

# Academic Plan

## Math Analysis – STEM High School – Fall 2017

Teacher: Mr. Sturtevant      E-mail: [MSturtevant@lwsd.org](mailto:MSturtevant@lwsd.org)

### Office Hours:

Mornings: Tues - Friday ( 6:45 - 7:15 AM )

Afternoons: Every day but Wednesday ( 2:15 - 3:15 PM )

**Course Description:** As the prerequisite class to Calculus, this yearlong course reviews and provides more depth in Advanced Algebra topics and Trigonometry and introduces concepts used in Calculus.

**Our Text:** Larson, Battaglia: Precalculus with Limits

**Course Materials:** Paper (both lined and graph), Pencil, Pen, Graphing Calculator

**About Calculators:** Calculators are a very valuable tool and will be used regularly in the classroom. That said, they are no replacement for the computing capacity of our brains and you will be expected to function without them as well. A few graphing calculators will be available to students in the classroom, but not for overnight checkout. The TI-84 family of calculators are highly recommended and are most commonly used in the high school setting. The TI-89 and TI-NSpire have some nice added functionality for students planning to further their career in mathematics but is not necessary, even for Calculus. Keep in mind that any calculator with CAS functionality may not be allowed on exams at times. It is highly recommended that you have your manual with you in class if you use anything other than the TI-83 or TI-84.

**Course Outcomes:** The Standards addressed in this course come from 2 sources. First are the “College-Readiness Standards” developed by The Washington State Transition Math Project (TMP) which is a consortium of K-12 schools, community and technical colleges and baccalaureate institutions. The second source of standards are the Common Core State Standards. These standards are focused on the Algebra I, Geometry, Algebra II courses, but also call out specific “Advanced topics” which are designed to prepare students for post-secondary mathematics and science courses. You can find the Common Core State Standards for Mathematics at: <http://www.corestandards.org/Math/>

**Conduct in the Classroom:** Students will observe a reasonable code of conduct:

- Respect your rights and the rights of others to a meaningful education without interference.
- Never commit an act intended to injure another person (verbally or physically)
- Use of profanity or any other form of disrespect will not be tolerated.
- No food or drink allowed in the classroom. Water is acceptable.
- Classroom expectations remain the same even with a guest teacher.

**PowerSchool/Skyward:** A PowerSchool site will be available for this course within the first week of school. That site will house a copy of this document, daily Practice problems, as well as other resources for students. Grades will be posted via Skyward regularly and are most up-to-date on Monday mornings.

## Grading Policies

**Daily Practice:** Practice problems will be provided daily to reinforce concepts covered during class. This work will not be collected, nor will it be part of your grade for this class. It is every student's responsibility to take personal ownership of their performance in this class. It is expected that you will do as much practice as is necessary for you to master the content of this course. To that end, you must practice regularly to self-assess your level of mastery. We will review practice problems daily in class and I am happy to review individual work for students who desire that feedback. You, however, are in charge of your own schedule.

We will have short quizzes on a weekly basis to help you monitor the quality of your practice and depth of understanding of the material.

**Summative Assessments:** Unit Assessments will be given at the end of each Unit. We will also have quizzes along the way to gauge student mastery of concepts prior to the end of the Unit. Unit Assessments will be scored out of 100 points with quizzes usually between 25 and 50 points. The minimum score on any assessment is 40%.

**Calculation of Grade:** Points are cumulative throughout the semester. Quarter grades are not averaged to create a final semester grade. Grades will be calculated based on the weighted categories and grading scales below:

Category	Weight
Practice Quizzes	15 %
Summative Assessments	65 %
MidTerm/Final – Comprehensive Finals will be administered at the end of First semester and at the end of the year	20 %

Grading Scale			
A	90 – 100%	C+	77 – 79.9%
B+	87 – 89.9%	C	73 – 76.9%
B	83 – 86.9%	C-	70 – 72.9%
B-	80 – 82.9%	NC	Below 70%

- Individual opportunities for extra credit are not available. Do not ask. Any extra credit opportunities will be made available to the entire class.
- Students are encouraged to show all work on quizzes and tests. Partial credit may be rewarded at the teacher's discretion.
- Final Grades will not be rounded.

## Test Retakes

- Each quarter, students will be given the opportunity to retake one Unit Assessment from the quarter. Retake exams will never be easier than the original exam, but they aren't necessarily harder either.
- The date of quarter retakes will be scheduled after school during office hours and is **offered on that date only**. If you have a scheduling conflict that prohibits you from taking the retake on that date, it is your responsibility to meet with the instructor and make other arrangements **at least 24 hours prior to the exam**.
- The maximum score on any retake is 88%.
- You will receive the score from the retake exam, **regardless of whether the score goes up or down**.

## Dealing with Absences

**Tests and Quizzes:** If you are gone on the day of a quiz or test, you will be expected to make up that assessment on the day of your return. That will be done during class time unless you are able to arrange transportation to make up the assessment during office hours so that you do not miss any new material in class that day. If the absence was multiple days, you are expected to meet with the instructor upon your return to discuss makeup of what you missed. Exams missed due to an unexcused absence will receive a score of 40% and may not be made up.

## Communication (PowerSchool/Email/Conference)

I maintain a PowerSchool site for this course. Students and parents alike are encouraged to make visiting that website a regular part of monitoring progress in this course. Any time a student is absent from school, it is expected that they visit the site to find any work that was missed on the day in question.

Grades are maintained in the Skyward program and are maintained weekly. I encourage you to monitor grades regularly and contact me immediately with any issues or concerns regarding grades.

Students are encouraged to claim ownership of their performance in this class through diligent monitoring of grades and regular communication with the instructor regarding any concerns. Parents are also encouraged to contact me via email whenever concerns arise. I am also available to meet with students and/or parents should you desire a face-to-face conference to discuss any facet of this course or the student's performance.

The preferred method of communication with me is via email and I do my best to always respond within 24 hours. I seldom check voicemail so that is not a reliable way to make contact with me if you have concerns you wish to discuss. If you have not received a reply within 48 hours, please contact me again.

## Other Miscellany

### Worktime in the classroom:

This is a mathematics classroom and, as such, I expect all work in this classroom to be focused on the learning targets for this course. Because I am providing students a great deal of flexibility and ownership of their time outside the classroom, my expectation is that the time spent in the classroom is focused on this class and this class only. Please be respectful of our time together. Gaming, surfing, and work for other classes is not acceptable. I highly encourage you to interact with your peers daily and work together to master the content of this course. We all benefit from collaboration. In addition, it is expected that practice for this class does not interfere with the work in your other classes. You should not be working on material for this class in another classroom without the consent of the teacher of that course.

### Other Use of Technology in my classroom:

Technology such as personal laptops, tablets, cell phones, MP3 players can be valuable tools in organizing our lives and filling our entertainment needs. However, they can also be a distraction to the learning environment if used at inappropriate times. The single largest hurdle over the last few years for many students has been the lack of personal discipline and understanding appropriate times, so I will spell out my expectations very clearly:

**Cell Phones:** seldom acceptable out in the classroom unless the teacher includes their use in the lesson. Keep them silenced and put away.

**MP3 players/headphones:** acceptable during work time only after all group work and instruction is complete.

**Personal and School-issued laptops:** acceptable at all times for use in the classroom to access lesson resources and note-taking, however I will monitor use.

**Test Day policy:** No personal electronics of any sort with exception of calculators when needed for the exam. This includes during and after the exam.

I have no desire to play policeman in this class. Students are expected to make adult decisions about their own learning and take ownership of their personal success in this class. I encourage students not to let technology distract them from the focus of this class. If I find personal use of technology to be distracting to others, I will intervene.

### Office Hours

I provide a great deal of time before and after school to help struggling students. This is a difficult course and I highly encourage you to take advantage of the hours I make available to assist students both in class and outside of class time. Tutoring is expensive. Make sure that you are doing everything possible to guarantee your success. Note-taking and daily practice are essential. I'm likely to ask to see what you've done so far when you come in for help so I can quickly assess where you are and so we can optimize our time together.

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## Please sign and return this portion by Friday, September 8

I have read and discussed the grading policy and academic plan for Mr. Sturtevant's 2017-18 Math Analysis Class.

\_\_\_\_\_ Student Name (Printed)

\_\_\_\_\_ Date

\_\_\_\_\_ Student Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Parent/Guardian Signature

### Preferred Contact Information

\_\_\_\_\_ Home Phone #

\_\_\_\_\_ Work Phone #

\_\_\_\_\_ Email Address

\_\_\_\_\_ Any Additional Contact Information