

Classroom Management Plan

Jacob Morgan 2021



Classroom Philosophy

- My classroom management philosophy is primarily a mix of love and logic and CD. This is because I believe in understanding and building relationships with my students within a solid discipline and behavioral procedures system. I see myself as a mentor of young minds but also someone who can openly discuss anything with the students. I am also a person who believes in firm discipline as well as having fun at the right times, thus I believe that a strict setting and time for fun can belong in a cohesive environment for the students. So, as a whole, I see my classroom as both disciplined as well as being able to enjoy the little things daily.
-

First 5 Days

- Day 1: Cover procedures for entering the classroom and phone policy, bathroom procedure, and homework turn-in procedure
- Day 2: Go over classroom entrance again, add socializing policy
- Day 3: Go over homework turn-in again, add safety procedures and procedure for communicating an absence
- Day 4: Go over phone policy part of entering the classroom and absence communication once more
- Day 5: Add substitute teacher procedure, extra credit procedure, and go over any issues with any other procedures from the first other 4 days

Discipline Chart

CLASS DISCIPLINE CHART



Lvl. 1 Great Behavior

Lvl. 2 Fine Behavior

Lvl. 3 Behavior needs improvement

Lvl. 4 Poor Behavior

Lvl. 5 After School reform necessary

Connecting with the Students



Junior Year World History



Name: _____

Athletics: _____

Clubs: _____

Siblings? _____

If yes, then how many? _____

Favorite subject: _____

Other Personal Facts: _____

Favorite Era in History: _____

Favorite Battle in History: _____

Favorite Leader in History: _____

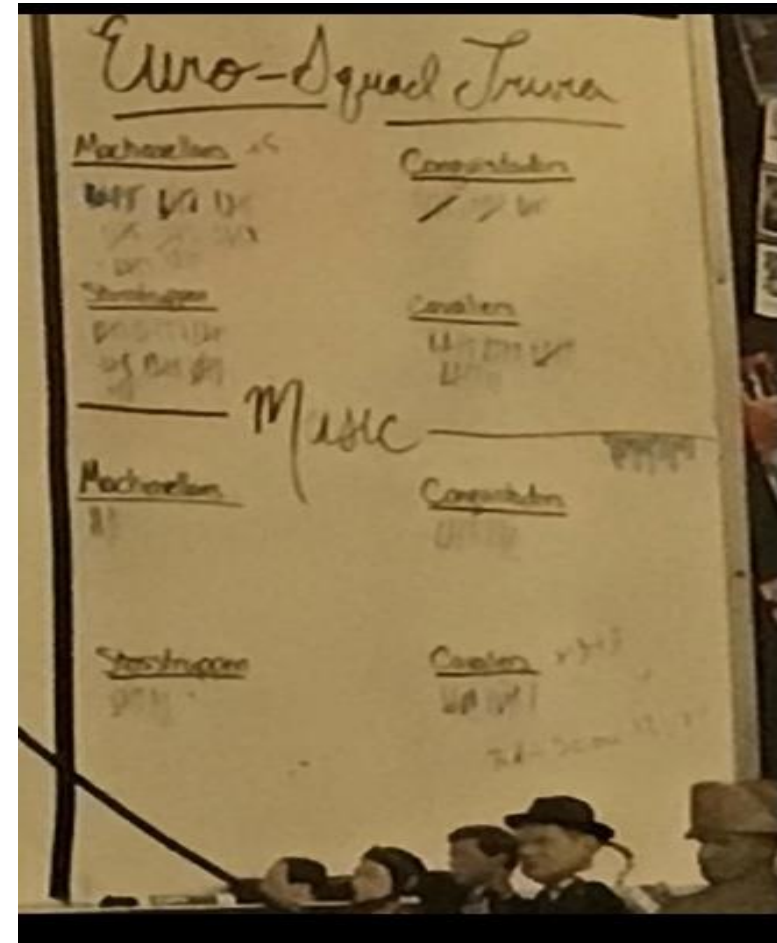
DO NOT PRAY FOR EASY LIVES.

PRAY TO BE STRONGER MEN.

-JOHN F KENNEDY



Attention Getters



- ♦ [C:\Users\jtmor\OneDrive\Documents\History\Random Historical Trivia!\[318\].pptm](C:\Users\jtmor\OneDrive\Documents\History\Random Historical Trivia![318].pptm)

Grading Format

Grading Scale

**MR. MORGAN'S HISTORY CLASS
LEARNING TARGET: I CAN IDENTIFY
CRUCIAL EVENTS AND GIVE ENOUGH
BACKGROUND TO UNDERSTAND THE
IMPORTANCE OF THE EVENT**

- 4 Students can identify and proficiently explain numerous events and their reasons for being crucial
- 3 Students can identify and explain events enough to understand why they are crucial
- 2 Students may be able to identify and explain some of the events but not all necessary
- 1 Student cannot identify events or explain their crucialness

Letter Home to Guardian(s)

BILLINGS CENTRAL CATHOLIC HIGH SCHOOL SYSTEM

Mr. Morgan | jmorgan1@bcchs.org

8/29/2025

Dear Parents:

I am very excited to get the opportunity to teach this next generation of freshman students this year. I am honored to be chosen to get their high school experience started. I hope to make this a great year.

I just wanted to open with a sincere introduction of myself. I have been involved in the Billings Central Catholic High School system. I attended this high school myself. I wrestled under Coach Barry Morgan and played football for the legendary Coach Jim Stanton. I then attended the University of Mary where I received a graduate degree in Social Studies as well as minors in History and Special Education. I applied here after college and am very grateful to get this opportunity. This U.S. History course will be a very enlightening course for these young minds.

In conclusion, I hope that I can indeed change some young lives and mold some young minds. If for any reason you do need to contact me personally about anything going on with your child pertaining to my course or even just the school, please feel free to use my school phone number 406-675-8742 during school hours or my school email jmorgan1@bcchs.org anytime.

Sincerely,

Mr. Morgan

3 AVE East, Billings, MT, 59102

Office: 406-693-6754 | bcchshistory.com

Homework Policy

HOMWORK

Policy

- 1. Assignments will be accepted a maximum of two days late**
- 2. Each late day will result in 5% off of the final grade**
- 3. May pass up 1 missing assignment per semester**
- 4. If an issue arises with any assignment just come talk to me**
- 5. I will assign no more than 5 hours of homework a week**
- 6. I will update grades bi-weekly**
- 7. I will assign homework by following the syllabus as best that I can**

Lesson Plan Example

Jacob Morgan
Date: ___10/5/2021_____

Grade: 12 th		Subject: US History	
Materials: Note taking tools, crafting supplies		Technology Needed: Computer/iPad	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other [list] 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other [list] Explain: 	
Standard(s) US.6.12.3: Explain the relationship of events focusing on the link between cause and effect.		Differentiation Below Proficiency: Students don't finish their timeline and/or do not represent events in an accurate manner on said project. Above Proficiency: Students can identify a <u>large number of</u> events from lecture and apply them to their timeline in an accurate manner as well as finish a good timeline. Approaching/Emerging Proficiency: Students struggle but accomplish the task at hand. Students misplace a few events or do not create a completely accurate timeline. Modality/Learning Preference: This lecture and project will allow students to test themselves on how much they understand in the timeline of events.	
Objective(s) Students will, by the end of the unit, be able to identify and list the reasons the U.S. <u>got into</u> the War on Terror after 9/11 by creating a visual timeline and presentation on events before, during, and after the terror attack.			
Bloom's Taxonomy Cognitive Level: Expressing, displaying, organizing			
Classroom Management: [grouping(s), movement/transitions, etc.] Upon completion of the lecture students will be granted free work time <u>to work</u> to complete their timeline of events.		Behavior Expectations: [systems, strategies, procedures specific to the lesson, <u>goals</u> and expectations, etc.] Students will need to remain quiet during lecture but can begin discussing and communicating with each other during their work period. Normal classroom behavior is expected throughout the class time.	
Minutes	Procedures		
	Set-up/Prep: Normal classroom row setup for lecture. Desks can be rearranged upon completion of lecture in transition to work time.		
	Engage: [opening activity/ anticipatory Set – access prior learning / stimulate interest (generate questions, etc.)] "Today we will discuss the entry into the War on Terror for the US and NATO. Afterwards I will introduce our project based upon what we discuss here." This will lead our class down the path I would like them to <u>go through</u> for their thought process and identification of events.		
	Explain: (concepts, procedures, vocabulary, etc.) My lecture for the class will be heavy fact based with emphasis on dates and events that occurred on each date. Students will need to identify and record each date as they see fit. <u>Students</u> to complete a timeline of events that they see as most important to the project and overall historical event at hand.		
	Explore: (independent, concrete practice/application with relevant learning task- connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will lead the lecture but pause when questions or comments arise. <u>Students</u> assist in the learning of this complicated time in history. Students will be able to discuss any issues they have with their understanding as well as confusion they have with the creation of an accurate timeline.		
	Review: [wrap up and transition to next activity]: Upon finishing the lecture, I will introduce the timeline project presentation. The students will be able to ask any questions they may have about the project and then begin once questions cease.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) At certain points being able to ask fellow students for feedback and assistance outside of myself. Also being able to verbally layout how they are going about creating their timeline presentation before completion.		Summative Assessment: (linked back to objectives, END of learning) Completion of project and overall presentation Overall ability to give a complete presentation via understanding what they are discussing during their time.	

Jacob Morgan
Date: ___10/5/2021_____

Reflection (What went well? What did the students learn? How do you know? What changes would you make?)
 Not much feedback was given regarding fixes needed. A possibility of a backup plan and a correction of terminology was all that was recommended/ received.

Exam Example

Name _____ Date _____ Class Period _____

War on Terror Exam (60 Points)

Matching Section: (10 points)

Apply your knowledge from the lecture to match the correct names (people, cities, groups) with their corresponding questions. Please write the number from the name next to their corresponding question. No crisscrossing line drawing, please.

- | | |
|---|---------------------|
| ___1. Group that orchestrated 9/11 terror attack | 1. Iraq/Afghanistan |
| ___2. Countries invaded by America and allies | 2. Saddam Hussein |
| ___3. U.S. President at beginning of U.S. involvement | 3. President Bush |
| ___4. Iraqi President during invasion of Iraq | 4. Al Qaeda |
| ___5. Leader of group who orchestrated 9/11 | 5. Osama Bin Laden |

Multiple-Choice Section: (10 points)

Please choose all answers that are correct for each question.

(Hint: some questions may have more than one correct answer)

- In what year did the 9/11 terror attack occur?
 - 2000
 - 1998
 - 2001
 - 2003
- In what year did Operation Iraqi Freedom occur?
 - 2001
 - 1990
 - 2003
 - 2005

3. Who was the militant leader killed in Operation Neptune Spear?

- Saddam Hussein
- President Bush
- Muammar al-Gaddafi
- Osama Bin Laden

4. Which President attempted to end the war in 2014?

- President Trump
- President Obama
- President Clinton
- President H.W. Bush

5. Which four nations made up the primary nations of the coalition forces?

- Russia, Iraq, Afghanistan, Syria
- USA, Mexico, Canada, Greenland
- USA, England, Australia, France
- USA, England, France, Canada

True/False Section: (20 points)

Mark whether each "fact" is true or false about the War on Terror. If false, identify the correction needed in the space between questions.

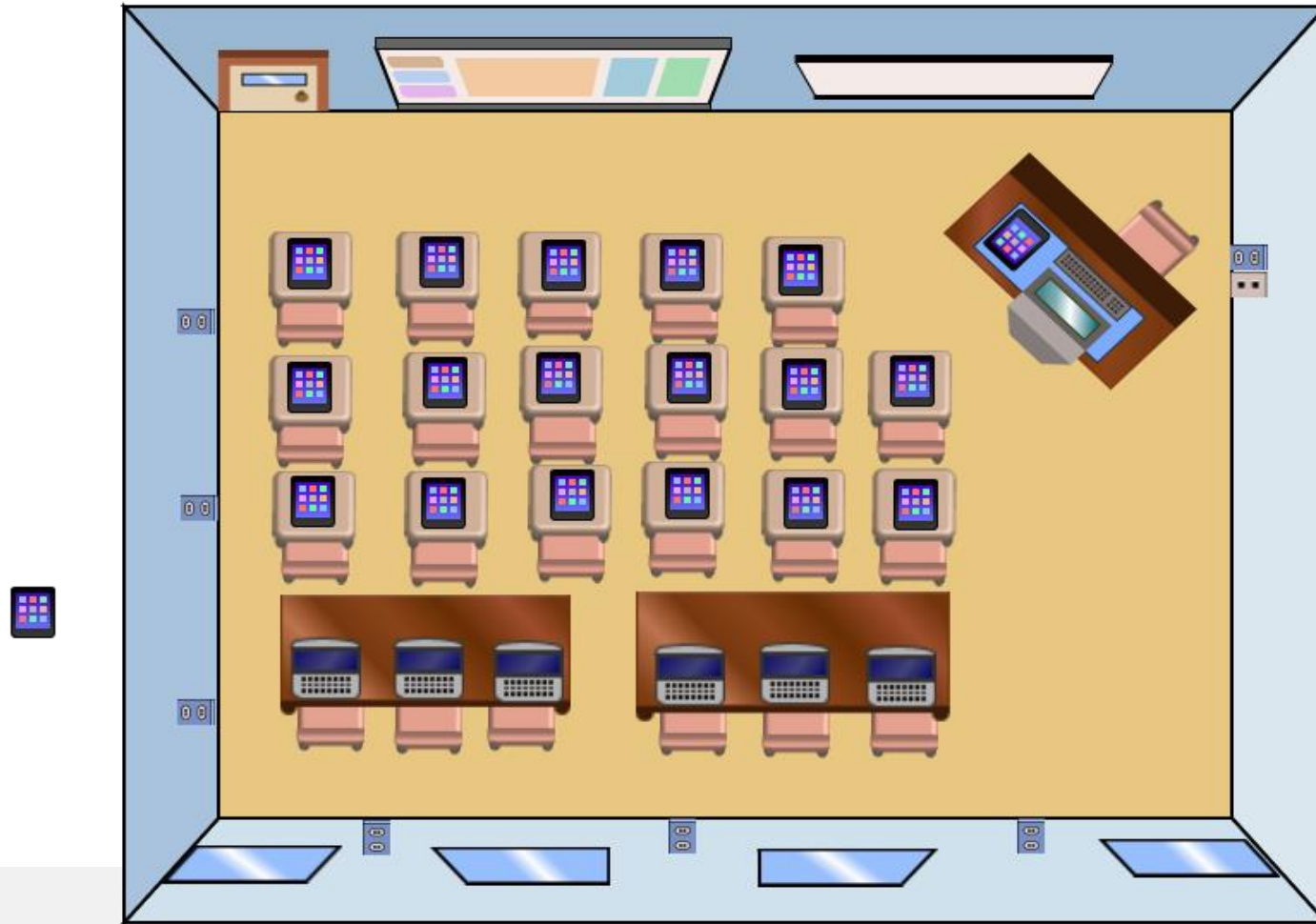
- The United Kingdom was the first country to declare war on terrorist groups. True False
- 2,977 Americans were killed in the 9/11 terror attack. True False
- Taliban and ~~Suqzot~~ were the main terror groups involved in the War on Terror. True False
- The war ended in 2008. True False
- 38 million people were displaced by the war. True False

Fill in the blank section: (10 points)

Fill in the missing word or phrase within the following facts about the War on Terror.

- _____ successfully killed Osama Bin Laden during Operation Neptune Spear in 2011. (Hint: Think military units)
- Saddam Hussein was captured on December 13, _____.
- _____, _____, and Syria were the primary countries invaded during the duration of the War on Terror.
- The planes on 9/11 were targeting the World Trade Center, Pentagon, and _____.
- Before 9/11 the worst terror attack on the United States was _____.

Class setup



What If?

- ♦ My biggest fear is dealing with a student who will simply not cooperate day in and day out
- ♦ Step 1: Identify that the student repeats his defiant actions each day
- ♦ Step 2: Discuss with the student the issues you are seeing outside of regular class time
- ♦ Step 3: Work with the student to find a solution, if not cooperative still then work with higher up faculty to find another solution for the student and his/her issues

Work Cited

- ♦ Fay, J. and Funk, D. (2010). Teaching with Love and Logic: Taking control of the classroom. Love and Logic Press: Golden, CO.
- ♦ Wong, H. and Wong, R. (2014). The Classroom Management Book. Harry Wong Publications