LSU College Readiness Dual Enrollment Program for Math

 COURSE PROFILE with LMS

3-15-2017

**COURSE NAME: Algebra II**

**HIGH SCHOOL COURSE CODE: 160322**

**PRIMARY ONLINE CONTENT SOURCE: *Algebra II in MyMathLab****,* **Elayn Martin-Gay, with**

**contributions from Robert Blitzer**

**COURSE/UNIT CREDIT: 1 Carnegie Unit for full year**

**GRADE(S): 9, 10, or 11**

**PREREQUISITE(S): Successful Completion of Geometry**

**CHAPTERS**

**4 – Systems of Equations**

**6 – Exponents, Polynomials, and Polynomial Functions**

**7 – Rational Expressions**

**8 – Rational Exponents, Radicals, and Complex Numbers**

**9 – Quadratic and Higher Degree Equations and Functions**

**10 – Exponential and Logarithmic Functions**

**12 – Sequences and Series**

**14 – Trigonometric Functions and Identities**

**X – Statistics (from another book)**

| **SECTION NAMES (NUMBER OF EXERCISES) AND LEARNING OBJECTIVES**  | **LMS #** |
| --- | --- |
| **CHAPTER 4: Systems of Equations** | no data |
| **4.1 Solving Systems of Equations in Two Variables (31)**Determine whether an ordered pair is solution of a system of two linear equationsSolve a system by graphingSolve a system by substitutionSolve a system by eliminationSolve applications | A-REI.C.6 |
| **4.2 Solving Systems of Equations in Three Variables (13)**Determine whether an ordered triple is a solution of system of three linear equationsSolve a system of three linear equations in three variables | A-REI.C.6 |
| **4.3 Systems Used in Problem Solving (13)**Solve problems that can be modeled by a system of two linear equationsSolve problems with cost and revenue functionsSolve problems that can be modeled by a system of three linear equations | F-BF.A.1aA-REI.C.6  |
| **CHAPTER 6: Exponents, Polynomials, and Polynomial Functions** | No data |
| **6.6 Factoring Trinomials (31)**Factor trinomials of the form Factor trinomials of the form  by trial and check or by groupingFactor by substitution | A-SSE.A.2 |
| **6.5 and 6.7 Factoring Polynomials (40)**Factor a perfect square trinomialFactor the difference of two squaresFactor the sum or difference of two cubesFactor a GCF from a polynomialFactor polynomials by grouping | A-SSE.A.2 |
| **6.8 Solving Equations by Factoring and Problem Solving (20)**Solve polynomial equations by factoringSolve problems that can be modeled by polynomial equationsFind the *x*-intercepts of a polynomial function | A-APR.B.3A-REI.B.4b  |
| **CHAPTER 7: Rational Expressions** | No data |
| **7.1 Rational Functions and Rational Expressions (20)**Find the domains of rational expressionsSimplify rational expressions | A-APR.D.6 |
| **7.4a Dividing Polynomials (26)**Divide a polynomial by a monomialDivide by a polynomialUse synthetic division to divide a polynomial by a binomial | A-APR.D.6 |
| **7.4b Remainder Theorem (11)**Use the remainder theorem to evaluate polynomialsUse the factor theorem | A-APR.B.2A-APR.D.6 |
| **7.5 Solving Equations Containing Rational Expressions (28)**Solve equations containing rational expressions | A-REI.A.2 |
| **7.6 Rational Equations and Problem Solving (23)**Solve equations that contain radical expressionsUse the Pythagorean Theorem to model problemsSolve application problems | A-REI.A.2A-CED.A.1  |
| **CHAPTER 8: Rational Exponents, Radicals, and Complex Numbers** | No data |
| **8.1 Radicals and Radical Functions (30)**Find square rootsApproximate rootsFind cube rootsFind *n*th rootsFind the *n*th root of , where *a* is a real numberGraph square root and cube root functions | N-RN.A.1N-RN.A.2F-IF.B.2F-IF.C.7bF-BF.B.3 |
| **8.2 Rational Exponents for Radicals (44)**Understand the meaning of Understand the meaning of Understand the meaning of Use rules for exponents to simplify expressions that contain rational exponentsUse rational exponents to simplify radical expressions | N-RN.A.1N-RN.A.2 |
| **8.3 Multiply and Divide Radical Expressions (19)**Use the product rule for radicalsUse the quotient rule for radicals | N-RN.A.1 |
| **8.4 Add and Subtract Radical Expressions (34)**Add or subtract radical expressionsMultiply radical expressions | N-RN.A.2A-SSE.A.2 |
| **8.5 Rationalizing Radical Denominators and Numerators (16)**Rationalize denominatorsRationalize denominators having two terms | A-SSE.A.2 |
| **8.6 Radical Equations and Problem Solving (28)**Solve equations that contain radical expressionsUse the Pythagorean Theorem to model problemsSolve application problems | A-REI.A.2  |
| **8.7 Complex Numbers (40)**Write square roots of negative numbers in the form Add or subtract complex numbersMultiply complex numbersRaise *i* to powers | N-CN.A.1N-CN.A.2 |
| **This row intentionally left blank.** | No data |
| **CHAPTER 9: Quadratic and Higher Degree Equations and Functions** | **No data** |
| **9.1 Solving Quadratics by Completing the Square (38)**Use the square root property to solve quadratic equationsComplete and factor a perfect square trinomialSolve quadratic equations by completing the squareUse quadratic equations to solve problems | A-REI.B.4bA-CED.A.1N-CN.C.7  |
| **9.2 Solving Quadratics by Quadratic Formula (26)**Solve quadratic equations by using the quadratic formulaDetermine number and type of solutions of quadratic equations using discriminantSolve geometric problems modeled by quadratic equations | A-REI.B.4bN-CN.C.7  |
| **11.7 Solving Nonlinear Systems of Equations (12)**Solve a nonlinear system by substitutionSolve a nonlinear system by eliminationMatch systems of nonlinear equations to their graphs | A-REI.C.7 |
| **9.3 Solving Quadratic by Quadratic Methods (27)**Solve quadratic equations by squaring both sidesSolve quadratic equations by multiplying by the lowest common denominatorSolve higher degree equations in quadratic formSolve equations by converting to a quadratic with substitutionSolve various equations that are quadratic in formSolve problems that lead to quadratic equations | A-REI.B.4bN-CN.C.7 |
| **9.4 and 9.5 Zeros of Polynomial Functions (23)**Use the rational zero theorem to find possible rational zerosFind zeros of a polynomial functionSolve polynomial equationsFind polynomials with given zeros | F-IF.C.7cA-APR.B.2A-APR.B.3 |
| **9.6 Graphs of Polynomial Functions (34)**Graph even and odd power functionsDescribe the end behavior of a polynomial functionFind the *x*-intercepts of a polynomial functionFind the maximum number of real zeros, *x*-intercepts, and turning points of a polynomial equationGraph polynomial functions | A-APR.B.3F-BF.B.3F-IF.C.7c |
| This row intentionally left blank | **No data** |
| **CHAPTER 10: Exponential and Logarithmic Functions** | **No data** |
| **10.2 Inverse Functions (22)**Determine whether a function is a one-to-one functionFind the inverse of a functionUse the horizontal line test to decide whether a function is a one-to-one functionFind the equation of the inverse of a functionGraph functions and their inverses | F-BF.B.4a |
| **10.3 Exponential Functions (34)**Graph exponential functionsSolve equations of the form Solve problems modeled by exponential equations | F-IF.C.7eF-BF.B.3A-CED.A.1 F-LE.A.2 |
| **10.4 Logarithmic Functions (46)**Convert between logarithmic and exponential notationFind the value of logarithmic expressionsSolve logarithmic equations by using exponential notationSimplify using the properties of logarithmsIdentify and graph logarithmic functions | A-CED.A.1F-IF.C.7eF-BF.B.3 |
| **10.5 Properties of Logarithms (38)**Use the product property of logarithmsUse the quotient property of logarithmsUse the power property of logarithmsUse the properties of logarithms together | A-SSE.A.2 |
| **10.6 Common and Natural Logs and Change of Base (40)**Identify and approximate natural logarithmsIdentify and approximate common logarithmsEvaluate common logarithms of powers of 10Evaluate natural logarithms of powers of *e*Solve logarithmic equationsUse the change of base formulaSolve applications | A-CED.A.1  |
| **10.7 Exponential and Log Equations and Applications (34)**Solve exponential equationsSolve logarithmic equationsSolve problems that can be modeled by exponential and logarithmic equations | A-CED.A.1F-LE.A.2F-LE.A.4 F-LE.B.5 |
| **This row intentionally left blank** | **No data** |
| **CHAPTER 12: Sequences and Series** | **No data** |
| **12.2 Arithmetic and Geometric Sequences (22)**Identify arithmetic sequences and their common differences.Identify geometric sequences and their common ratios.Determine if a sequence is arithmetic or geometric.Find the *n*th term of a geometric sequence.Solve applications. | F-BF.A.2F-LE.A.2 |
| **12.3 Finite Geometric Sequences (11)**Find the sum of a geometric seriesSolve applications | A-SSE.B.4 |
| **CHAPTER 14: Trigonometric Functions and Identities** | **No data** |
| **14.1 Angles and Radian Measure (40)**Use radian measureConvert between degrees and radiansDraw angles in standard positionFind coterminal angles | F-TF.A.1F-TF.A.2 |
| **14.2 Right Triangle Trigonometry (20)**Use right triangles to evaluate trigonometric functionsFind trigonometric function values for 30°  , 45° , and 60° Recognize and use fundamental identitiesEvaluate trigonometric functions with a calculator | F-TF.C.8G-SRT.C.6 |
| **14.3 Trigonometric Functions of Any Angle (51)**Use the definitions of trigonometric functions of any angleUse the signs of the trigonometric functionsFind reference anglesUse reference angles to evaluate trigonometric functions | F-TF.A.2F-TF.C.8  |
| **14.4 Trig Functions of Real Numbers; Periodic (25)**Use a unit circle to define trigonometric functions of real numbersUse even and odd trigonometric functionsUse periodic propertiesSolve application problems | F-TF.A.2F-IF.B.4  |
| **14.5 Graphs of Sine and Cosine Functions (39)**Understand the graph of Graph variations of Understand the graph of Graph variations of Use vertical shifts of sine and cosine curvesSolve Application problems | F-TF.B.5F-IF.C.7e |
| **CHAPTER X: Statistics** |  |
| **X.1 Data Gathering (20)**Describe effects of an experimental study design on its outcomeUnderstand the process of statisticsExplain the sources of bias in samplingFind the margin of errorIdentify methods of data collectionIdentify bias or any potential problemsIdentify subject, sample and population, and type of analysis | S-IC.A.1S-IC.B.3S-IC.B.4S-IC.B.6 |
| **X.2 Standard Deviation (18)**Determine the standard deviation for a data setConvert a data item to a *z*-scoreUnderstand percentiles and quartiles | S-IC.B.4S-ID.A.2 |
| **X.3 Normal Distribution (22)**Use and interpret margins of errorFind scores at a specified standard deviation from the meanUse the 68–95–99.7 RuleSolve applied problems involving normal distributionsUnderstand percentiles and quartilesConvert a data item to a *z*-score | S-ID.A.4S-IC.B.4 |

LMS for Algebra II that are not reflected in *MyMathLab* course exercises:

| **LMS#** | **Standard Description** |
| --- | --- |
| N-Q.A.2 | Define appropriate quantities for the purpose of descriptive modeling. |
| A-SSE.B.3c | Use the properties of exponents to transform expressions for exponential functions. |
| A-APR.C.4 | Prove polynomial identities and use them to describe numerical relationships. |
| A-REI.A.1 | Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. |
| A-REI.D.11 | Explain why the *x*-coordinates of the points where the graphs of the equations  and  intersect are the solutions of the equation ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. |
| F-IF.B.6 | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |
| F-IF.C.8b | Use the properties of exponents to interpret expressions for exponential functions. |
| F-IF.C.9 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). |
| S-ID.B.6a | Fit a function to the data; use functions fitted to data to solve problems in the context of the data.  |
| S-IC.A.2 | Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. |
| S-IC.B.5 | Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. |

LSU College Readiness Program for Math

MML Algebra II Supplemental Activities

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| **Standard # and Description** | N-Q.A.2Define appropriate quantities for the purpose of descriptive modeling. |
| **Source** | Illustrative Mathematicshttps://www.illustrativemathematics.org/content-standards/tasks/1850 |

**Giving raises**

A small company wants to give raises to their 5 employees. They have $10,000 available to distribute. Imagine you are in charge of deciding how the raises should be determined.

1. What are some variables you should consider?
2. Describe mathematically different methods to distribute the raises.
3. What information do you need to compute the raises for each employee?
4. Make up the information you need to compute specific raises for 2 different methods and apply them to the situation. Compute the specific dollar amount each employee receives as a raise.
5. Choose one your methods that you think is most fair and construct an argument that supports your decision.

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| **Standard # and Description** | A-SSE.B.3cChoose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. c. Use the properties of exponents to transform expressions for exponential functions*. For example the expression* *can be rewritten as* *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* |
| **Source** | Illustrative Mathematicshttps://www.illustrativemathematics.org/content-standards/HSA/SSE/B/3/tasks/1305 |

**Forms of Exponential Expressions**

Four physicists describe the amount of radioactive substance, *Q* in grams, left after *t* years:

1. 
2. 
3. 
4. 
5. Show that the expressions describing the radioactive substance are all equivalent (using appropriate rounding).
6. What aspect of the decay substance does each of the formulas highlight?

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| **Standard # and Description** | A-APR.C.4 Use polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* *can be used to generate Pythagorean triples.* |
| **Source** | PARCC Performance Based Assessment Released Items |

**Part A**

Let *x* and *y* represent natural numbers. Prove that the following equation is true for all x and *y* values. Show your work or explain your answer.



**Part B**

Jenna claims that , , and  can be used to find the side lengths for right triangles. Explain why Jenna is correct. Also, explain what restrictions, if any, must be placed on the values of x and y when they are being used to find side lengths for triangles.

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| **Standard # and Description** | A-REI.A.1Explain each step in solving an equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

Show that *x* = 2 and *x* = -3 are solutions to the equation $x^{2}+x=6.$ Write the equation in a form that shows these are the only solutions, explaining each step in your reasoning.

Explain the steps involved in solving each of the following:











Placeholder space





















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| **Standard # and Description** | A-REI.D.11Explain why the *x*-coordinates of the points where the graphs of the equations  and  intersect are the solutions of the equation ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  and/or  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

1. Graph each function and then use the graph to approximate the solution(s) to the equation .

 and 

1. Let  and . Determine solution(s) for . Explain what the solution(s) mean in terms of the functions given.
2. Use a graphing utility to solve .

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| **Standard # and Description** | F-IF.B.6Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

1. Use the following table to find the average rate of change of *g* over the intervals and :

| ***x*** | ***g(x)*** |
| --- | --- |
| -2 | 2 |
| -1 | -1 |
| 0 | -4 |
| 2 | -10 |

1. The plug is pulled in a small hot tub. The table gives the volume of water in the tub from the moment the plug is pulled, until it is empty. What is the average rate of change between
2. 60 seconds and 100 seconds?
3. 0 seconds and 120 seconds?
4. 70 seconds and 110 seconds?

| **Time (seconds)** | **Volume (liters)** |
| --- | --- |
| 0 | 1600 |
| 10 | 1344 |
| 20 | 1111 |
| 30 | 900 |
| 40 | 711 |
| 50 | 544 |
| 60 | 400 |
| 70 | 278 |
| 80 | 178 |
| 90 | 100 |
| 100 | 44 |
| 110 | 11 |
| 120 | 0 |

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| **Standard # and Description** | F-IF.C.8bWrite a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as*  , , , and  *, and classify them as representing exponential growth or decay.* |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

1. The projected population of Delroysville is given by the function where *t* is the number of years since 2010. You have been selected by the city council to help them plan for future growth. Explain what the function  means to the city council members.
2. Suppose a single bacterium lands on one of your teeth and starts reproducing by a factor of 2 every hour. If nothing is done to stop the growth of the bacteria, write a function for the number of bacteria as a function of the number of days.
3. The expression  represents the amount of a drug in milligrams that remains in the bloodstream after *x* hours.
4. Describe how the amount of drug in milligrams changes over time.
5. What would the expression  represent?
6. What new or different information is revealed by the changed expression?

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| **Standard # and Description** | F-IF.C.9Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

If  and  is represented on the graph below.

1. What is the difference between the zero with the least value of  and the zero with the least value of ?
2. Which has the largest relative maximum value?
3. Describe the end behaviors of the graphs of each function. Why are they different?



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| **Standard # and Description** | S-ID.B.6aRepresent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context*. Emphasize exponential models.* |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

In 1985, there were 285 cell phone subscribers in the small town of Martinville. The table below shows the number of subscribers starting in 1986. Create a scatterplot and fit a function to the data. Approximately how many cell phone subscribers were in Martinville in 1994?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Years** | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 |
| **Number of Subscribers** | 498 | 872 | 1527 | 2672 | 4677 | 8186 | 14325 | 25069 | ? |

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| **Standard # and Description** | S-IC.A.2Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin will fall heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?* |
| **Source** | Illustrative Mathematicshttps://www.illustrativemathematics.org/content-standards/tasks/125 |

**Block Scheduling**

A random sample of 100 students from a specific high school resulted in 45% of them favoring a plan to implement block scheduling. Is it plausible that a majority of the students in the school actually favor the block schedule? Simulation can help answer the questions.

The accompanying plots show a simulated distribution of sample proportions for samples of size 100 from a population in which 50% of the students favor the plan, and another distribution from a population in which 60% of the students favor the plan. Each simulation contains 200 runs.

1. What do you conclude about the plausibility of a population proportion of 0.50 when the sample proportion is only 0.45?
2. What about the plausibility of 0.60 for the population proportion?





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| **Standard # and Description** | S-IC.B.5Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. |
| **Source** | Louisiana Student Standards: Companion Document for Teachers (Algebra II)https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning |

1. Sal purchased two types of plant fertilizer and conducted an experiment to see which fertilizer would be best to use in his greenhouse. He planted 20 seedlings and used Fertilizer A on ten of them and Fertilizer B on the other ten. He measured the height of each plant after two weeks. Use the data below to determine which fertilizer Sal should use.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fertlizer A** | 23.4 | 30.1 | 28.5 | 26.3 | 32.0 | 29.6 | 26.8 | 25.2 | 27.5 | 30.8 |
| **Fertlizer B** | 19.8 | 25.7 | 29.0 | 23.2 | 27.8 | 31.1 | 26.5 | 24.7 | 21.3 | 25.6 |

1. Use the data to generate simulated treatment results by randomly selecting ten plant heights from the twenty plant heights listed.
2. Calculate the average plant height for each treatment of ten plants.
3. Find the difference between consecutive pairs of treatment averages and compare. Does your simulated data provide evidence that the average plant heights using Fertlizer A and Fertilizer B is significant?
4. “Are Starbucks customers more likely to be female?” To answer the question, students decide to randomly select 30-minute increments of time throughout the week and have an observer record the gender of every tenth customer who enters the Starbucks store. At the end of the week, they had collected data on 260 customers, 154 females and 106 males. This data seems to suggest more females visited Starbucks during this time than males.

To determine if these results are statistically significant, students investigated if they could get this proportion of females just by chance if the population of customers is truly 50% females and 50% males. Students simulated samples of 260 customers that are 50-50 females to males by flipping a coin 260 times, and then recording the proportion of heads to represent the number of women in a random sample of 260 customers (e.g., 0.50 means that 130 of the 260 flips were heads). Their results are displayed in the graph below. Use the distribution to determine if the class’s data is statistically significant enough to conclude that Starbucks customers are more likely to be female.

