

Algebra II Mr. Kevin Bruney

Contact Information

Please do not hesitate to contact me with any questions or concerns. I can be reached by phone or email, however, email is preferred. Because of the block scheduling I do not have a preparation period every day. I will respond to a phone or email message within 48 hours.

Ph: (480) 882-3540 ext. 1802

Email: kbruney@jocombs.k12.az.us



A Class website is available. It is located at <http://www.combscoyotes.org/teacherpages/kbruney44/index.htm>

Course Information: Algebra II is a course that meets the math credit requirements for graduation. Algebra II is the study of functions and relations with an emphasis on conceptual understanding, graphical representation, solving, modeling, and application. It also designed to prepare students for college level mathematics. The course has a level of rigor that exceeds lower level math courses. Your student may struggle so it is important that you have open communication with your student about the course. Please direct them to me if they are struggling.

Prerequisites: It is assumed students entering this course have received a passing grade for High School Algebra & Geometry. Please consider long and hard how you plan to survive this course if you have not met these prerequisites. I am will do everything in my power to help a student in need. However, I am not in the miracle business. If you are in this situation, please make the decision to work extra hard NOW!

Grading: Students will primarily be graded on their ability to perform. Students will pass this course only if they can successfully show proficiency on the required standards. It is my belief that ALL students are capable of performing to my expectations in this class. This may require a higher level of work and commitment than your student has previously demonstrated. Again, I will do everything in my power to ensure the success of your student; however, students must do the same.

The grading is weighted as follows:

Homework: 5%

Checkpoints/Quizzes: 10%

Assessments (Tests, Projects, Presentations, etc.): 80%

Responsibility: 10%

As you can see this adds up to 105%. This means that extra credit is built in to the grading scale. This is in the form of a student's responsibility grade. Students start off the semester with 100 responsibility points that they lose when they demonstrate irresponsible behaviors. These behaviors include, but are not limited to:

- Failing to turn in homework on time.
- Showing up tardy to class.
- Being unprepared for class.
- Not completing bell work.
- Becoming loud after completing bell work.
- Causing a disruption of the learning process.

A student's responsibility points reset at the start of the Spring semester in January.

Expectations:

STUDENTS are expected to:

- come prepared for class every day
- participate in class every day
- do the daily homework which is assigned
- work together cooperatively in groups as assigned
- formulate and ask questions
- have some fun
- expect some difficulty

MR. BRUNEY is expected to:

- come prepared to teach every day
- help students learn the concepts of Algebra II
- be available outside of class for questions (especially during Coyote Skills)
- give advice when asked
- give students timely feedback
- have some fun
- be stumped by a few questions

PARENTS are expected to:

- ask their student how they are performing in Algebra II
 - help their student learn the concepts of Algebra II
 - ensure that their student has opportunity to complete homework
 - hold their student responsible for their own learning
 - hold their student accountable when they make poor choices concerning their education
 - contact Mr. Bruney first if there is a problem
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Rights:

STUDENTS have the right to:

- be treated with respect by everyone in class
- work in a learning environment
- professional instruction from Mr. Bruney

MR. BRUNEY has the right to:

- be treated with respect by all his students
- teach in a learning environment
- enforce all school and classroom rules
- expect the most from his students!

Course Content

A full list of the content standards for this course are available from the district website at <http://www.jocombs.org/index.cfm?pID=688>. This is accessible by visiting the district site and selecting instructional services under the departments link.

Some highlights of areas we will be covering are:

- Solve functional systems with 3 or more variables
- Understand the properties of functions and relations
- Perform operations on functions including combination and composition
- The complex number system
- Matrices
- Logarithmic functions
- Conic sections

In addition to the standards outlined, we will also explore some of the more fascinating and practical applications of higher order algebra as time permits throughout the year.

If everyone works together, education can be enjoyable!!

Daily Routine:

1. **Class begins:** the minute you step through the door (no later than when the bell rings).
2. **Bell Work:** for everyone to work on when class begins.
3. **Solution to Bell Work:** will be discussed and counts toward responsibility grade.
4. **Daily Lesson:** investigations, discussions, and notes.
5. **Homework Assignment:** each day you will be given problems to work on.
6. **Time to work:** you will be given time to work on the homework assignment if available.

7. **Class Ends:** when Mr. Bruney dismisses the class. NOT when the bell rings and certainly not 3 minutes before the bell rings.

Note these special items:

1. **Homework will be assigned daily:** Expect homework every day. There may be RARE occasions when homework is not assigned, but they are just that, RARE.
 - o You must show your work for full credit.
 - o You must attempt every problem to receive any credit.
 - o Homework will be accepted 1 day late for half credit.

Homework assignments are listed on the website with assigned dates and due dates.

2. **Do not expect to leave class**
 - o Please come to class prepared to concentrate on geometry!
 - o Take care of "business" during passing time.
3. **The door closes when the bell rings.** No pass, you're late. **PERIOD.**
 - o I start class when the bell rings. No exceptions. Please arrive early and get working.
 - o If you happen to arrive late, you have two options:
 1. Come in and receive a tardy and loss of responsibility points.
 2. Go get a pass from whoever delayed you from making it to class on time.

To the parent/guardian:

I am truly interested in enlisting you as an educational resource for your child. Please familiarize yourself with the rules, procedures, and expectations that I have included, and encourage your student to understand their importance in creating an appropriate, healthy learning atmosphere both at home and at school.

I am committed to providing my students quality mathematics instruction and also expect that they are committed to making the most of their educational opportunities at Combs High School. Being a high school student is a full-time job which has very demanding requirements. With this in mind I offer the following:

Suggestions: How you can help in your child's education

1. **Attend class regularly:** Please try to avoid planning family trips and non-emergency appointments which conflict with school attendance.
2. **Be at school on time:** Your child should eat breakfast and start the day with a positive attitude.
3. **Complete daily assignments on time:** A classroom lesson is most effective when students work on homework problems as soon after the class as possible. Coming to class

without completing the assignment will handicap your child. Lack of skill development and insufficient practice make new lessons and assignments more difficult.

4. **Use free time wisely:** A student who has free time should put it to good advantage by reviewing schoolwork, watching thought provoking television, or by reading independently for fun.
5. **Keep an organized notebook for each class:** Organized notes lead to organized minds. Notes should include a list of the major daily objectives, definitions, main ideas and formulas presented in class.
6. **Practice good study habits at home:** Possibilities include:

Your student can:

- establish a set time to study each night
- spend time reviewing previous work before beginning a new assignment
- spend time reviewing and reflecting when working on longer assignments
- collect study materials in one place
- keep up with daily assignments

You can:

- Provide an environment free from distractions (TV, siblings, etc.)
 - monitor your child's progress and lend support (if possible) when things get tough
 - provide assistance if possible
7. **Prepare systematically for tests:** Keeping a list of the important objectives in an organized notebook is an excellent first step (see #5). Begin a review of the objectives and previous assignments a few days before the test. Focus on the objectives which seemed to cause the most difficulty.
 8. **Be psychologically ready for tests:** One of the best ways to become emotionally prepared to take a test is to be academically prepared. The majority of test anxiety is caused by inadequate study preparation.
 9. **Take advantage of special opportunities at school:** Your child should make use of the school library resources and the individual help offered by staff members especially during Coyote Skills.