2021-2022 Scope and Sequence
Mathematics – Grade 6 Pre-AP® / Honors

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	*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.*
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. **The student will:**
	Enrichment Opportunities Aug. 2-13 *Teachers Report to Work Aug. 16* *Teacher Service Days Aug. 16-17, Aug. 19-20* *Teacher Prep Day (no students) Aug. 18* *Labor Day Sept. 6* *Fall Holiday Sept. 16* *Teacher Service Day (no students) Sept. 17*	*The Mathematical Process Standards are integrate 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 for each unit, but these process standards should not be the only process standards associated with the daily lessons.* **Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1C/**Ⓟⓢ **MATH.7.1C** 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. Ⓟⓢ **MATH.6.1D/**Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. Ⓟⓢ **MATH.6.1F/**Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟⓢ **MATH.6.1G/**Ⓟⓢ **MATH.7.1G** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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Cycle 1	**27 Days** Aug. 23 - Oct. 1, 2021	*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.*
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. **The student will:**
Unit 1: Personal Features of Checking Accounts Students develop an understanding of financial literacy as they compare features of different financial institutions' checking and saving accounts. They also describe the information in a credit report and distinguish between credit and debit cards.	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. **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: Ⓢ **MATH.6.2B Identify a number, its opposite,** and its absolute value. **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: Ⓢ **MATH.6.14A** Compare the features and costs of a checking account and a debit card offered by different local financial institutions. Ⓢ **MATH.6.14B** Distinguish between debit cards and credit cards. **MATH.6.14D** Explain why it is important to establish a positive credit history. Ⓢ **MATH.6.14E** Describe the information in a credit report and how long it is retained. Ⓢ **MATH.6.14F** Describe the value of credit reports to borrowers and to lenders.
Unit 2: Personal Careers and their Salaries Students explore and explain various methods to pay for college and compare various salaries of different occupations.	**1** class period (90-min. each) or **2** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. **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:

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	*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.*
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. **The student will:**
		Ⓢ **MATH.6.14G** Explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study. Ⓢ **MATH.6.14H** 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.
Unit 3: Budgeting Students identify the components of a personal budget, as well as create and organize a financial assets and liabilities record.	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: ⓅⓈ **MATH.6.1A/**ⓅⓈ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. ⓅⓈ **MATH.6.1E/**ⓅⓈ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **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: Ⓢ **MATH.6.2B Identify a number, its opposite,** and its absolute value. **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: Ⓡ **MATH.6.14C** Balance a check register that includes deposits, withdrawals, and transfers. **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: Ⓢ **MATH.7.13B** Identify the components of a personal budget, including income, planned savings for college, retirement, and emergencies, taxes, and fixed and variable expenses, and calculate what percentage each category comprises of the total budget.

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	*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.*
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. **The student will:**
		Ⓢ **MATH.7.13C** Create and organize a financial assets and liabilities record and construct a net worth statement.
Unit 4: Classifying and Ordering Rational Numbers Students categorize and organize numbers in sets and subsets using visual representations. They use the number line to order rational numbers including absolute value. Students also graph rational numbers in all four quadrants.	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1C/**Ⓟⓢ **MATH.7.1C** 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. Ⓟⓢ **MATH.6.1D/**Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. **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: Ⓢ **MATH.6.2A** Classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers. Ⓢ **MATH.6.2B** Identify a number, its opposite, and its absolute value. Ⓢ **MATH.6.2C** Locate, compare, and order integers and rational numbers using a number line. Ⓡ **MATH.6.2D** Order a set of rational numbers arising from mathematical and real-world contexts. **Number and Operations.** The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to: Ⓡ **MATH.6.11A** Graph points in all four quadrants using ordered pairs of rational numbers.

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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. **The student will:**
Unit 5: Operations with Rational Numbers Students investigate and utilize various problem-solving processes to extend previous experiences involving numeric relationships involving addition, subtraction, multiplication and division of all types of rational numbers in a context of real-world situations.	**4** class periods (90-min. each) or **8** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1D/**Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. **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: Ⓢ **MATH.6.2E** Extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$. **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: Ⓢ **MATH.6.3A** Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values. Ⓢ **MATH.6.3B** 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. Ⓢ **MATH.6.3C** Represent integer operations with concrete models and connect the actions with the models to standardized algorithms. Ⓡ **MATH.6.3D** Add, subtract, multiply, and divide integers fluently. Ⓡ **MATH.6.3E** Multiply and divide positive rational numbers fluently. **Numbers and Operations.** The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to: Ⓢ **MATH.7.2A** Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.

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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. **The student will:**
		Numbers and Operations. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to: Ⓢ **MATH.7.3A** Add, subtract, multiply, and divide rational numbers fluently. Ⓡ **MATH.7.3B** Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.

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Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	*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.*
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. **The student will:**
Unit 6: Representations of Fractions, Decimals, and Percents Students use concrete models and manipulatives to represent and identify equivalent relationships between fractions, decimals, and percents.	**2** class periods (90-min. each) or **4** class periods (45-min. each) *Teacher Service Day (no students) Oct. 4*	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1C/**Ⓟⓢ **MATH.7.1C** 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. Ⓟⓢ **MATH.6.1D/**Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓢ **MATH.6.4E** Represent ratios and percents with concrete models, fractions, and decimals. Ⓢ **MATH.6.4F** 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. Ⓡ **MATH.6.4G** Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.6.5C** Use equivalent fractions, decimals, and percents to show equal parts of the same whole.
Unit 7: Algebraic Expressions Students use properties to generate equivalent expressions using operations and determine if two expressions are	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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.

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	*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.*
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. **The student will:**
equivalent using concrete models, pictorial models and algebraic representations.		Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to: Ⓡ **MATH.6.7A** Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization. Ⓢ **MATH.6.7B** Distinguish between expressions and equations verbally, numerically, and algebraically. Ⓢ **MATH.6.7C** Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations. Ⓡ **MATH.6.7D** Generate equivalent expressions using operations, the inverse, identity, commutative, associative, and distributive properties.
Unit 8: Equations and Inequalities Students represent, model, write, and solve one-variable, one-step and two-step equations and inequalities in application situations using mathematical properties and operations.	**6** class periods (90-min. each) or **12** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use equations to represent situations. The student is expected to: Ⓢ **MATH.6.9A** Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems. Ⓢ **MATH.6.9B** Represent solutions for one-variable, one-step equations, and inequalities on number lines. Ⓢ **MATH.6.9C** Write corresponding real-world problems given one-variable, one-step equations or inequalities.

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	*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.*
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. **The student will:**
		Expressions, Equations, and Relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to: Ⓡ **MATH.6.10A** Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts. Ⓢ **MATH.6.10B** Determine if the given value(s) make(s) one- variable, one-step equations or inequalities true. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. The student is expected to: Ⓢ **MATH.7.10A** Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems. Ⓢ **MATH.7.10B** Represent solutions for one-variable, two-step equations, and inequalities on number lines. Ⓢ **MATH.7.10C** Write corresponding real-world problems given one-variable, two-step equations or inequalities. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to: Ⓡ **MATH.7.11A** Model and solve one-variable, two-step equations and inequalities. Ⓢ **MATH.7.11B** Determine if the given value(s) make(s) one- variable, two-step equations or inequalities true.

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Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	*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.*
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. **The student will:**
Unit 9: Percent Applications Students solve problems involving ratios, rates, and percents. They also calculate and compare simple and compound interest earnings. They calculate sales tax and income tax. (continues in cycle 3)	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓡ **MATH.6.4G** Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.6.5B** Solve real-world problems to determine the whole given a part and the percent, to determine the part given the whole and the percent, and to determine the percent given the part and the whole including the use of concrete and pictorial models. Ⓢ **MATH.6.5C** Use equivalent fractions, decimals, and percent to show equal parts of the same whole. **Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems. **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: Ⓢ **MATH.7.13A** Calculate the sales tax for a given purchase and calculate income tax for earned wages. Ⓢ **MATH.7.13E** Calculate and compare simple interest and compound interest earnings.

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Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	*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.*

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. **The student will:**
Unit 9: Percent Applications Students solve problems involving ratios, rates, and percents. They also calculate and compare simple and compound interest earnings. They calculate sales tax and income tax. (continued from cycle 2)	**3** class periods (90-min. each) or **6** class periods (45-min. each) *Thanksgiving Break* *Nov. 22-26* *Enrichment Opportunities* *Dec. 20-21* *Winter Break* *Dec. 20-31* *MLK Jr. Day* *Jan. 17* *Teacher Prep Day* *(no students)* *Jan. 18*	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓡ **MATH.6.4G** Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.6.5B** Solve real-world problems to determine the whole given a part and the percent, to determine the part given the whole and the percent, and to determine the percent given the part and the whole including the use of concrete and pictorial models. Ⓢ **MATH.6.5C** Use equivalent fractions, decimals, and percent to show equal parts of the same whole. **Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems. **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:

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	*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.*
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. **The student will:**
		Ⓢ **MATH.7.13A** Calculate the sales tax for a given purchase and calculate income tax for earned wages. Ⓢ **MATH.7.13E** Calculate and compare simple interest and compound interest earnings.
Unit 10: **Ratios and Rates** Students solve application problems involving proportional relationships such as unit rate and conversions between measurement systems.	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1A/**Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.6.1F/**Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓡ **MATH.6.4B** Apply qualitative and quantitative reasoning to solve prediction and comparison real-world problems involving ratios and rates. Ⓢ **MATH.6.4C** Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute. Ⓢ **MATH.6.4D** Give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients. Ⓡ **MATH.6.4H** Convert units within a measurement system, including the use of proportions and unit rates. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.6.5A Represent mathematical and real-world problems involving ratios and rates using** scale factors**, tables, graphs, and proportions.** **Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to:

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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. **The student will:**
		Ⓢ **MATH.7.4B** Calculate unit rates from rates in mathematical and real-world problems. Ⓡ **MATH.7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.
Unit 11: Algebraic Relationships with Multiple Representations Students represent given statements using verbal descriptions, tables, graphs, and equations as they are introduced to linear equations.	**5** class periods (90-min. each) or **10** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓢ **MATH.6.4A** 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. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to: Ⓢ **MATH.6.6A** Identify independent and dependent quantities from tables and graphs. Ⓢ **MATH.6.6B** Write an equation that represents the relationship between independent and dependent quantities from a table. Ⓡ **MATH.6.6C** Represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$. **Measurement and Data.** The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to:

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	*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.*
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. **The student will:**
		Ⓡ **MATH.6.11A** Graph points in all four quadrants using ordered pairs of rational numbers. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓡ **MATH.7.4A** Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$. Ⓢ **MATH.7.4C** Determine the constant of proportionality ($k=y/x$) within mathematical and real-world problems. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to represent linear relationships using multiple representations. The student is expected to: Ⓡ **MATH.7.7A** Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form of $y = mx + b$.
Unit 12: **Similar Figures and Scale Drawings** Students generalize the critical attributes of similarity, including ratios within and between similar shapes. They also solve real-world problems involving similarity.	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1D/**Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.6.5A** Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	*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.*
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. **The student will:**
		Proportionality. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.7.5A** Generalize the critical attributes of similarity, including ratios within and between similar shapes. Ⓡ **MATH.7.5C** Solve mathematical and real-world problems involving similar shape and scale drawings.

2021-2022 Scope and Sequence
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Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	*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.*
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. **The student will:**
Unit 13: Introduction to Triangle Properties Students analyze the relationships between angle measures and side lengths of a triangle. Students solve one-variable, one-step equations and inequalities that represent, problems, including geometric concepts.	**3** class periods (90-min. each) or **6** class periods (45-min. each) *Teacher Service Day/Presidents' Day (no students) Feb. 21*	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1C/**Ⓟⓢ **MATH.7.1C** 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. **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: Ⓡ **MATH.6.4H** Convert units within a measurement system, including the use of proportions and unit rates. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to: Ⓢ **MATH.6.8A** 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. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to: Ⓡ **MATH.6.10A** Model and solve one-variable, one-step equations and inequalities that represent problems, including **geometric concepts**. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities. The student is expected to: Ⓡ **MATH.7.11A** Model and solve one-variable, two-step equations and inequalities. Ⓢ **MATH.7.11C** Write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.

Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	*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.*
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. **The student will:**
Unit 14: Area of Two-Dimensional Figures Students extend their knowledge of measurement of two-dimensional geometric figures by investigating and calculating area including the area of composite figures.	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to: Ⓢ **MATH.6.8B** Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes. Ⓢ **MATH.6.8C 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.** Ⓡ **MATH.6.8D 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.** **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve geometric problems. The student is expected to: Ⓡ **MATH.7.9C Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles**, semicircles, and quarter circles.

Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	*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.*
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. **The student will:**
Unit 15: Circles and Composite Figures Students describe the relationship between the circumference and diameter of a circle. They use models to determine the circumference and area of circles and connect the models to the actual formulas. They solve problems involving composite figures	**2** class periods (90-min. each) or **4** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.7.5B** Describe π as the ratio of the circumference of a circle to its diameter. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve geometric problems. The student is expected to: • **MATH.7.8C** Use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve geometric problems. The student is expected to: Ⓡ **MATH.7.9B** Determine the circumference and area of circles. Ⓡ **MATH.7.9C** Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.

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Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	*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.*
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. **The student will:**
Unit 16: Surface Area - Prisms and Pyramids Students determine the relationship between prisms and pyramids and calculate the surface area of those solids.	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1B/**Ⓟⓢ **MATH.7.1B** 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. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve geometric problems. The student is expected to: Ⓡ **MATH.7.9C** Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles and quarter circles. Ⓢ **MATH.7.9D** Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shapes' net.

2021-2022 Scope and Sequence
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Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	*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.*
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. **The student will:**
Unit 17: Volume – Prims and Pyramids Students determine the relationship between prisms and pyramids and calculate the volume of those solids.	**3** class periods (90-min. each) or **6** class periods (45-min. each) *Enrichment Opportunities Mar. 14-16* *Spring Break Mar. 14-18* *Chávez-Huerta Day Mar. 28* *Spring Holiday Apr. 15*	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1F/**Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟⓢ **MATH.6.1G/**Ⓟⓢ **MATH.7.1G** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to: Ⓢ **MATH.6.8C 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.** Ⓡ **MATH.6.8D 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.** **Expressions, Equations, and Relationships.** The student applies mathematical process standards to develop geometric relationships with volume. The student is expected to: • **MATH.7.8A** Model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas. **Expressions, Equations, and Relationships.** The student applies mathematical process standards to solve geometric problems. Ⓡ **MATH.7.9A** Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.

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Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	*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.*
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. **The student will:**
Unit 18: Numeric Data Distribution Students use graphical representations to describe, represent, analyze, interpret and summarize numerical data and data distributions.	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1E/** Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. Ⓟⓢ **MATH.6.1F/** Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. **Measurement and Data.** The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to: Ⓢ **MATH.6.12A** Represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots. Ⓢ **MATH.6.12B** Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution. Ⓡ **MATH.6.12C** 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. **Measurement and Data.** The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to: Ⓡ **MATH.6.13A** Interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots. Ⓢ **MATH.6.13B** Distinguish between situations that yield data with and without variability. **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.7.6G** Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents.

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	*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.*
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. **The student will:**
		Measurement and Data. The student applies mathematical process standards to use statistical representations to analyze data. The student is expected to: Ⓡ **MATH.7.12A** Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads. Ⓢ **MATH.7.12B** Use data from a random sample to make inferences about a population. Ⓢ **MATH.7.12C** Compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.
Unit 19: Analyzing Statistical Graphs Students use numerical and graphical representations to describe, represent, analyze and interpret data. They also compare two populations based on data from random samples.	**3** class periods (90-min. each) or **6** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.6.1E/**Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. Ⓟⓢ **MATH.6.1F/**Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.6.5B** Solve real-world problems to determine the whole given a part and the percent, to determine the part given the whole and the percent, and to determine the percent given the part and the whole including the use of concrete and pictorial models. **Measurement and Data.** The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to: Ⓡ **MATH.6.12D** 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.

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	*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.*
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. **The student will:**
		Proportionality. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to: Ⓡ **MATH.7.6G** Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparison and equivalents. **Measurement and Data.** The student applies mathematical process standards to use statistical representations to analyze data. The student is expected to: Ⓡ **MATH.7.12A** Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads. Ⓢ **MATH.7.12B** Use data from a random sample to make inferences about a population. Ⓢ **MATH.7.12C** Compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.
Unit 20: Readiness and Supporting Standards Review Students use appropriate problem-solving strategies and skills to review relevant Readiness and Supporting Standards (based on individual student diagnostic data). (continues in cycle 6)	**5** class periods (90-min. each) or **10** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.7.1C** 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. Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas.

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	*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.*
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. **The student will:**
		Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟⓢ **MATH.7.1G** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

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Cycle 6	31 Days Apr. 25 - June 7, 2022	*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.*
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. **The student will:**
Unit 20: Readiness and Supporting Standards Review Students use appropriate problem-solving strategies and skills to review relevant Readiness and Supporting Standards (based on individual student diagnostic data). (continued from cycle 5)	**5** class periods (90-min. each) or **10** class periods (45-min. each) *Memorial Day* *May 30* *Teacher Prep Day* *(no students)* *June 8*	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.7.1A** Apply mathematics to problems arising in everyday life, society, and the workplace. Ⓟⓢ **MATH.7.1B** 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. Ⓟⓢ **MATH.7.1C** 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. Ⓟⓢ **MATH.7.1D** Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. Ⓟⓢ **MATH.7.1G** Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
Unit 21: Probability Students construct sample spaces for real-world events; determine the experimental and/or theoretical probability of those events. They make decisions and predictions using experimental and/or theoretical data for simple and compound events.	**8** class periods (90-min. each) or **16** class periods (45-min. each)	**Mathematical Process Standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Ⓟⓢ **MATH.7.1E** Create and use representations to organize, record, and communicate mathematical ideas. Ⓟⓢ **MATH.7.1F** Analyze mathematical relationships to connect and communicate mathematical ideas. **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to: Ⓢ **MATH.7.6A** Represent sample spaces for simple and compound events using lists and tree diagrams.

Cycle 6	31 Days Apr. 25 - June 7, 2022	*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.*
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. **The student will:**
		• **MATH.7.6B** Select and use different simulations to represent simple and compound events with and without technology. Ⓢ **MATH.7.6C** Make predictions and determine solutions using experimental data for simple and compound events. Ⓢ **MATH.7.6D** Make predictions and determine solutions using theoretical probability for simple and compound events. • **MATH.7.6F** Use data from a random sample to make inferences about a population. Ⓢ **MATH.7.6E** *Determine* the probabilities of a simple event and its complement and describe the relationship between the two. Ⓡ **MATH.7.6H** Solve problems using qualitative and quantitative predictions and comparisons from simple experiments. Ⓡ **MATH.7.6I** Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.