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
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	
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

	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	6.14F	6.14G	6.14H
Unit 1															x																											
Unit 2																																										
Unit 3		x	x	x	x			x	x																																
Unit 4					x	x	x			x	x																														
Unit 5	x											x	x	x													x														
Unit 6																x	x	x					x	x	x	x	x														
Unit 7																			x	x	x	x				x															

Unit 8																													x	x	x	x	x	x								
Unit 9																																			x	x	x	x	x	x	x	x

	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**	**7.6I**	**7.7A**	7.8A	7.8B	7.8C	**7.9A**	**7.9B**	**7.9C**	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	x	x	x																																								
Unit 3					x		x	x																																			
Unit 4							x																																				
Unit 5				x		x																																					
Unit 6																													x	x	x	x	x										
Unit 7																						x	x		x									x									
Unit 8																																											
Unit 9																																						x				x	x

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 Community 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 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	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
Concept #2: Add and Subtract Integers Suggested Days: 4	**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
Concept #3 Multiply and Divide Integers Suggested Days: 3	**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 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: 2 **CFA 6.3D**	**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 integer operations with concrete models and connect the actions with the models to standard algorithms

Unit 2: Rational Number Operations Estimated Date Range: Sept. 3 – Sept. 24 (16 total school days) Instructional & Re-engagement Days in Unit: 13 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** NWEA MAP BOY (3 days) Testing Window Sept. 9 – Sept. 11	**COMMON FORMATIVE ASSESSMENTS (CFAs)** N/A

Concepts within the Unit	**TEKS**
Concept #1: Multiplying Rational Numbers Suggested Days: 4	**Priority Standards** **6.3E (10) multiply ~~and divide~~ positive rational numbers fluently** **7.3B (13) apply and extend previous understandings of operations to solve problems using ~~addition, subtraction,~~ multiplication, ~~and division~~ of rational numbers** Important Standards 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 7.3A (6) ~~add, subtract~~, multiply, ~~and divide~~ rational numbers fluently
Concept #2: Dividing Rational Numbers Suggested Days: 4	**Priority Standards** **6.3E (10) ~~multiply~~ and divide positive rational numbers fluently** **7.3B (13) apply and extend previous understandings of operations to solve problems using ~~addition, subtraction, multiplication~~, and division of rational numbers** Important Standards 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 $b \neq 0$

	7.3A (6) ~~add, subtract~~, ~~multiply,~~ and divide rational numbers fluently
Concept #3: Adding and Subtracting Rational Numbers Suggested Days: 4	**Priority Standards** **7.3B (13) apply and extend previous understandings of operations to solve problems using addition, subtraction, ~~multiplication, and division~~ of rational numbers** Important Standards 7.3A (6) add, subtract, ~~multiply, and divid~~e rational numbers fluently

Unit 3: Ratios and Rates (Continues in Grading Period 2) Estimated Date Range: Sept. 29 – Oct. 24 (14 total school days) Instructional & Re-engagement Days in Unit: 13 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	**TEKS**
Concept #1: Representing Ratios Suggested Days: 3	Important Standards 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: 3	**Priority Standards** **6.4H (7) convert units within a measurement system, including the use of proportions and unit rates.** Important Standards 6.4D (1) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients 7.4E (6) convert between measurement systems, including the use of proportions and the use of unit rates
Concept #3: Applying Rates and Ratios to Solve Problems Suggested Days: 6	**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, & 7.4D (Oct. 6 – Oct. 31)	**7.4D (14) Solve problems involving ratios, rates, ~~and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy~~** Important Standards 6.5A (3) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs **(Quadrant 1 only – This is a 5th grade skill),** and proportions 7.4B (6) calculate unit rates from rates in mathematical and real-world problems

Grading Period 2

Unit 3: Ratios and Rates (Continued)

Estimated Date Range: Sept. 29 – Oct. 24 (14 total school days)
Instructional & Re-engagement Days in Unit: 13 days
See grading period 1 for details

Unit 4: Percentages

Estimated Date Range: Oct. 27 – Nov. 14 (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 3, 6.2D, 6.5B, & 7.4D (1 day) Testing Window Nov. 10 – Nov. 21

Concepts within the Unit	TEKS
Concept #1: Equivalent Forms of Fractions, Decimals, and Percent Suggested Days: 4	**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: 3	**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 7.2A (3) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers
Concept #3: Percent Application Suggested Days: 5 **CFA 6.2D, 6.5B, & 7.4D (Nov. 10 – Nov. 21)**	**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.** **7.4D (14) Solve problems involving ~~ratios, rates,~~ and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy**

Unit 5: Data and Statistics Estimated Date Range: Nov. 17 – Dec. 19 (20 total school days) Instructional & Re-engagement Days in Unit: 20 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** N/A

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

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 ASSESSMENTS	DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	NWEA MAP MOY (3 days) Testing Window Jan. 27 – Jan. 29	Unit 6, 6.11A, 7.7A, & 7.4A (1 day) Testing Window Jan. 20 – Feb. 6

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: 7 **CFA 6.11A, 7.7A, & 7.4A (Jan. 20 – Feb. 6**	**Priority Standards** **6.6C (10) Represent a given situation using verbal descriptions, table, graphs, and equations in the form** $y=kx$ **or** $y=x+b$ **7.7A (14) the student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form** $y = mx + b$ (R) **7.4A (14) represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including *d = rt* (Moved down from 7 AAC)** 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 7.4C (4) determine the constant of proportionality ($k = \frac{y}{x}$) within 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 TELPAS (2 days) Testing Window Feb. 16 – Mar. 20	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** Unit 7, 6.7D & 7.11A (1 day) Testing Window Mar. 2 – Mar. 27

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** **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 Equations Suggested Days: 8	**Priority Standards** **6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts** **7.11A (14) model and solve one variable two step-equations and inequalities** 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 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
Concept #3: Representing and Solving Equations and Inequalities Suggested Days: 9 **CFA 6.7D & 7.11A** **(Mar. 2 – Mar. 27)**	**Priority Standards** **6.10A (12) Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts** **7.11A (14) model and solve one variable two step-equations and inequalities** Important Standards 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) Testing Window Apr. 21 – Apr. 23	N/A	N/A

Concepts within the Unit	TEKS

Concept #1: 2D Measurement Suggested Days: 6	**Priority Standards** **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 Suggested Days: 5	**Priority Standards** **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** 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 Suggested Days: 4	Important Standards 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	

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)**