

MATHEMATICS DEPARTMENT

ALGEBRA II (AE): COURSE #332

Contact Information

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The Department's Educational Philosophy

The study of mathematics will enhance the ability of all students to problem solve and to reason. Through a strong standardized departmental program that emphasizes problem solving, communicating, reasoning and proof, making connections, and using representations, students will develop self-confidence and a positive attitude towards mathematics.

Our curriculum matches that of the Massachusetts Mathematics Curriculum Framework, and we are philosophically aligned with the National Council of Teachers of Mathematics Standards.

Guiding Principles

- Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.
- Effective mathematics programs focus on problem solving and require teachers who have a deep knowledge of the discipline.
- Technology is an essential tool in a mathematics education, and all students should gain facility in using it where advantageous.
- All students should have a high-quality mathematics program.
- Assessment of student learning in mathematics should take many forms to inform instruction and learning.
- All students should understand the basic structure of mathematics.
- All students should recognize that the techniques of mathematics are reflections of its theory and structure.
- All students should gain facility in applying mathematical skills and concepts.
- All students should understand the role of inductive and deductive reasoning in mathematics and real life situations.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: A final grade of at least 70 in both Algebra I and Geometry

Background to the Curriculum

This course uses the Houghton Mifflin text by Dolciani et al., Algebra 2 and Trigonometry, 1992 edition. It is the third course in our accelerated/enriched (AE) program, and the majority of the students enrolled have taken Algebra I AE and Geometry AE. This specific text has been used since 1992; this course has used older editions of this same text since the late 1960s. The text is followed quite closely; however, the material on Trigonometry and Probability/Statistics is not covered. The text matches the 2000 edition of the Massachusetts State Framework recommendations for a second-year Algebra course and is philosophically aligned with the spirit of the National Council of Teachers of Mathematics curriculum standards. Teachers bring in other material where appropriate and make minor changes as to emphasis on certain topics, after consultation with the RDL.

Core Topics/Questions/Concepts/Skills

Solving equations and inequalities in one variable

Working with linear relations and functions

Solving systems of linear equations and inequalities

Simplifying polynomial and radical expressions

Analyzing and graphing quadratic relations and functions

The algebra of rational expressions and rational/fractional equations

Exponential and Logarithmic Functions

Theory of Polynomial Equations

Using sequences and series

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Solve linear equations and inequalities, including those with absolute values	Algebra II.P.8
2] Graph linear equations and inequalities	Algebra I.P.3
3] Find the equation of a line given various information	Algebra I.P.5
4] Find the equations of parallels and perpendiculars	Algebra I.P.6
5] Solve equations in 2 or 3 variables	Algebra II.P.10
6] Fit a model to data	Algebra I.D.2
7] Use appropriate technology to solve problems	Algebra II.P.8
8] Simplify monomial and polynomial expressions	Algebra I.P.7
9] Factor polynomials	Algebra II.P.8
10] Solve quadratic equations by factoring or quadratic formula	Algebra II.P.7
11] Simplify radical expressions	Algebra II.N.2
12] Simplify expressions with complex numbers	Algebra II.N.1
13] Simplify expressions with negative/fractional exponents	Algebra II.N.2
14] Graph and apply quadratic functions	Algebra I.P.11
15] Apply the distance and midpoint formulae	Geometry.G.12
16] Graph the equations of conic sections centered at origin	Precalculus.P.8
17] Solve systems of simultaneous quadratic equations	Algebra II.P.8
18] Find the composition and inverse of functions	Algebra II.P.5
19] Solve variation problems	Algebra II.P.11
20] Solve rational/fractional equations	Algebra II.P.8
21] Simplify complex algebraic rational expressions	Algebra II.P.8
22] Understand and use arithmetic sequences and series	Algebra II.P.2
23] Understand and use geometric sequences and series	Algebra II.P.2
24] Solve algebraic word problems	Algebra II.P.8
25] Draw graphs in 3-space	Geometry G.16
26] Perform operations with real numbers as exponents	Algebra II.N.2
27] Find the equations of the conic sections, given information in the geometric definitions	Precalculus.P.8
28] Explain the theory of equations – Rational Root Theorem and Fundamental Theorem of Algebra	Algebra II.P.8
29] Use Synthetic Division and Synthetic Substitution	Algebra II.P.8
30] Convert between exponential and logarithmic form	Algebra II.P.4

31] Apply the log definition and the log laws	Algebra II.P.8
32] Solve Exponential Equations	Algebra II.P.10
33] Use determinants in solving systems of equations	Algebra II.P.9
34] Study patterns that are iterative and recursive	Algebra II.P.1
35] Identify maximum and minimum values of functions	Algebra II.P.6
36] Distinguish between polynomial, rational, logarithmic, exponential functions	Algebra II.P.11

Assessment

Students are generally assessed by in-class tests and quizzes, which are administered regularly throughout a marking period. Generally, two quizzes are equivalent to a test. The students' attitude, effort, and quality of homework preparation will also impact their term grade to a small degree. Teachers informally assess students every day by asking pivotal questions, as well as questions involving mechanics or concepts, and the students' term grades may be positively affected to a small degree based on their responses.

A standardized midyear examination and final examination are administered to all students in this course in order to assess their long-term retention of the course material.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1] Graphing calculators to introduce Quadratic function graphs	
2] Graphing calculators to aid in the solution of Polynomial Equations	
3] Graphing calculators to contrast graphs with horizontal or vertical shifts	

Materials and Resources

Teachers use other texts for supplementary ideas, such as the McDougal Littell Algebra II text and the Glencoe Algebra II text. Review materials that match both of the departmental examinations are used by all teachers of the course. Some teachers may employ the software package "Algebra Plotter Plus" to have students investigate a concept at the Mac lab. Teachers may also have students investigate problems with graphing calculators.