

Algebra II Pacing Guide
2nd Semester

Week #	Chapter Section	Chapter Section Description	CA Content Standard	Standard Description
20	11.1	To determine whether a sequence is arithmetic, geometric or neither and to supply missing terms of a sequence	22	22 - Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.
	11.2	To find a formula for the nth term of an arithmetic sequence and to find specified terms of arithmetic sequences	22	
	11.3	To find a formula for the nth term of a geometric sequence and to find specified terms of geometric sequences.	22	
21	11.4	To identify series and to use sigma notation And Induction	21	21 - Students apply the method of mathematical induction to prove general statements about the positive integers.
	11.5	To find sums of finite arithmetic and geometric series	22, 23	23 - Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.
	11.6	To find sums of infinite geometric series having ratios with absolute value less than one.	22, 23	
	11.7	To expand powers of binomials	20	20 - Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.
22	11.8	To use the binomial theorem to find a particular term of a binomial expansion CHAPTER 11 TEST	20	

23	10.1	To extend the meaning of exponents to include rational numbers.	12	12 - Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay. No School Monday
	10.2	To extend the meaning of exponents to include irrational numbers and to define exponential functions.	10, 12	10 - Students graph quadratic functions and determine the maxima, minima
24	10.3	To find the composite of two given functions and to find the inverse of a given function.	12, 24	12 - Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
	10.4	To define logarithmic functions and to learn how they are related to exponential functions	11.1, 14	11.1 – Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. No School Monday
25	10.5	To learn and apply the basic properties of logarithms	11.2, 14, 25	11.2 – Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.
	10.6	To use common logarithms to solve equations involving powers and to evaluate logarithms with any given base. (Delete Log Table)	13, 14	13 – Students use the definition of logarithms to translate between logarithms in any base.
26	10.7	To use exponential and logarithmic functions to solve growth and decay problems.	12	Minimum Day Friday and Assembly
		BENCHMARK #3		

27	7.1	To solve quadratic equations by completing the square.	8	8 – Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system. CAHSEE on Tuesday/Wednesday
	7.2	To solve quadratic equations by using the quadratic formula.	8	
28	7.4 (Optional)	To recognize and solve equations in quadratic form.	8	Minimum Day Friday
	7.5, 9.3	To graph parabolas whose equations have the form $y - k = a(x - h)^2$ and to find the vertices and axes of symmetry. To learn the relationship between the focus, directrix, vertex, and axis of a parabola and the equation of the parabola.	9, 10, 16, 17	9 -
29	9.2	To learn the relationship between the center and radius of a circle and the equation of the circle	16, 17	
	9.4, 9.6	To learn the relationship between the center, foci, and intercepts of an ellipse and the equation of the ellipse.	16, 17	
	9.5, 9.6	To learn the relationship between the foci, intercepts, and asymptotes of a hyperbola and the equation of the hyperbola.	16, 17	
		SPRING BREAK		
30		BENCHMARK #4		
31				
32		CST TESTING		
33				

