

Algebra 2

English Language Proficiency Standards (ELPS) Overview

This document provides an overview of the ELPS coverage in the Texas Math Solution for Algebra 2.

| Module | Topic | L# | Lesson Title | Lesson Subtitle | 1.A | 1.B | 1.C | 1.D |
|--|--|----|-----------------------------------|--|-----|-----|-----|-----|
| Module 1: Exploring Patterns in Linear and Quadratic Relationships | Topic 1: Extending Linear Relationships | 1 | Gauss in Das Haus | Solving Systems of Equations | ● | ● | | |
| | | 2 | Make the Best of It | Optimization | ● | ● | | |
| | | 3 | Systems Redux | Solving Matrix Equations | ● | ● | | |
| | | 4 | Putting the V in Absolute Value | Defining Absolute Value Functions and Transformations | ● | | ● | |
| | | 5 | Play Ball! | Absolute Value Equations and Inequalities | ● | | ● | |
| | Topic 2: Exploring and Analyzing Patterns | 1 | Patterns: They're Grrrrrowing! | Observing Patterns | ● | ● | | |
| | | 2 | The Cat's Out of the Bag! | Generating Algebraic Expressions | ● | ● | | |
| | | 3 | Samesies | Comparing Multiple Representations of Functions | ● | ● | | |
| | | 4 | True to Form | Forms of Quadratic Functions | ● | ● | | |
| | | 5 | The Root of the Problem | Solving Quadratic Equations | ● | ● | | |
| | | 6 | i Want to Believe | Imaginary and Complex Numbers | ● | ● | | |
| | Topic 3: Applications of Quadratics | 1 | Ahead of the Curve | Solving Quadratic Inequalities | ● | ● | | |
| | | 2 | All Systems Go! | Systems of Quadratic Equations | ● | ● | | |
| | | 3 | The Ol' Switcharoo | Inverses of Linear and Quadratic Functions | ● | | ● | |
| | | 4 | Modeling Behavior | Using Quadratic Functions to Model Data | ● | ● | | |
| | | 5 | Going the Equidistance | Equation of a Parabola | ● | ● | | |
| Module 2: Analyzing Structure | Topic 1: Composing and Decomposing Functions | 1 | Blame It on the Rain | Modeling with Functions | ● | ● | ● | |
| | | 2 | Folds, Turns, and Zeros | Transforming Function Shapes | ● | ● | ● | |
| | | 3 | Planting the Seeds | Exploring Cubic Functions | ● | ● | ● | |
| | | 4 | The Zero's the Hero | Decomposing Cubic Functions | ● | ● | ● | |
| | Topic 2: Characteristics of Polynomial Functions | 1 | Odds and Evens | Power Functions | ● | ● | ● | |
| | | 2 | Math Class Makeover | Transformations of Polynomial Functions | ● | ● | ● | |
| | | 3 | Poly-Frog | Key Characteristics of Polynomial Functions | ● | ● | ● | |
| | | 4 | Build-a-Function | Building Cubic and Quartic Functions | ● | ● | ● | |
| | | 5 | Leveled Up | Analyzing Polynomial Functions | ● | ● | ● | |
| | | 1 | Satisfactory Factoring | Factoring Polynomials to Identify Zeros | ● | | ● | |
| Module 3: Developing Structural Similarities | Topic 1: Relating Factors and Zeros | 2 | Conquer Division | Polynomial Division | ● | | ● | |
| | | 3 | Closing Time | The Closure Property | ● | | ● | |
| | | 1 | Not a Case of Mistaken Identity | Exploring Polynomial Identities | ● | | ● | |
| | Topic 2: Polynomial Models | 2 | Elegant Simplicity | Pascal's Triangle and the Binomial Theorem | ● | | ● | |
| | | 3 | Modeling Gig | Modeling with Polynomial Functions and Data | ● | | ● | |
| | | 1 | Can't Touch This | Introduction to Rational Functions | ● | | ● | |
| Module 4: Extending Beyond Polynomials | Topic 1: Rational Functions | 2 | Sooooo...Close | Transformations of Rational Functions | ● | | ● | |
| | | 3 | Must Be a Rational Explanation | Operations with Rational Expressions | ● | | ● | |
| | | 4 | Thunder. Thun- Thun- Thunder. | Solving Problems with Rational Equations | ● | | ● | |
| | | 5 | 16 Tons and What Do You Get? | Solving Work, Mixture, Distance, and Cost Problems | ● | | ● | |
| | Topic 2: Radical Functions | 1 | Strike That, Invert It | Inverses of Power Functions | ● | | ● | |
| | | 2 | Such a Rad Lesson | Radical Functions | ● | | ● | |
| | | 3 | Making Waves | Transformations of Radical Functions | ● | ● | ● | |
| | | 4 | Keepin' It Real | Rewriting Radical Expressions | ● | ● | ● | |
| | | 5 | Into the Unknown | Solving Radical Equations | ● | | ● | |
| Module 5: Inverting Functions | Topic 1: Exponential and Logarithmic Functions | 1 | Half-Life | Comparing Linear and Exponential Functions | ● | ● | ● | |
| | | 2 | Pert and Nert | Properties of Exponential Graphs | ● | ● | ● | |
| | | 3 | Return of the Inverse | Logarithmic Functions | ● | ● | ● | |
| | | 4 | I Like to Move It | Transformations of Exponential and Logarithmic Functions | ● | | ● | |
| | | 5 | Money, Heat, and Climate Change | Modeling Using Exponential Functions | ● | | ● | |
| | | 6 | Drive Responsibly | Choosing a Function to Model BAC | ● | | ● | |
| | Topic 2: Exponential and Logarithmic Equations | 1 | All the Pieces of the Puzzle | Logarithmic Expressions | ● | | ● | |
| | | 2 | Mad Props | Properties of Logarithms | ● | | ● | |
| | | 3 | More Than One Way to Crack an Egg | Solving Exponential Equations | ● | | ● | |
| | | 4 | Logging On | Solving Logarithmic Equations | ● | | ● | |
| | | 5 | What's the Use? | Applications of Exponential and Logarithmic Equations | ● | ● | ● | |
| End of Course | Topic 3: Applications of Exponential Functions | 1 | Series Are Sums | Geometric Series | ● | | ● | |
| | | 2 | Paint By Numbers | Art and Transformations | ● | | ● | |
| | | 3 | This Is the Title of This Lesson | Fractals | ● | | ● | |
| | Formative Assessment | 1 | Keep Your Eye on the Ball | Performance Task | ● | ● | ● | |
| | | 2 | Ride Like the Wind | Performance Task | ● | ● | ● | |
| | | 3 | The Correct Dose | Performance Task | ● | ● | ● | |
| | | 4 | Bug Off! | Performance Task | ● | ● | ● | |

The image shows a grid of black dots on a white background. The grid is composed of 100 columns and 100 rows of squares. Each square contains either a black dot or is empty. The dots are arranged in a specific pattern: they form a dense band along the main diagonal from bottom-left to top-right, and there are several other smaller, more scattered clusters of dots. The columns are labeled on the left side from 1.E at the top to 5.G at the bottom. The rows are labeled on the top edge from 1.F at the left to 5.E at the right. The overall pattern is a sparse binary matrix with a dominant diagonal component.

| Algebra 2 ELPS Summary by Module and Topic | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| Module 1 ELPS Summary | | | | | | | | | |
| M1 Topic 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M1 Topic 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M1 Topic 3 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | | | | | | | |
| Module 2 ELPS Summary | | | | | | | | | |
| M2 Topic 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M2 Topic 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | | | | | | | |
| Module 3 ELPS Summary | | | | | | | | | |
| M3 Topic 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M3 Topic 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | | | | | | | |
| Module 4 ELPS Summary | | | | | | | | | |
| M4 Topic 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M4 Topic 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | | | | | | | |
| Module 5 ELPS Summary | | | | | | | | | |
| M5 Topic 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M5 Topic 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| M5 Topic 3 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | | | | | | | |
| End of Course: Formative Assessment | | | | | | | | | |

| Algebra 2 ELPS Summary by Module | | | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|---|---|---|
| Module 1 ELPS Summary | | | | | | | | | |
| Module 1 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Module 2 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Module 3 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Module 4 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Module 5 ELPS Summary | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| End of Course: Formative Assessment | ● | ● | ● | ● | ● | ● | ● | ● | ● |

| Algebra 2 ELPS Course Summary | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|---|---|---|
| Algebra 2 ELPS Course Summary | | | | | | | | | |
| 1.A | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.B | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.C | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.D | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.E | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.F | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.G | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.H | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.I | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.J | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 1.K | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.A | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.B | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.C | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.D | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.E | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.F | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.G | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.H | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.I | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.J | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.K | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.L | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.M | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.N | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.O | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.P | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.Q | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.R | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.S | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.T | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.U | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.V | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.W | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.X | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.Y | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2.Z | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 3.A | ● | ● | ● | ● | ● | ● | ● | ● | ● |

