

1 st Cycle	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 22 – Sept. 30, 2016	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
		<p>The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p><i>The Mathematical Process Standards are integrated throughout the course in all activities and lessons. Teachers should refer to these standards for instructional strategies and depth of rigor. Specific process standards have been highlighted in each unit, but these process standards should not be the only process standards associated with the daily lessons.</i></p> <p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟ ALGI.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. Ⓟ ALGI.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. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
<p>Unit 0: Basic Calculator Applications Students use the graphing calculator as a tool for solving problems.</p> <p>This unit may be completed as needed.</p>	<p>1 class periods (90-minutes each) or 2 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas.

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Unit 1: Equations and Inequalities Students apply algebraic properties to solve multi-step linear equations and inequalities.	4 class periods (90-minutes each) or 8 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓟ ALGI.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.</p> <p>Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:</p> <p>Ⓟ ALGI.5A Solve linear equations in one variable, including those for which the application of the distributive property is necessary and includes variables on both sides.</p> <p>Ⓟ ALGI.5B Solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.</p> <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms, and perform operations on polynomial expressions. The student is expected to:</p> <p>Ⓟ ALGI.10A Add and subtract polynomials of degree one and degree two.</p> <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <p>Ⓟ ALGI.12E Solve mathematic and scientific formulas, and other literal equations, for a specified variable.</p>	
Unit 2: Introduction to Functions Students study and apply attributes of functions.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓟ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p>	

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		<p>The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>Ⓡ ALGI.2A Determine the domain and range of a linear function in mathematical problems, determine reasonable domain and range values for real-world situations, both continuous and discrete, and represent domain and range using inequalities.</p> <p>Ⓡ ALGI.2C Write linear equations in two variables given a table of values, a graph, and a verbal description.</p> <p>Ⓡ ALGI.3C Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems.</p> <p>Number and Algebraic Methods. The student applies mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <p>Ⓢ ALGI.12A Decide whether relations represented verbally, tabularly, graphically, and symbolically define a function.</p> <p>Ⓢ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
<p>Unit 3: Transformations of Linear Functions Students analyze the effects of transformations on the graph of the linear parent function.</p>	<p>1 class period (90-minutes each) or 2 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <p>Ⓡ ALGI.3C Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems.</p> <p>Ⓢ ALGI.3E Determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $a \cdot f(x)$, $f(x) + d$, $f(x - c)$, $f(b \cdot x)$ for specific values of a, b, c and d.</p> <p>Number and Algebraic Methods. The student applies mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <p>Ⓢ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>

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Unit 4: Rate of Change/Slopes of Lines Students calculate the slope and rate of change from multiple representations in mathematical and real-world problems.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.3A Determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$. Ⓡ ALGI.3B Calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems. 	

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<p>Unit 5: Equations of Lines Students write various forms of linear equations from multiple representations and connect those equations to their graphs and to the parent graph of a linear function in mathematical and real-world situations.</p>	<p>2 class periods (90-minutes each) or 4 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ ALGI.2A Determine the domain and range of a linear function in mathematical problems, determine reasonable domain and range values for real-world situations, both continuous and discrete and represent domain and range using inequalities. Ⓢ ALGI.2B Write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points. Ⓡ ALGI.2C Write linear equations in two variables given a table of values, a graph, and a verbal description. Ⓢ ALGI.2D Write and solve equations involving direct variation. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ ALGI.3C Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.12E Solve mathematic and scientific formulas, and other literal equations, for a specified variable.

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	Oct. 3 – Nov. 4, 2016	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.
Unit 6: Parallel and Perpendicular Lines Students write the equation of a line parallel or perpendicular to a given line.	2 class period (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓡ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.2E Write the equation of a line that contains a given point and is parallel to a given line. Ⓢ ALGI.2F Write the equation of a line that contains a given point and is perpendicular to a given line. Ⓢ ALGI.2G Write an equation of a line that is parallel or perpendicular to the x- or y-axis and determine whether the slope of the line is zero or undefined.
Unit 7: Scatterplots and Trend Lines Students analyze a scatterplot to write the equation of a line of best fit and make predictions based on the equation.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓡ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.4A Calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association. Ⓢ ALGI.4B Compare and contrast association and causation in real-world problems. Ⓢ ALGI.4C Write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.

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Unit 8: Linear Inequalities Students write and solve linear inequalities in two variables.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.2H Write linear inequalities in two variables given a table of values, a graph, and a verbal description. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ ALGI.3D Graph the solution set of linear inequalities in two variables on the coordinate plane.

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Unit 9: Systems of Linear Equations Students write, graph, and solve systems of linear equations using algebraic methods and explore real-world connections.	4 class periods (90-minutes each) or 8 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.2I Write systems of two linear equations given a table of values, a graph, and a verbal description. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.3F Graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist. Ⓟ ALGI.3G Estimate graphically the solutions to systems of two linear equations with two variables in real-world problems. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.5C Solve systems of two linear equations with two variables for mathematical and real-world problems.

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	Nov. 7 – Dec. 16, 2016	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
<p>Unit 10: Systems of Linear Inequalities Students write, graph, and solve systems of linear inequalities using algebraic methods and explore real-world connections.</p>	<p>3 class periods (90-minutes each) or 6 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. Ⓟ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.2H Write linear inequalities in two variables given a table of values, a graph, and a verbal description. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.3D Graph the solution set of linear inequalities in two variables on the coordinate plane. Ⓢ ALGI.3H Graph the solution set of systems of two linear inequalities in two variables on the coordinate plane.
<p>Unit 11: Exponents and Radicals Students simplify algebraic expressions involving exponents and radicals.</p>	<p>2.5 class periods (90-minutes each) or 5 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.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. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.11A Simplify numerical radical expressions involving square root. Ⓟ ALGI.11B Simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.

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Unit 12: Sequences Students analyze arithmetic and geometric sequences.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.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. Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains. Ⓢ ALGI.12C Identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes. Ⓢ ALGI.12D Write a formula for the <i>n</i>th term of arithmetic and geometric sequences, given the value of several of their terms.
Unit 13: Polynomial Operations Students perform operations on polynomials.	2.5 class periods (90-minutes each) or 5 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms, and perform operations on polynomial expressions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.10A Add and subtract polynomials of degree one and degree two. Ⓢ ALGI.10B Multiply polynomials of degree one and degree two. Ⓢ ALGI.10D Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property.

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Unit 14: Factors of Polynomials Students factor polynomial expressions.	5 class periods (90-minutes each) or 10 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms, and perform operations on polynomial expressions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.10B Multiply polynomials of degree one and degree two. Ⓢ ALGI.10D Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property. Ⓡ ALGI.10E Factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two. Ⓢ ALGI.10F Decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.
Unit 15: Division of Polynomials Students divide polynomial expressions.	3 class periods (90-minutes each) or 6 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms, and perform operations on polynomial expressions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.10C Determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceeds the degree of the dividend. Ⓢ ALGI.10D Rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property. Ⓡ ALGI.10E Factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two.

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		<p>Ⓢ ALGI.10F Decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.</p>
<p>Unit 16: Quadratic Graphs and Their Properties Students analyze patterns to graph and write equations of quadratic functions and identify the domain and range.</p>	<p>3 class periods (90-minutes each) or 6 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓢ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:</p> <p>Ⓢ ALGI.6A Determine the domain and range of quadratic functions, and represent the domain and range using inequalities.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:</p> <p>Ⓢ ALGI.7A Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:</p> <p>Ⓢ ALGI.8B Write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.</p>

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	Feb. 13 – Mar. 31, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
<p>Unit 17: Solutions of Quadratic Equations Students analyze patterns to graph and solve equations of quadratic functions.</p>	<p>4 class periods (90-minutes each) or 8 class periods (45-minutes each)</p>	<p>The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓡ ALGI.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. Ⓡ ALGI.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.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to: Ⓡ ALGI.7A Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry. Ⓢ ALGI.7B Describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to: Ⓡ ALGI.8A Solve quadratic equations, having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula.</p>
<p>Unit 18: Quadratic Functions Students analyze patterns to write equations of quadratic functions.</p>	<p>2 class periods (90-minutes each) or 4 class periods (45-minutes each)</p>	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓡ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓡ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:</p>

5 th Cycle	30 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Feb. 13 – Mar. 31, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.
		<p>Ⓒ ALGI.6B Write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form ($f(x) = a(x - h)^2 + k$), and rewrite the equation from vertex form to standard form ($f(x) = ax^2 + bx + c$).</p> <p>Ⓒ ALGI.6C Write quadratic functions when given real solutions and graphs of their related equations.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:</p> <p>Ⓒ ALGI.7B Describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions.</p> <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <p>Ⓒ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains.</p>
Unit 19: Transformations of Quadratic Functions Students graph quadratic functions and analyze the effects of transformations on the parent function of the graph.	2 class periods (90-minutes each) or 4 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>Ⓒ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓒ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:</p> <p>Ⓒ ALGI.7A Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.</p> <p>Ⓒ ALGI.7C Determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $a \cdot f(x)$, $f(x) + d$, $f(x - c)$, $f(b \cdot x)$ for specific values of a, b, c and d.</p>

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	Feb. 13 – Mar. 31, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.
Unit 20: Exponential Growth and Decay Students analyze data to graph and write exponential functions to model real-world situations and make predictions based on those models. (continued in cycle 6)	5 class periods (90-minutes each) or 10 class periods	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓜ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Exponential Functions and Equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations, and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.9A Determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities. Ⓜ ALGI.9B Interpret the meaning of the values of a and b in exponential functions of the form $f(x) = a \cdot b^x$ in real-world problems. Ⓜ ALGI.9C Write exponential functions in the form $f(x) = a \cdot b^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations including growth and decay. Ⓜ ALGI.9D Graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems. Ⓜ ALGI.9E Write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains.

6 th Cycle	38 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 3 – May 25, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
<p>Unit 20: Exponential Growth and Decay Students analyze data to graph and write exponential functions to model real-world situations and make predictions based on those models.</p> <p>(continued from cycle 5)</p>	<p>5 class periods (90-minutes each) or 10 class periods</p>	<p>The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.</p> <p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓟ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. <p>Exponential Functions and Equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations, and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.9A Determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities. Ⓢ ALGI.9B Interpret the meaning of the values of a and b in exponential functions of the form $f(x) = a \cdot b^x$ in real-world problems. Ⓡ ALGI.9C Write exponential functions in the form $f(x) = a \cdot b^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations including growth and decay. Ⓡ ALGI.9D Graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems. Ⓢ ALGI.9E Write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems. <p>Number and Algebraic Methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:</p> <ul style="list-style-type: none"> Ⓢ ALGI.12B Evaluate functions, expressed in function notation, given one or more elements in their domains.

6 th Cycle	38 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Apr. 3 – May 25, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.
Unit 21: Readiness and Supporting Standards Review Students review relevant STAAR standards prior to testing using appropriate problem-solving strategies and skills.	5 class periods (90-minutes each) or 10 class periods (45-minutes each)	Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: <ul style="list-style-type: none"> Ⓟ ALGI.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟ ALGI.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. Ⓟ ALGI.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. Ⓟ ALGI.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟ ALGI.1E Create and use representations to organize, record, and communicate mathematical ideas. Ⓟ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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	Apr. 3 – May 25, 2017	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The bold face words in the TEKS SEs indicate concepts addressed specifically in this unit; the unbolded concepts are addressed in other units of this course.
Unit 22: Transformations of Linear and Quadratic Functions Students continue to analyze the effects of transformations on the graphs of linear and quadratic parent functions.	5 class periods (90-minutes each) or 10 class periods (45-minutes each)	<p>Mathematical Process Standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓜ ALGI.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. <p>Linear Functions, Equations, and Inequalities. The student applies the mathematical process standards when using graphs of linear functions, their key features, and their related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.3C Graph linear functions on the coordinate plane and identify key features including x-intercept, y-intercept, zeros, and slope in mathematical and real-world problems. Ⓜ ALGI.3E Determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $a \cdot f(x)$, $f(x) + d$, $f(x - c)$, $f(b \cdot x)$ for specific values of a, b, c and d. <p>Quadratic Functions and Equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:</p> <ul style="list-style-type: none"> Ⓜ ALGI.7A Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry. Ⓜ ALGI.7C Determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $a \cdot f(x)$, $f(x) + d$, $f(x - c)$, $f(b \cdot x)$ for specific values of a, b, c and d.