

Proposed Grade 6 Middle School Advanced Mathematics TEKS Crosswalk

Advanced Mathematics TEKS #s	Proposed Grade 6, Middle School Advanced Mathematics	Corresponding Grade 6,7,8, Alg I TEKS #s	Grade 6, 7, 8 Mathematics TEKS, Adopted 2012	Notes
Coding Key	<p><u>New language</u>s formatted in green font and underlined.</p> <p>Removed languages formatted in red font and struck through.</p> <p>Subsumed languages formatted in black italics with brackets and struck through.</p> <p>*All editing marks indicate adjustments made in reorganization of TEKS for Middle School Advanced Mathematics TEKS. Grades 6, 7, 8 and Algebra I TEKS remain unchanged.*</p>			
(a)	<p><u>Implementation. The provisions of this section may be implemented by sc</u> <u>while focusing on computational thinking, mathematical fluency, and solid</u></p>			

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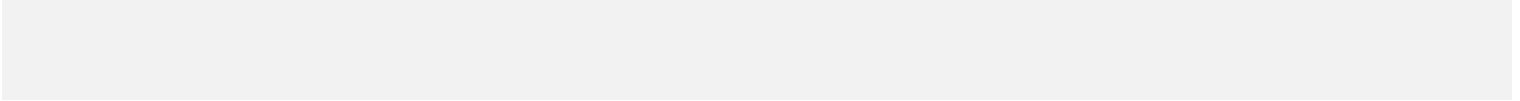
6AM.2.A	<p><u>classify</u> sets and subsets using a visual representation <u>such as a Venn diagram or a hierarchy</u> to describe relationships between sets of rational numbers</p>	7.2.A	<p>Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to extend previous knowledge sets and subsets using a visual representation to describe relationships between sets of rational numbers.</p>	<p>6AM.2.A combines 7.2.A and 6.2.A into one SE. Included "Venn diagram" from 6.2.A and added "heirarchy" as an example of previous knowledge from grade 5.</p> <p>Verb from 6.2.A "classify" used instead of "extend previous knowledge"</p>
		6.2.A	<p>[classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;</p>	Subsumed into 6AM.2.A
6AM.2.B	identify a number, its opposite, and its absolute value;	6.2.B		These SEs are identical.
6AM.2.C	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using .01 Tc 6diional num, asngl6dibs			

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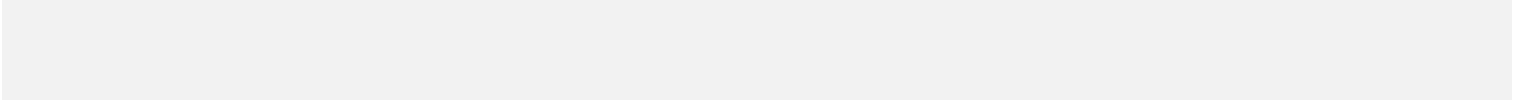


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6AM.12	<p><u>Geometric</u> expressions, equations, and relationships. <u>Applications of geometric concepts</u> The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:</p>	<p>Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:</p>	<p>The expressions, equations, and relationships strand was divided into substrands of foundations including geometric concepts and application geometric concepts.</p>
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