations and inequalities on number lines 7.10C (4) write a corresponding real-world problem given a one-variable, two-step equation or inequality Concept #3: Representing and Solving **Priority Standards** 6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including **Equations and Inequalities** Suggested Days: 9 geometric concepts 7.11A (14) model and solve one variable two step-equations and inequalities CFA 6.7D & 7.11A **Important Standards** (Mar. 2 – Mar. 27) 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 7.10A (5) write one-variable, two-step equations and inequalities to represent constraints or conditions within problem 7.10B (4) represent solutions for one-variable, two-step equations and inequalities on number lines 7.11B (7) Represent solutions for one-variable, two-step equations and inequalities on number lines 7.10C (4) write a corresponding real-world problem given a one-variable, two-step equation or inequality **Grading Period 4 Unit 8: Geometric Application of Equations** Estimated Date Range: Mar. 23 - Apr. 29 (27 total school days) Instructional & Re-engagement Days in Unit: 24 days Assessments STATE/NATIONAL ASSESSMENTS **DISTRICT ASSESSMENTS COMMON FORMATIVE ASSESSMENTS (CFAs)** STAAR Testing Window (3 days) N/A N/A

**TEKS** 



Concept #1: 2D Measurement	Priority Standards			
Suggested Days: 6	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.			
	Important Standards			
	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.			
Concept #2: 3D Measurement	Priority Standards			
Suggested Days: 5	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.			
	7.9A (13) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and			
	triangular pyramids			
I	Important Standards			
	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.			
	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			
Concept #3: Properties of Triangles	Important Standards			
Suggested Days: 4	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			
	7.11C (6) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle			
	relationships (S) (Moved down from 7 AAC)			
Unit 9: Financial Literacy				
Estimated Date Range: Apr. 30 – May 28 (20 total school days)				
Instructional & Re-engagement Days in Unit: 18 days  Assessments				
Assessificitis				





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: 3	Important Standards 6.14A (1) compare the features and costs of a checking account and a debit card offered by different local financial institutions 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: 2	Important Standards 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: 3	Important Standards 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				
Concept #4: Tax and Interest Suggested Days: 5	Important 7.13A calculate the sales tax for a given purchase and calculate income tax for earned wages (Moved down from 7 AAC) 7.13F Analyze and compare monetary incentives, including sales, rebates, and coupons (Moved down from 7 AAC) 7.13E calculate and compare simple interest and compound interest earnings (Moved down from 7 AAC)				