



*Department of Teaching & Learning*  
*Parent/Student Course Information*

***ALGEBRA II***

***(MA 3135)***

***One credit, One year***

***Grades 10-12***

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Algebra II is designed to continue the study of topics explored in Algebra I. Topics include complex numbers; functions and graphs; systems of equations and inequalities; polynomial, logarithmic and exponential functions and equations; sequences and series. Graphing calculators are used to enhance the understanding of realistic applications through mathematical modeling and to aid in the investigation and study of functions, equations and inequalities. Students will take the Standards of Learning (SOL) test for Algebra II or a substitute test approved by the State Board of Education. Specific dates for the spring or summer SOL test will be announced by the school. **Students cannot receive credit for both Algebra II and Algebra II/Trigonometry (MA 3137).**

**PREREQUISITE**

Geometry Honors or Geometry Parts 1 and 2

**OPTIONS FOR NEXT COURSE**

Trigonometry, Probability and Statistics, Discrete Mathematics (semester classes) or Advanced Placement Statistics (one-year course)

**REQUIRED TEXTBOOK**

*Glencoe Algebra 2 (Virginia Edition)*. John A. Carter, Ph.D., Gilbert J. Cuevas, Ph.D., Roger Day, Ph.D., and Carol Malloy, Ph.D. Glencoe McGraw-Hill (2012)

**RECOMMENDED CALCULATOR**

TI-83 Plus, TI-84 Plus, TI-84 Plus C or TI-84 Plus CE

**Virginia Beach Instructional Objectives**  
**Algebra II – MA 3135**

VBO#	Objective
<b>Unit 1: Equations and Inequalities</b>	
A2.EQ.1.1	The student will solve compound inequalities, absolute value equations and absolute value inequalities in one variable, both graphically and/or by using a compound statement. The student will write solutions to inequalities in set and interval notation. <b>(SOL AII.4a)</b>
A2.EQ.1.2	The student will graph absolute value functions and linear and absolute value inequalities in two variables. <b>(SOL AII.4a)</b>
<b>Unit 2: Function Families Overview/Quadratic Functions and Equations</b>	
A2.FN.2.1	The student will be able to identify the following function families: linear, quadratic, absolute value, square root, cubic, reciprocal, exponential, logarithmic and greatest integer. Students will be able to describe parent functions symbolically and graphically and identify the domain and range of each function. <b>(SOL AII.6; AII.7a)</b>
A2.FN.2.2	The student will graph quadratic functions and be able to identify the vertex, axis (or line) of symmetry, zeros, x- and y-intercepts, domain and range and intervals over which the graph is increasing/decreasing. A transformational approach to graphing will be employed. A graphing calculator will be used as a tool to investigate the shape and behavior of quadratic functions. <b>(SOL AII.6; SOL AII.7a, b, c, d)</b>
A2.EX.2.3	The student will completely factor quadratic expressions. Students will be able to verify polynomial identities for the difference of squares and perfect square trinomials. <b>(SOL AII.1d)</b>
A2.EQ.2.4	The student will solve quadratic equations over the set of complex numbers by graphing, factoring, using the Square Root Property, completing the square and by using the quadratic formula. The student will recognize that the quadratic formula can be derived by applying the completion of squares to any quadratic equation in standard form. The value of the discriminant will be used to determine the number of real and complex solutions. <b>(SOL AII.4b)</b>
A2.EX. 2.5	The student will perform operations with complex numbers and simplify the results using patterns of powers of $i$ and identify field properties that are valid for complex numbers. <b>(SOL AII.3)</b>
A2.FN.2.6	Given the graph of a quadratic function, the student will write the equation in standard form, vertex form and intercept form. The student will recognize and manipulate equivalent forms of the equations of quadratic functions. <b>(SOL AII.6)</b>
A2.EQ.2.7	The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. Graphing calculators will be used as a tool to visualize graphs and predict the number of solutions. <b>(SOL AII.5)</b>
<b>Unit 3: Polynomials and Polynomial Functions</b>	
A2.EX.3.1	The student will divide a polynomial expression by a monomial or a binomial using long division and synthetic division.
A2.FN.3.2	The student will analyze and sketch polynomial functions, describe the end behavior, define intervals over which a function is increasing/decreasing, determine the domain and range and locate relative minimum/maximum values. <b>(SOL AII.7a-d, f)</b>
A2.EX.3.3	The student will factor higher degree polynomials completely including the sum and difference of cubes. Students will be able to verify polynomial identities for the sum and difference of cubes. <b>(SOL AII.1d)</b>
A2.EQ.3.4	The student will determine the number and type of roots for polynomial equations and solve by factoring and applying other techniques for solving quadratic equations. <b>(SOL AII.4b, AII.8)</b>

<b>VBO#</b>	<b>Objective</b>
<b>A2.FN.3.5</b>	The student will determine the number and type of roots for polynomial equations and find the zeros of a polynomial function. <b>(SOL AII.7b, AII.8)</b>
<b>A2.FN.3.6</b>	The student will examine and describe the relationships among solutions, zeros, x-intercepts of a graph and factors of a polynomial function. <b>(SOL AII.8)</b>
<b>Unit 4: Rational Functions and Relations</b>	
<b>A2.EX.4.1</b>	The student will be able to add, subtract, multiply, divide and simplify rational expressions. <b>(SOL AII.1.a)</b>
<b>A2.FN.4.2</b>	The student will be able to graph rational functions and identify the domain, range, zeros and asymptotes of rational functions. <b>(SOL AII.6; AII.7a, b, e)</b>
<b>A2.EQ.4.3</b>	The student will be able to solve equations containing rational algebraic expressions algebraically and check solutions graphically. <b>(SOL AII.4.c)</b>
<b>A2.EQ.4.4</b>	The student will be able to model and solve real world problems by using inverse variation, joint variation and a combination of direct and inverse variation. <b>(SOL AII.10)</b>
<b>Unit 5: Inverses and Radical Functions and Relations</b>	
<b>A2.FN.5.1</b>	The student will find the sum, difference, product, quotient and composition of multiple functions. <b>(SOL AII.7h)</b>
<b>A2.FN.5.2</b>	The student will find the inverse of a function or relation both algebraically and graphically and be able to determine if two functions or relations are inverses. <b>(SOL AII.7g)</b>
<b>A2.FN.5.3</b>	The student will be able to graph a square root function using a transformational approach and identify the domain and range. <b>(SOL AII.6; AII.7a, b, c)</b>
<b>A2.EX.5.4</b>	The student will be able to add, subtract, multiply, divide and simplify radical expressions containing rational numbers and variables and expressions containing rational exponents. The student will write radical expressions as expressions containing rational exponents and vice versa. <b>(SOL AII.1b,c)</b>
<b>A2.EQ.5.5</b>	The student will solve equations containing radical expressions and determine if an extraneous solution to an equation exists. <b>(SOL AII.4.d)</b>
<b>Unit 6: Exponential, Logarithmic and Special Functions</b>	
<b>A2.FN.6.1</b>	The student will be able to recognize multiple representations of exponential and logarithmic functions including: determining the domain and range, graphing using a transformational approach and a graphing calculator, naming the equation of the asymptote of the graph, describing the end behavior of the function and writing the equation given a graph or table of values. <b>(SOL AII.6; AII.7a,e,f; AII.9)</b>
<b>A2.EQ.6.2</b>	The student will convert logarithmic equations to exponential equations and vice versa. <b>(SOL AII.7.g)</b>
<b>A2.FN.6.3</b>	The student will be able to graph piecewise-defined functions and greatest integer functions. Students will write the equation of these functions, given the graph, and describe the domain and range of each function. <b>(SOL AII.6; AII.7a, b, c)</b>
<b>Unit 7: Sequences and Series</b>	
<b>A2.EX.7.1</b>	The student will define and distinguish between sequences and series, including arithmetic and geometric sequences and arithmetic and geometric series. <b>(SOL AII.2)</b>
<b>A2.EX.7.2</b>	The student will apply the properties of arithmetic or geometric sequences and series to solve real world problems, including computing the common difference or ratio, writing the first n terms and finding the nth term and evaluating summation formulas. Notations will include $\sum$ and $a_n$ . <b>(SOL AII.2)</b>
<b>A2.EX.7.3</b>	The student will, when given the formula, find the sum of a convergent infinite series. <b>(SOL AII.2)</b>
<b>A2.EX.7.4</b>	The student will generalize patterns in a sequence using explicit and recursive formulas. <b>(SOL AII.2)</b>

VBO#	Objective
<b>Unit 8: Probability and Statistics</b>	
<b>A2.ST.8.1</b>	The student will distinguish between permutations and combinations. Students will use permutations and combinations to find probabilities and use technology to solve real world problems. <b>(SOL AII.12)</b>
<b>A2.ST.8.2</b>	The student will identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve. A graphing calculator or a standard normal probability table will be used to determine probabilities or percentiles based on z-scores. <b>(SOL AII.11)</b>
<b>A2.ST.8.3</b>	The student will collect and analyze data, determine the equation of the curve of best fit, make predictions and solve real world problems, using mathematical models. Mathematical models will include polynomial, exponential and logarithmic functions. Graphing calculators will be used as a tool to model the curve of best fit. <b>(SOL AII.9)</b>
<b>Unit 9: More with Logarithms</b>	
<b>A2.EQ.9.1</b>	The student will simplify and evaluate expressions using the properties of logarithms, including common logarithms; solve logarithmic equations; and solve problems involving exponential growth and decay.

Dr. Aaron C. Spence, Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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