OMAHA NORTH HIGH MAGNET SCHOOL

Drama 1/2
Course Syllabus
2019-2020

Instructor: Mrs. Rachel Samson
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Office Phone Number: 402-557-3400 Ext. 3328880
Plan Periods: A3 and B6
Office/Classroom: Room 129
Best times to contact: Before and after school

Course Description:
Drama 1/2 (Introduction to Drama) is a survey course that introduces many elements of Drama, such as improvisation, acting, theatre history and criticism, and adaptive writing.

Nebraska State Standards: For a complete list of standards, visit https://www.nationalartsstandards.org/

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbook and Resources
- The Bedford Introduction to Drama (7th Edition)
- Canvas via Office 365 (Digital classroom)
- Additional readings/books provided in class as needed

How can I get teacher help?
- Available during Viking Time (must get pass beforehand), or by appointment before/after school
- Please be on time to appointments to retain the privilege.
- Please note: I do not check email outside of school hours (7:25 AM - 3:25 PM).
- Please ask me if there are ideas or assignments you do not understand. I am always glad to help.
Course Expectations:

**General Classroom Rules** (Also found in 1st Day of Class Powerpoint on Canvas)

**Be Responsible**
- Take care of the classroom, auditorium, and personal property
- Leave distractions outside (Lookin’ at you, phones. Lookin’ at you, social drama.)
- Attend class and participate

**Be Respectful**
- Promptly follow directions and requests
- Practice kindness to others and yourself
- Always bring your (charged) computer, writing tool, and paper to class

**Be Accountable**
- Ask for help
- Check the Absent binder and/or online in Canvas for any handouts or sheets you may have missed
- Accept consequences for your actions

**A Note on Phones**
- If emergency = Parents will call school.
- Keep it put away = Pocket, locker, etc.
- Any issues = Redirection, then phone calls home, then advanced measures.

**Discipline**

1. Verbal warning/redirection, removal if necessary
2. Conference with student and/or parents
3. Referral - Detention and/or other penalties, on your electronic school record

**Students harming themselves, others, or school/private property will be sent to the office immediately.**

**General Classroom Procedures** (Full version also found in 1st Day of Class Powerpoint on Canvas)

**Entering/Exiting Classroom and Auditorium**
- Keep your body under control
- Enter quietly & put away phones (or leave them in locker)
- Find your assigned seat and begin bellwork

**Bellwork, Attendance, and Start of Class**
- Bellwork = Creative exercises (Responding to a quotation, drawing, writing, journaling, etc.)
- Tardy = If you are not in the room by the time I take attendance during bellwork.
During Class

- Restroom or Nurse = Ask, have ID ready, sign and take clipboard by door
- Finishing early = Class work, other homework, read, etc. (I'm never going to let you just be on your phone.)

In Auditorium

- Be alert, focused on your task, and careful.
- Ask permission to touch, move, or use items in the area.

Policies and Procedures:

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students, the instructor, or interferes with the learning environment should expect consequences.

- Class Materials: The student is required to come to class with paper, a charged computer, login information, and a writing utensil.
- Attendance (absences and tardies): Omaha Public Schools are currently counting absences in minutes missed. This means that tardies and single class absences count. These minutes are added up into school days and do NOT start over at semester. Absences are accrued all school year. Furthermore, anyone entering the classroom after the bell has stopped ringing is considered tardy, and all tardies will be noted for administrators, parents, and teachers to see.
- Passes: In order to leave the classroom for any reason, students must have their valid (2019-2020) school ID with them, or they will be unable to leave the room. In addition, a student must have a written pass and the clipboard from the teacher before leaving. Note: I have not set a limit or a number of passes for each student. I do, however, reserve the right to restrict pass use for students who abuse the privilege (I will discuss restrictions with parents/guardians if such a case arises).
- Electronic Devices: No electronic devices (cell phones, mp3 players, game players, etc.) are permitted to be seen, heard, or used in the classroom without permission.
- Academic integrity: is a reflection of the character of an individual. If a student shows he or she is dishonest, his or her parents will immediately be called and the students will not get credit for the assignment. There are no exceptions to this rule, so do your own work. Plagiarism will result in an automatic zero.
- Activity Absence: If a student is going to be absent for a school-approved activity, it is their responsibility to obtain class work and homework PRIOR to the date of the absence. All work is due upon their return to class.
- Missing Coursework: Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M (missing) which calculates to a score of zero.
- Late Coursework: Students are expected to complete coursework on time. Students are also expected to complete missing work, and late work will be accepted as long as there is still opportunity to learn from it. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. Missing assignments will not be accepted after the final summative assessment for the unit of instruction. A zero or M will remain for the missing work. The teacher or school, however, may make exceptions depending upon student circumstances (such as prolonged absences due to illness).
OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

- A = 3.26 – 4.00
- B = 2.51 – 3.25
- C = 1.76 – 2.50
- D = 1.01 – 1.75
- F = 0.00 – 1.00
Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score. *Indicates standardized language
By signing, all parties acknowledge that they have read and understood the academic and behavioral expectations listed within the Drama 1/2 syllabus in its entirety.

Student Signature________________________

Parent/Guardian(s) Signature_________________

“About Me”

Please list any information you feel is important for me to know about you in this class, or that would be helpful for me to know as I work with you.

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