

1 st Cycle		29 Days Aug. 22 – Sept. 30, 2016	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)	
		<p>The student will:</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 for 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"> 6 PC.1A Apply mathematics to problems arising in everyday life, society, and the workplace. 6 PC.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. 6 PC.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. 6 PC.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. 6 PC.1E Create and use representations to organize, record, and communicate mathematical ideas. 6 PC.1F Analyze mathematical relationships to connect and communicate mathematical ideas. 6 PC.1G Display, explain, or justify mathematical ideas and arguments using precise 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.	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"> 6 PC.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. 6 PC.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. 6 PC.1E Create and use representations to organize, record, and communicate mathematical ideas. <p>Number and Measure. The student uses process standards in mathematics to apply appropriate techniques, tools, and formulas to calculate measures in mathematical and real-world problems. The student is expected to:</p> <ul style="list-style-type: none"> • PC.4A Determine the relationship between the unit circle and the definition of a periodic function to evaluate trigonometric functions in mathematical and real-world problems. • PC.4B Describe the relationship between degree and radian measure on the unit circle. • PC.4C Represent angles in radians or degrees based on the concept of rotation 	

GLOBAL GRADUATE



State Process Standard

Aligned to Upcoming State Readiness Standard

State Readiness Standard

State Supporting Standard

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