

Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for ALGEBRA II; 2 of 2)

Phone	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		SO-12	Algebra II		Sept 2015 – Mar 2016
Standards, Rationale, and Assessment Method					
Modeling with Functions					
<p>Rationale: Students will apply the mathematics they know to solve problems arising in everyday life, society and the workplace. They are able to identify important quantities in a practical situation and map their relationships using mathematical tools. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Students also will notice if calculations are repeated, and look both for general methods and for shortcuts. They maintain oversight of the process, while attending to the details. They continuously evaluate the reasonableness of their intermediate results. In high school PARCC assessment, at least 30% of total score points are items assessing application.</p>					
Standards:					
A-000.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.					
A-000.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.					
A-000.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.					
A-000.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.					
F-IF.1: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.					
F-IF.2: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.					
F-IF.3: 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.4: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.					
F-IF.5: Write a function that describes a relationship between two quantities.					
F-IF.6: Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.					
F-IF.7: For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.					

Sample Algebra Student Growth Objective

Carol A. Tomlinson, Marcia B. Imbeau



Sample Algebra Student Growth Objective:

Unveiling the Magic of Words: A Overview of "**Sample Algebra Student Growth Objective**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Sample Algebra Student Growth Objective**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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