

Introduction to Mr. Ronneberg's Physics Class – Davis High School

Welcome to Physics! This document is intended to give you an idea of what to expect in your physics classroom. **I will expect both student and parent/guardian to read, then sign and return the contract.**

Teaching Philosophy

If I were to try to characterize my approach to teaching in a few words, I would say that I attempt to be demanding but fair. I firmly believe that high achievement requires high expectations, but that our expectations must be tempered with compassion and understanding for our students. Students must be made to feel that it is possible for them to succeed and that their success has some relation to their future in the real world.

I expect students to seriously take responsibility for their own learning. Physics can be a difficult subject, but it is an achievable goal for any student willing to make the necessary effort. Every student is different; some will require more study time than others, but it is reasonable for every student to master the fundamentals of physics if they are willing to make the effort.

Absences, Tests, and Make-Up Work

As a general policy, I do not accept late homework unless you have a valid excused absence on the day it was due. I do accept late labs but they will be graded down SEVERELY if you do not have a valid excused absence. For each excused absence day, you have that many days to turn in late work. Check the website or call a friend for assignments if you are absent.

MAKE-UP TESTS ARE NOT GIVEN UNLESS YOU MAKE ARRANGEMENTS WITH ME AHEAD OF TIME. This policy is intended to prepare you for the real world, where you can't just show up late and say "ok I'm ready now". **YOU MUST speak with me, or email me before the test (if you are sick, an email the morning of the test with a phone number where I can reach a parent to verify your condition is OK).** At the end of each grading period I will drop the lowest test score for each student with less than 3 tardies/unexcused absences.

Behavior Expectations / What to Bring / Tardies

By the time students reach Physics they should know how to behave in a manner that promotes a positive learning environment for everyone involved and thus I only have a few rules,

1. **Respect** – Yourself, Your Classmates, Your Teacher, Your Classroom. This means in the way you talk, the way you behave, and the ways you communicate non-verbally.
2. **Come On Time** – This is part of respect... If you are not through the door when the bell rings, you are tardy. More than three tardies and/or unexcused absences and you lose the ability to drop your lowest score. If you are having legitimate issues getting here on time, talk to me about it and we may be able to work something out.
3. **Come Prepared to Learn** – You need to have these EVERY DAY:
 - a. **physics binder (3 sections minimum) with binder paper**
 - b. **a calculator, a ruler, and a pencil**
 - c. **a dry-erase pen (or many) and an old rag for an eraser**
 - d. **and a willingness to learn, collaborate, make mistakes and try new things**
4. **No Idling** – There is never "down time" in the classroom. You are in this classroom to learn physics, not socialize or just chill. Even if you finish an assignment, you cannot just sit idle. You can however: challenge yourself with a harder problem or topic, help other students, read a science-related magazine. You are never "done learning", that doesn't exist.

www.ronnebergscience.com

The course webpage is available to students and parents and contains a number of useful resources. On the website you will find the following: course documents, assignment/homework calendar, worksheets, links to online physics resources, links to online content which we use in class.

Grades will also be posted on the website and available to both students and parents (grades are password protected) **If you are Absent, CHECK THE WEBSITE for assignments!!!**

Grading

Every attempt will be made to maintain fairness in grading. Grades are based on standards for quality which I establish. I make every effort to align my grading standards with the California State Content Standards and with the expectations of the University of California. Grades are based on a combination of test and quiz scores, homework, laboratory work, and special projects.

Grade scale:

90% and above	A
80% and above	B
65% and above	C
50% and above	D

I do not round up grades, so please don't ask!

Current grades are always available on the website, so check their before asking "can you tell me what my grade is?".

Assignment Categories (with **approximate** percentage of total grade):

Exams: 40%

Exams test both conceptual knowledge and problem solving skills. This includes the Final Exam.

Labs: 15%

Labs will be either long form or short form, and include a student self-evaluation

Homework: 15%

Textbook and worksheet assignments are assigned regularly. They are sometimes collected, and frequently checked in class. Homework should be viewed as a tool to learn physics concepts and practice problem solving.

Individual project: 10%

Personal Learning Study (sem 1)

This assignment allows students to explore their personal academic goals and align their work in physics with those goals. It will involve repeated self-assessment and collection of evidence that shows students have systematically worked at personal and academic improvement

Breadth Project (sem 2)

Each student will investigate an area of personal interest that is related to physics. This could involve investigating an area of physics which has not been covered in class, a real-world application of physics, a career in which physics plays a role, etc.

Group Projects: 20%

- Students will complete a number of project-based assignments throughout the year. These projects are designed to be a means of learning and solidifying physics concepts, learning group-work and management skills, and applying one's mind creatively to solve design and engineering problems.

At progress report time each student will do a self-evaluation, which will be taken home to their parent or guardian for discussion and signing.

Classroom Video and Photos

I believe that teachers should be reflective practitioners who are continually working to improve their practice. To this end I will occasionally take video or photos in the classroom so that I can study my own teaching practice and the learning that is going on in the classroom. Students and student work will necessarily be a part of these photos and video. Photos and Video will only be viewed by myself and possibly other collaborating teachers.

If either parent or student has concerns about being in pictures or videos, please contact me and discuss your concerns with me. I will respect any wishes to remain out of the photos or videos. However, before you make this decision, please contact me and let me know your concerns.

Parents

Please cut off this top portion and keep this contact information
Feel free to contact me if you have concerns or questions.

Zach Ronneberg
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Website: www.ronnebergscience.com

Cut Here

Academic Contract for Mr. Ronneberg's Class

Complete and Return this part to Mr. Ronneberg immediately

Part I – To be completed by student

I have read Mr. Ronneberg's course introduction and I understand its contents. I agree that I am responsible for my own learning and that I will be expected to master the course material through hard work and a large time investment. I am prepared to make the necessary time commitment to meet this challenge.

I also agree to seek extra help whenever I feel I am not adequately understanding the material, or if my grade drops below a "C". I am aware of the fact that Mr. Ronneberg is available to provide extra help at lunch or after school on most days.

Name of Student: _____

Signature of Student: _____

Part II – To be completed by parent or guardian

I have read Mr. Ronneberg's course introduction and I understand its contents. I am aware of the fact that Mr. Ronneberg is available to provide extra help at lunch or after school on most days. I know that if I have any questions about the policies outlined here, or about the course I can contact Mr. Ronneberg using the contact information above.

Name of Parent(s) or Guardian(s): _____

Signature of Parent(s) or Guardian(s): _____

Home phone: _____ Work Phone: _____ Cell Phone: _____

Email: _____

The best way to contact me(us) is by: _____

Diagnostic Test Score: _____ A score of less than 18 out of 24 indicates that the student will probably need to spend extra time studying at home, and get extra help at school.