

# HISD Secondary Curriculum and Development

#### 2016-2017 Scope and Sequence

Mathematics - Precalculus

11/2/1	29 Days Aug. 22 – Sept. 30, 2016		The recommended number of class periods is less than the number of days in the grading
1st Cycle			cycle to accommodate differentiated instruction, extended learning time, and assessment day 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 student will:	
		activities strategic each un associal mathemacquire e PC.11 works 6 PC.18 informacolution of PC.18 using langue 6 PC.18 mathe 6 PC.18 mathe 6 PC.18	thematical Process Standards are integrated throughout the course in all is and lessons. Teachers should refer to these standards for instructional es and depth of rigor. Specific process standards have been highlighted for it, but these process standards should not be the only process standards led with the daily lessons.  **Matical Process Standards**. The student uses mathematical processes to and demonstrate mathematical understanding. The student is expected to A Apply mathematics to problems arising in everyday life, society, and the place.  **B Use a problem-solving model that incorporates analyzing given nation, formulating a plan or strategy, determining a solution, justifying the on, and evaluating the problem-solving process and the reasonableness of solution.  **C Select tools, including real objects, manipulatives, paper and pencil, and ology as appropriate, and techniques, including mental math, estimation, sumber sense as appropriate, to solve problems.  **D Communicate mathematical ideas, reasoning, and their implications multiple representations, including symbols, diagrams, graphs, and age as appropriate.  **E Create and use representations to organize, record, and communicate ematical ideas.  **C Possible Communicate mathematical relationships to connect and communicate ematical ideas.  **G Display, explain, or justify mathematical ideas and arguments using se mathematical language in written or oral communication.
Unit 1: Values of Trigonometric Functions Students determine the relationships among the unit circle, trigonometric functions, and trigonometric values when given measures in degrees, minutes, and seconds or radian based on the unit circle.	(90-minutes each) or 8 class periods (45-minutes each)  (5-C.10 Communicate mathematical ideas, reasoning using multiple representations, including symbols, dianguage as appropriate.  (5-PC.1E Create and use representations to organize, mathematical ideas.  (5-PC.1E Create and use representations to organize, mathematical ideas.  (6-PC.1E Create and use representations to organize, mathematical ideas.  (7-PC.1E Create and use representations to organize, mathematical ideas.  (8-PC.1E Create and use representations to organize, mathematical ideas.  (8-PC.1E Create and use representations to organize, mathematical ideas.  (8-PC.1E Create and use representations to organize, mathematical ideas, reasoning using multiple representations, including symbols, dianguage as appropriate.  (8-PC.1E Create and use representations to organize, mathematical ideas.  (8-PC.1E Create and use representations to organize, mathematical ideas.  (9-PC.1E Create and use representations to organize, mathematical ideas, reasoning using multiple representations, including symbols, dianguage as appropriate, and techniques, including and techni		Communicate mathematical ideas, reasoning, and their implications multiple representations, including symbols, diagrams, graphs, and age as appropriate. E Create and use representations to organize, record, and communicate ematical ideas.  If and Measure. The student uses process standards in mathematics to oppopriate techniques, tools, and formulas to calculate measures in atical and real-world problems. The student is expected to:  A Determine the relationship between the unit circle and the definition of a fic function to evaluate trigonometric functions in mathematical and real-problems.  B Describe the relationship between degree and radian measure on the























# **Hisd Curriculum Units Springboard Alignment 2011 Houstonmath**

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Hisd Curriculum Units Springboard Alignment 2011 Houstonmath:

Unveiling the Magic of Words: A Review of "Hisd Curriculum Units Springboard Alignment 2011 Houstonmath"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Hisd Curriculum Units Springboard Alignment 2011 Houstonmath**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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# **Table of Contents Hisd Curriculum Units Springboard Alignment 2011 Houstonmath**

- 1. Understanding the eBook Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - The Rise of Digital Reading Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Advantages of eBooks Over Traditional Books
- 2. Identifying Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - User-Friendly Interface
- 4. Exploring eBook Recommendations from Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Personalized Recommendations
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath User Reviews and Ratings
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath and Bestseller Lists

- 5. Accessing Hisd Curriculum Units Springboard Alignment 2011 Houstonmath Free and Paid eBooks
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath Public Domain eBooks
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath eBook Subscription Services
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath Budget-Friendly Options
- 6. Navigating Hisd Curriculum Units Springboard Alignment 2011 Houstonmath eBook Formats
  - ∘ ePub, PDF, MOBI, and More
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath Compatibility with Devices
  - Hisd Curriculum Units Springboard Alignment 2011 Houstonmath Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Highlighting and Note-Taking Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Interactive Elements Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
- 8. Staying Engaged with Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
- 9. Balancing eBooks and Physical Books Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
- 10. Overcoming Reading Challenges
  - o Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Setting Reading Goals Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Fact-Checking eBook Content of Hisd Curriculum Units Springboard Alignment 2011 Houstonmath
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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