MMA Scope and Sequence 2025-2026

TEKS Distribution among units

Process Standards

	M.1A	M.1B	M.1C	M.1D	M.1E	M.1F	M.1G
Unit 1	X	X	X	X	X	X	X
Unit 2	X	X	X	X	X	X	X
Unit 3	X	X	X	X	X	X	X
Unit 4	X	X	X	X	X	X	X
Unit 5	X	X	X	X	X	X	X
Unit 6	X	X	X	X	X	X	X
Unit 7	X	X	X	X	X	X	X
Unit 8	X	X	X	X	X	X	X
Unit 9	X	X	X	X	X	X	X

Content Standards

	M.2A	M.2B	M.2C	**M.3A**	M.3B	M.3C	M.3D	M.4A	M.4B	M.4C	M.5A	**M.5B**	**M.5C**	M.6A	**M.6B**	M.6C	M.6D	M.7A	M.7B	M.7C	**M.7D**	M.8A	**M.8B**	M.8C	M.9A	M.9B	M.9C	M.9D	**M.9E**	**M.9F**	M.10A	M.10B
Unit 1	X									X																				X		
Unit 2		X	X					X	X																							
Unit 3				X	X	X	X			X		X																		X		
Unit 4											X		X																			
Unit 5														X	X				X		X											
Unit 6																X	X	X		X												
Unit 7																						X	X	X								
Unit 8																									X	X						
Unit 9																											X	X	X		X	X

MMA
Scope and Sequence 2025-2026

Mathematical Process Standards: The student uses mathematical process to acquire and demonstrate mathematical understanding. The student is expected to:

M.1A Apply mathematics to problems arising in everyday life, society, and the workplace
M.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
M.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
M.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
M.1E Create and use representations to organize, record, and communicate mathematical ideas
M.1F Analyze mathematical relationships to connect and communicate mathematical ideas
M.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Grading Period 1

Unit 1: Modeling with Linear Functions
Estimated Date Range: Aug. 12– Sept. 10 (21 total school days)
Instructional & Re-engagement Days in Unit: 21 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs) *(administered within designated concept)*
N/A	N/A	N/A

Concepts within the Unit	TEKS
Establishing a Positive Mathematics Community Suggested Days: 4	<u>Process Standards:</u> M.1A Apply mathematics to problems arising in everyday life, society, and the workplace M .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 M .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 M .1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

	M .1E Create and use representations to organize, record, and communicate mathematical ideas M .1F Analyze mathematical relationships to connect and communicate mathematical ideas M.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
Concept #1: Budgeting Suggested Days: 6	**Priority Standards** **M.2A use rates and linear functions to solve problems involving personal finance and budgeting, including compensations and deductions** Important Standards M.9F use regression methods available through technology to model linear ~~and exponential~~ functions, interpret correlations, and make predictions
Concept #2: Savings Suggested Days: 7	**Priority Standards** **M.2A use rates and linear functions to solve problems involving personal finance and budgeting, including compensations and deductions** Important Standards M.4C analyze types of savings options involving simple and compound interest and compare relative advantages of these options M.9F use regression methods available through technology to model linear ~~and exponential~~ functions, interpret correlations, and make predictions

Unit 2: Financial Modeling Estimated Date Range: Sept. 11 – Oct. 10 (21 total school days) Instructional & Re-engagement Days in Unit: 20 days		
Assessments		
STATE/NATIONAL ASSESSMENT(S) PSAT (10/2) 1 day	**DISTRICT ASSESSMENT(S)** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** *(administered within designated concept)* N/A

Concepts within the Unit	**TEKS**
Concept #1: Banking Suggested Days: 5	Important Standards M.2C analyze data to make decisions about banking, including options for online banking, checking accounts, overdraft protection, processing fees, and debit card/ATM fees.
Concept #2: Taxes Suggested Days: 5	Important Standards M.2B solve problems involving personal taxes

Concept #3: Financial Planning Suggested Days: 7	Important Standards M.4A analyze and compare coverage options and rates in insurance M.4B investigate and compare investment options, including stocks, bonds, annuities, certificates of deposit, and retirement plans

Grading Period 2

Unit 3: Exponential Models
Estimated Date Range: Oct. 21 – Nov. 12
Instructional & Re-engagement Days in Unit: 17 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs) *(administered within designated concept)*
N/A	N/A	N/A

Concepts within the Unit	TEKS
Concept #1: Scientific Models Suggested Days: 7	**Priority Standards** **M.5B use exponential models available through technology to model growth and decay in areas, including radioactive decay** Important Standards M.9F use regression methods available through technology to model linear and exponential functions, interpret correlations, and make predictions
Concept #2: Financial Models Suggested Days: 7	**Priority Standards** **M.3A use formulas to generate tables to display series of payments for loan amortizations resulting from financed purchases** Important Standards M.9F use regression methods available through technology to model linear and exponential functions, interpret correlations, and make predictions M.3B analyze personal credit options in retail purchasing and compare relative advantages and disadvantages of each option M.3C use technology to create amortization models to investigate home financing and compare buying a home to renting a home

	M.3D use technology to create amortization models to investigate automobile financing and compare buying a vehicle to leasing a vehicle M.4C analyze types of savings options involving simple and compound interest and compare relative advantages of these options

Unit 4: Quadratic Models and Variation
Estimated Date Range: Nov. 13 – Dec. 19 (22 total school days)
Instructional & Re-engagement Days in Unit: 18 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)	Semester Exams
N/A	N/A	*(administered within designated concept)* N/A	(4 days) Testing Window (12/16 – 12/19)

Concepts within the Unit	TEKS
Concept #1: Motion Suggested Days: 8	**Priority Standards** **M.5C use quadratic functions to model motion** Important Standards M.5A use proportionality and inverse variation to describe physical laws such as Hook's Law, Newton's Second Law of Motion, and Boyle's Law
Concept #2: Physical Laws Suggested Days: 6	Important Standards M.5A use proportionality and inverse variation to describe physical laws such as Hook's Law, Newton's Second Law of Motion, and Boyle's Law

Grading Period 3

Unit 5: Similarity and Transformations
Estimated Date Range: Jan. 8 – Jan. 30 (16 total school days)
Instructional & Re-engagement Days in Unit: 16 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	N/A	*(administered within designated concept)* N/A

Concepts within the Unit	TEKS

Concept #1: Patterns and Structures Suggested Days: 6	Important Standards M.6A use similarity, geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in architecture M.7B use similarity, geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and photography;
Concept #2: Dimensional Analysis Suggested Days: 7	**Priority Standards** **M.6B use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields (architecture and engineering)** **M.7D use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields (fine arts)**

Unit 6: Right Triangles and Trigonometry
Estimated Date Range: Feb. 2 – Feb. 27 (18 total school days)
Estimated Time Frame: 18 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
K-12 TELPAS WINDOW (2/17 – 3/27)	N/A	*(administered within designated concept)* N/A

Concepts within the Unit	TEKS
Concept #1: Applications of Distance Suggested Days: 6	**Priority Standards** **M.6D use trigonometric ratios to calculate distances and angle measures as applied to fields** Important Standards M.6C use the Pythagorean Theorem and special right-triangle relationships to calculate distances
Concept #2: Periodic Models Suggested Days: 8	Important Standards M.7A use trigonometric ratios and functions available through technology to model periodic behavior in art and music M.7C use geometric transformations, proportions, and periodic motion to describe mathematical patterns and structure in music

Unit 7: Probability Models (Continues in Grading Period 4)
Estimated Date Range: Mar. 2 – Apr. 2 (18 total school days)
Instructional & Re-engagement Days in Unit: 18 days (9 days in GP3 and 9 days in GP4)

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
K-12 TELPAS WINDOW (2/17 – 3/27)	N/A	*(administered within designated concept)* N/A

Concepts within the Unit	TEKS
Concept #1: Theoretical vs. Empirical Probability Suggested Days: 5	**Priority Standards** **M.8B compare theoretical to empirical probability**
Concept #2: Combinations and Permutations Suggested Days: 5	Important Standards M.8A determine the number of ways an event may occur using combinations, permutations, and the Fundamental Counting Principle
Concept #3: Theoretical Models Suggested Days: 5	Important Standards M.8C use experiments to determine the reasonableness of a theoretical model such as binomial or geometric

Grading Period 4

Unit 7: Probability Models (Continued)
Estimated Date Range: Mar. 2 – Apr. 2 (18 total school days)
Instructional & Re-engagement Days in Unit: 18 days
For details, see Grading Period 3

Unit 8: Statistical Models
Estimated Date Range: Apr. 6 – April 29 (18 total school days)
Instructional & Re-engagement Days in Unit: 18 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)
N/A	N/A	*(administered within designated concept)* N/A

Concepts within the Unit	TEKS

Concept #1: Representing and Interpreting Data Suggested Days: 5	Important Standards M.9A interpret information from various graphs, including line graphs, bar graphs, circle graphs, histograms, scatterplots, dots plots, stem-and-leaf plots, and box and whisker plots to draw conclusions from the data and determine the strengths and weaknesses of conclusions
Concept #2: Numerical Data Suggested Days: 5	Important Standards M.9A interpret information from various graphs, including line graphs, bar graphs, circle graphs, histograms, scatterplots, dots plots, stem-and-leaf plots, and box and whisker plots to draw conclusions from the data and determine the strengths and weaknesses of conclusions. M.9B analyze numerical data using measures of central tendency (mean, median, and mode) and variability (range, interquartile range or IQR and standard deviation) in order to make inferences with normal distributions
Concept #3: Normal Models Suggested Days: 4	Important Standards M.9B analyze numerical data using measures of central tendency (mean, median, and mode) and variability (range, interquartile range or IQR and standard deviation) in order to make inferences with normal distributions

Unit 9: Statistical Studies

Estimated Date Range: April 30– May 28 (20 total school days)

Instructional & Re-engagement Days in Unit: 16 days

Assessments

STATE/NATIONAL ASSESSMENT(S)	DISTRICT ASSESSMENT(S)	COMMON FORMATIVE ASSESSMENTS (CFAs)	Semester Exams
N/A	N/A	*(administered within designated concept)* N/A	(4 days) Testing Window (5/22 – 5/28)

Concepts within the Unit	TEKS
Concept #1: Sampling Populations Suggested Days: 3	Important Standards M.9D use data from a sample to estimate population mean or population proportion.
Concept #2: Types of Research Suggested Days: 3	Important Standards M.9C Distinguish the purposes and differences among types of research, including surveys, experiments, and observational studies. M.10A Formulate a meaningful question, determine the data needed to answer the question, gather the appropriate data, analyze the data, and draw reasonable conclusions.

	M.10B communicate methods used, analyses conducted, and conclusions drawn for a data-analysis project through the use of one or more of the following: a written report, a visual display, an oral report, or a multi-media presentation.
Concept #3: Analyzing Statistical Studies Suggested Days: 5	**<u>Priority Standards</u>** **M.9E Analyze marketing claims based on graphs and statistics from electronic and print media and justify the validity of stated or implied conclusions**