Algebra 2
Created 3/4/2024 Revised

Course Title *Clarification: This is the name of the course as it would appear in the program of studies.*	Algebra 2			
Author	Math Department			
Statement of Outcome *Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.*	Algebra 2 will extend students' knowledge of functions to quadratic, exponential, and logarithmic functions and introduce students to complex numbers and the fundamental theorem of Algebra.			
Unit Name & Time Frame *Clarification: What is the name of your unit? Approximately how long will it last?*	**Functions**	**Introduction to polynomials/ quadratic functions**	**Complex numbers and the fundamental theorem of algebra**	**Exponential functions(growth/decay) + Logarithms**
Topic(s) and driving question. *Clarification: This is stuff or "content" you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.*	-I can determine when a relation is a function and identify its key features -I can read, interpret, and use function notation -I can identity linear functions and model them with an equation and graph -I can graph piecewise linear functions and interpret their graphs	-I can add, subtract and multiply Polynomial expressions -I can factor an algebraic expression -I can solve a quadratic equation ***algebraically*** -I can use technology to sketch the graphs of quadratic functions	-I can divide polynomials -I can find the zeros(real and imaginary) of polynomial functions -I can solve polynomial equations algebraically -I can sketch the graphs of polynomial functions	-I can use properties of exponents to simplify expressions -I can identify exponential functions and model them with an equation and graph -I can evaluate logarithmic expressions and graph logarithmic functions -I can solve exponential and logarithmic equations
GX Focus *Clarification: This is the GX's you plan to pay particular attention to.*	Persistence	Persistence	Persistence	Persistence
GP- Content Indicators Clarification: These are the *performance indicators you will teach, assess and report on.*	A2 F1 F2	A6 A7 A8 F6 Q2	A6 Q2 F6 F7	F6 F7 A3
Summative Assessment **Clarification:** *This is a brief*	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Paper-based assessment	Paper-based assessment	Paper-based assessment	Paper-based Assessment
Link to Unit *Clarification:* *This is the link to your unit plan.*				

March 2024 Update (NOTES):

- Should Pre-Algebra be a yearlong course? Week distribution (Review is 5 weeks vs. new learning)
    - Current Pre-Algebra course focused on Volume 1 of REVEAL… Volume 2 would set students up well for Algebra 1
- Vertical move for students coming from 8th grade to Algebra 1 vs Vertical move for students coming from pre-algebra to Algebra 1
    - Compare 8th grade Math curriculum to Pre-Algebra curriculum (REVEAL vs. OPEN UP)
    - Should students from 8th grade going into algebra and students from pre-algebra going into algebra have seen the same proficiencies?
- Do students need more units in Pre-Algebra to be successful in Algebra 1 (what are the prerequisites for Algebra 1)?