	Ingham Intermediate School District	Mathematics Personal Curriculum Plan Algebra II	Date:		
1.	STUDENT INFORMATION Name: DOB:	Current Grad	e:		
2.	MMC CREDIT AUDIT – (Check which credits Algebra I Geome Completed: Completed	have already been earned & enter date of completion,try	credits are required.) ditional Credit leted:		
3.	 MMC MATH CREDIT DESCRIPTION All students will complete at least math or math related credits (3.5 credits minimum) All students will complete a math or math related credit in the final year of high school 				
4.	 MMC MATH CREDIT MODIFICATION OPTION OPTION # 1: Complete .1 semester of Algebra II content (.5 credit) OPTION # 2: Complete content of Algebra II over 2 years (1 credit/year, total of 2.0 credits) OPTION # 3: Complete .5 credit of Algebra II in a formal Career and Technical Education program OPTION # 4: Complete .5 credit of Statistics or Functions and Data Analysis OPTION # 5: Modify content expectations in Algebra II-only available to students eligible for special education with an IEP OPTION # 6: Modify content expectations in Statistics or Functions and Data Analysis-only available to students eligible for special education with an IEP 				
5.	5. CREDIT MODIFICATION REQUESTED – (Check & date when modification was completed.)				
☐ Option # 1 ☐ Option # 3 ☐ Option # 2 ☐ Option # 4 Completed:		☐ Option # 5 ☐ Option # 6			
6. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations. Below are suggested essential learning targets in this content area for students. They are considered appropriate for most students. The Personal Curriculum allows for the use of these for students with an IEP.					
#	Essential Learning Targets- Algebra II				
	Solve equations and inequalities – Write, simplify, and find solutions of complex equations that represent mathematical or applied situations.				
1.	Translate between verbal and symbolic descriptions of expressions and evaluate expressions for given values of the variable; expressions can include exponents logarithms and trig functions				
2.	Associate a given equation with a function whose zeros are the solutions of the equation.				
3.	Know common formulas and apply appropriately in contextual situations.				
4.	Add, subtract, multiply, and simplify polynomials.				
5.	Solve polynomial equations and equation	s involving rational expressions and justify steps in the	ne solution.		
6.	including the inverse relationship between	i ransform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms, including the inverse relationship between exponents and logarithms,			
7.	Solve simple exponential and logarithmic	Solve simple exponential and logarithmic equations and justify steps in the solution.			
	Translate among representations of fu symbols, graphs, tables, diagrams or v	nctions – Represent, recognize and analyze the I words and translate among representations.	key features of functions in		
8.	Read, interpret, and use function notation and evaluate a function at a value in its domain.				
Instruct	ional methods and accessments abould be m	These eccential learning terring terring	acto will be concerned using		

Instructional methods and assessments should be matched to learner needs. These essential learning targets will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.



Mathematics Personal Curriculum Plan

Algebra II

Student:_____

Content Area: Algebra II (cont.)

6. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations. List or review the essential learning targets for the student in the specified content area above.				
#	Essential Learning Targets			
9.	Determine whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function, and identify its domain and range.			
10.	Identify the zeros of a function, the intervals where the values of a function are positive or negative, and describe the behavior of a function as x approaches positive or negative infinity, given the symbolic and graphical representation.			
11,	Combine functions by addition, subtraction, multiplication, and division.			
12.	Distinguish among exponential, logarithmic functions by their verbal descriptions: Recognize exponential functions as situations such as compound interest, population growth, radioactive decay, etc.; recognize logarithmic functions as representing physical situations such as sound intensity (decibel scale), Earthquake intensity (Richter scale), and the pH scale used for acid and base strength.			
13.	Interpret the symbolic forms and recognize (sketch) the graphs of exponential and logarithmic functions and simple rational functions.			
13a.	Analyze graphs of simple rational functions and understand the relationship between the zeros of the numerator and denominator, and the function's intercepts, asymptotes, and domain			
	Model real-world situations using functions – Choose the appropriate family of functions to model a real-world situation, write the symbolic form of the function, and use the specific function to draw conclusions about the situation.			
14.	Recognize exponential functions as situations such as compound interest, population growth, radioactive decay, etc.; recognize logarithmic functions such as sound intensity (decibel scale), Earthquake intensity (Richter scale), and the pH scale used for acid and base strength.			
15.	Write the symbolic forms of exponential and logarithmic functions given appropriate information.			
16.	Use the specific symbolic form of the function to find values that answer questions about the situation modeled by the function.			
	Examine statistics and determine probabilities – Collect, display, analyze, and describe data. Use statistics and probabilities to make predictions and informed decisions.			
17.	Describe data collection techniques and evaluate the appropriateness of each for a given situation, determining ways to minimize bias.			
18.	Choose and construct an appropriate plot for displaying data, including dot plots, histograms, bar graphs, and box plots, and use it to describe the data and compare data sets.			
19.	Calculate and interpret measures of center.			

Instructional methods and assessments should be matched to learner needs. These essential learning targets will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.

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Student:

Content Area: Algebra II (cont.)

Reporting	Status*	Comments		
Period				
	•			
Additional Comments:				

*Status Key: 1 – All essential learning targets are met

- 2 Making progress to meet essential learning targets by the end of semester/trimester
- 3 Needs to improve progress to meet essential learning targets by the end of semester/trimester