

<p style="text-align: center;">Current TEKS</p>	<p style="text-align: center;">Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>(a) Introduction. (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions.</p>	<p>(a) Introduction. (1) The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by the College and Career Readiness Standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.</p>
<p>(a) Introduction. (2) Throughout mathematics in Grades 6-8, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.</p>	<p>(a) Introduction. (3) The primary focal points at Grade 6 are number operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.</p>

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<p>(a) Introduction.</p> <p>(3) Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.</p>	<p>(a) Introduction.</p> <p>(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will 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. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
	<p>(a) Introduction.</p> <p>(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>

<p>Current TEKS: Number, operation, and quantitative reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.1A Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to compare and order non-negative rational numbers. <i>[Also from current 7.1A & 8.1A]</i></p>	<p>6.2C Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to locate, compare, and order integers and rational numbers using a number line.</p> <p>6.2D Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to order a set of rational numbers arising from mathematical and real-world contexts.</p>
<p>6.1B Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals. <i>[Also from current 7.1B]</i></p>	<p>6.4G Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.</p> <p>6.5C Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to use equivalent fractions, decimals, and percents to show equal parts of the same whole.</p>
<p>6.1C Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to use integers to represent real-life situations.</p>	<p>6.2B Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to identify a number, its opposite, and its absolute value.</p>
<p>6.1D Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to write prime factorizations using exponents.</p>	<p>6.7A Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.</p>
<p>6.1E Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers.</p>	
<p>6.1F Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.</p>	

<p>Current TEKS: Number, operation, and quantitative reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.2A Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to model addition and subtraction situations involving fractions with objects, pictures, words, and numbers.</p>	<p><i>[Moving to 5.3H]</i></p>
<p>6.2B Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to use addition and subtraction to solve problems involving fractions and decimals.</p>	<p><i>[Moving to 5.3K]</i></p>
<p>6.2C Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.</p>	<p>6.3E Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to multiply and divide positive rational numbers fluently.</p>
<p>6.2D Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to estimate and round to approximate reasonable results and to solve problems where exact answers are not required.</p>	<p><i>[Moving to 5.3A]</i></p>
<p>6.2E Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to use order of operations to simplify whole number expressions (without exponents) in problem solving situations. <i>[Also from current 7.2E]</i></p>	<p>6.7A Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate equivalent numerical expressions <u>using order of operations</u>, including whole number exponents and prime factorization.</p>
	<p>6.2A Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.</p>
	<p>6.2E Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$.</p>

<p>Current TEKS: Number, operation, and quantitative reasoning</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p><i>[Moving from current 7.2A]</i></p>	<p>6.3A Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.</p>
	<p>6.3B Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to 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.</p>
<p><i>[Moving from current 7.2C]</i></p>	<p>6.3C Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to represent integer operations with concrete models and connect the actions with the models to standardized algorithms.</p> <p>6.3D Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to add, subtract, multiply, and divide integers fluently.</p>

<p>Current TEKS: Patterns, relationships, and algebraic thinking</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.3A Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to use ratios to describe proportional situations.</p>	<p>6.4C Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.</p> <p>6.4D Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients.</p>
<p>6.3B Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to represent ratios and percents with concrete models, fractions, and decimals.</p>	<p>6.4E Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to represent ratios and percents with concrete models, fractions, and decimals.</p> <p>6.4F Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to 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.</p>
<p>6.3C Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to use ratios to make predictions in proportional situations.</p>	<p>6.4B Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison real-world problems involving ratios and rates.</p>
<p>6.4A Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area.</p>	<p>6.4A Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships.</p> <p>6.5A Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.</p> <p>6.6C Expressions, equations and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.</p>

<p>Current TEKS: Patterns, relationships, and algebraic thinking</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.4B Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.</p>	<p>6.8C Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to 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>
<p>6.5 Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation. The student is expected to formulate equations from problem situations described by linear relationships.</p> <p style="text-align: right;"><i>[Also from 7.4C]</i></p>	<p>6.6B Expressions, equations and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to write an equation that represents the relationship between independent and dependent quantities from a table.</p> <p>6.9A Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to write one-variable, one-step equations and inequalities to represent constraints or conditions within problems.</p>
	<p>6.5B Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to solve real-world problems to find the whole given a 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.</p>
<p style="text-align: right;"><i>[Moving from current A.1A]</i></p>	<p>6.6A Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to identify independent and dependent quantities from tables and graphs.</p>
	<p>6.7B Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically.</p>
<p style="text-align: right;"><i>[Moving from current A.4B & A.7B]</i></p>	<p>6.7C Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations.</p>

<p>Current TEKS: Patterns, relationships, and algebraic thinking</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p><i>[Moving from current A.4B]</i></p>	<p>6.7D Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate equivalent expressions using operations, the inverse, identity, commutative, associative, and distributive properties.</p>
<p><i>[Moving from current 7.5A & A.7B]</i></p>	<p>6.9B Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to represent solutions for one-variable, one-step equations and inequalities on number lines.</p> <p>6.10A Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.</p>
	<p>6.10B Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.</p>
<p><i>[Moving from current 7.5B]</i></p>	<p>6.9C Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to write corresponding real-world problems given one-variable, one-step equations or inequalities.</p>

Current TEKS: Geometry and spatial reasoning	Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.
<p>6.6A Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to use angle measurements to classify angles as acute, obtuse, or right.</p>	<p><i>[Moving to 4.6C]</i></p>
<p>6.6B Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to identify relationships involving angles in triangles and quadrilaterals.</p>	<p>6.8A Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to extend previous knowledge of triangles and their properties to include the sum of angles of 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>6.6C Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to describe the relationship between radius, diameter, and circumference of a circle.</p>	<p><i>[Moving to 7.5B]</i></p>
<p>6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p> <p style="text-align: right;"><i>[Also from current 7.7A and current 8.7D]</i></p>	<p>6.11 Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.</p>

<p>Current TEKS: Measurement</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.8A Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to estimate measurements (including circumference) and evaluate reasonableness of results.</p>	
<p>6.8B Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight.</p>	<p>6.8B Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.</p>
	<p>6.8D Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to 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>6.8C Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to measure angles.</p>	<p><i>[Moving to 4.7C]</i></p>
<p>6.8D Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to convert measures within the same measurement system (customary and metric) based on relationships between units. <i>[Also from current 7.4A]</i></p>	<p>6.4H Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to convert units within a measurement system, including the use of proportions and unit rates.</p>

<p>Current TEKS: Probability and statistics</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.9A Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to construct sample spaces using lists and tree diagrams.</p>	<p><i>[Moving to 7.6A]</i></p>
<p>6.9B Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to find the probabilities of a simple event and its complement and describe the relationship between the two.</p>	<p><i>[Moving to 7.6E]</i></p>
<p>6.10A Probability and statistics. The student uses statistical representations to analyze data. The student is expected to select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot.</p> <p style="text-align: right;"><i>[Also from 8.12C]</i></p>	<p>6.12A Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots.</p>
<p>6.10B Probability and statistics. The student uses statistical representations to analyze data. The student is expected to identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data.</p> <p style="text-align: right;"><i>[Also from current 7.12A & 8.12A]</i></p>	<p>6.12B Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution.</p> <p>6.12C Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to 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> <p>6.12D Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to 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.</p>
<p>6.10C Probability and statistics. The student uses statistical representations to analyze data. The student is expected to sketch circle graphs to display data.</p>	

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<p>6.10D Probability and statistics. The student uses statistical representations to analyze data. The student is expected to solve problems by collecting, organizing, displaying, and interpreting data. <i>[Also from current 7.11B & 8.12C]</i></p>	<p>6.13A Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.</p>
	<p>6.13B Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to distinguish between situations that yield data with and without variability.</p>

<p>Current TEKS: Underlying processes and mathematical tools</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.11A Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.</p>	<p>6.1A Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.</p>
<p>6.11B Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>	<p>6.1B Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to 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.</p>
<p>6.11C Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>	
<p>6.11D Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.</p>	<p>6.1C Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to 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.</p>
<p>6.12A Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.</p>	<p>6.1D Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p>

<p>Current TEKS: Underlying processes and mathematical tools</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
<p>6.12B Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to evaluate the effectiveness of different representations to communicate ideas.</p>	<p>6.1E Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to create and use representations to organize, record, and communicate mathematical ideas.</p>
<p>6.13A Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to make conjectures from patterns or sets of examples and nonexamples.</p>	<p>6.1F Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.</p>
<p>6.13B Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to validate his/her conclusions using mathematical properties and relationships.</p>	<p>6.1G Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>

<p>Current TEKS: Personal Financial Literacy</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
	<p>6.14A Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to compare the features and costs of a checking account and a debit card offered by different local financial institutions.</p>
	<p>6.14B Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to distinguish between debit cards and credit cards.</p>
	<p>6.14C Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to balance a check register that includes deposits, withdrawals, and transfers.</p>
	<p>6.14D Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to explain why it is important to establish a positive credit history.</p>
	<p>6.14E Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to describe the information in a credit report and how long it is retained.</p>
	<p>6.14F Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to describe the value of credit reports to borrowers and to lenders.</p>
	<p>6.14G Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work study.</p>

<p>Current TEKS: Personal Financial Literacy</p>	<p>Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.</p>
	<p>6.14H Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to 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.</p>