

## Mr. Stephenson's 2009-2010 Classroom Management Plan

*LHS Mission: Commitment to excellence in everything we do: academics, activities, and citizenship.*

### I. Academic Areas

#### a. Course Overviews

##### 1a. Introduction to Statistics – College, 1411

This course emphasizes Descriptive Statistics and Probability. Measures of Central Tendency (Mean, Median, and Mode) are reviewed. Percentiles, Normal Distributions, Standard Deviation, and z-Scores are introduced. Various graphs and graphing techniques are discussed to make data sets visually understandable as well as persuasive or misleading.

##### 1b. Discrete Mathematics – College, 1414

This course will draw from students' knowledge in prior math classes to problem solve and analyze real-world applications of math. Students will be expected to do so in an environment that encourages the asking of questions as well as working with others in cooperative pairs or groups.

##### 2. Precalculus – Honors, 1441 & 1442

In 1441 analytic geometry is emphasized, though not covered exclusively. Analytic geometry is studied using rectangular coordinates. Special attention is given to the second-degree equations that describe the conic sections. The properties of parabolas, hyperbolas, circles and ellipses are studied in detail. Other functions are studied, especially exponential and logarithmic, and an introduction to concepts of limits and continuity of functions, which are further examined in calculus.

In 1442 trigonometry is emphasized, though not covered exclusively. The trigonometric functions are defined and discussed, trigonometric identities are studied, and a variety of standard problems involving the use of trigonometric functions are solved. A deeper understanding of angles is pursued. Analytic geometry is extended using polar coordinates.

##### 3. Fundamentals of Calculus – Honors, 1443 & 1444

Limits and topics of differential and integral calculus are covered. There is more emphasis on problem solving than on theory.

#### b. Grades

##### 1. Students' grades each quarter will be calculated using these weights and categories:

C-Discrete Math: 50% Classwork, 25% Tests, and 25% Quarterly Assessment;

Others: 5% Homework, 30% Quizzes, 40% Tests, and 25% Quarterly Assessment.

##### 2. Grades and attendance will be kept in <http://www.MyGradeBook.com>. A student's 10-digit password is their capitalized first and last initials followed by their numeric birthdate, in the format FLyyyyymmdd. Also needed are Classwords, which will be posted on Mr. Stephenson's web site, <http://sks23cu.net/MT/>. **Students and parents should add their email addresses into MyGradeBook** to receive notifications of absences, tardies, cuts, etc.

#### c. Homework

Homework is usually assigned daily, and posted on the board at the beginning of the class. Assignment lists are posted on Mr. Stephenson's web site. In class the day after homework is assigned, students are encouraged to ask questions to resolve confusions. The homework can then be revised that evening and submitted the next day. Students should not divert their attention away from classroom activities by doing homework in class. The value of homework is in helping students learn *how* to solve math problems, *not* in finding specific answers. **If students can't do similar NEW problems with the same concepts, they haven't done their homework.**

#### d. Make-up work

##### 1. Quizzes and Tests can be made up within five (5) school days of the student's return from an absence designated as non-truant (the student records database, x2, must display non-truant status for that day).

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2. Project due dates will be extended by the length of time of a student's non-truant absence.
3. Late work loses 20% each day late, so on the fifth day late it's worth 0%.

### e. Extra help

1. The Library Tutoring Program should begin soon after the start of the school year. There may also be peer tutoring from students that have taken your course before.
2. Mr. Stephenson can be available after school until 3:30 pm – just ask to set up an appointment.

## II. Expectations

1. Students are expected to respect the persons and property of others, to be courteous and civil to all, and to follow the rules of the Student Handbook. Violation of Student Handbook rules result in Administrative Action Reports.
2. Cheating, a Student Handbook Major Violation, results in Administrative Action Reports and zero grades for all involved. Students should proactively avoid cheating or any appearance thereof.
3. Students need to take notes. They should also collect and keep all other math work and class handouts in a chronological arranged three ring binder, trapper, folder, or large envelope (including all graded assessments).

**Bring the student's math notebook and collected works to any and all meetings with the teacher so that the student's level of effort and achievement can be assessed.**

## III. Attendance

Attendance will be taken five minutes after the bell that ends the previous period, and posted to x2 and MyGradeBook.com. If Mr. Stephenson is told of an attendance recording error by the next class period, he will correct it; **no correction will be made otherwise**. Check MyGradeBook every evening, or enter your email address for automatic notifications.

## IV. Miscellaneous

### a. TO THE PARENT/GUARDIAN:

Please participate in your student's math education. Encourage them to do the work assigned. Review their **math notebook and works collection** often. Ask them to explain to you the work they're doing; it will help them focus. Even if you don't understand the math or what they're saying, you do understand your student and what level of effort they are expending to learn the subject. Be a sounding board for them, and monitor their grades and attendance on MyGradeBook.com. Help them **decide** to learn math and **follow through** on that decision with the work necessary to make it happen. Be positive, supportive, and involved. Don't let your student give up. Your motivational involvement will have much more impact on their learning math than mine. Remember that in their future their successful completion of math courses often opens doors that would otherwise be closed to them. Questions?: send e-mail to [stevestephnson@lhs.lowell.k12.ma.us](mailto:stevestephnson@lhs.lowell.k12.ma.us) (preferred) or call.

### b. TO THE STUDENT:

Read, complete, sign, and date this document and ask your parent or guardian to do the same. Return it to me.  
***We have read this Classroom Management Plan and the Student Handbook in their entirety,***

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Parent or Guardian's Printed Name and Phone

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Student's Printed Name and Class Period

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Parent or Guardian's Signature under Seal and Date

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Student's Signature under Seal and Date