



# Faiss Middle School Virtual Course Expectations

Dream... Believe... Soar to Achieve!

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Exploring Theatre and Speech/2020-2021

**I. COURSE DESCRIPTION:** In the first session this two part course we will explore Who's Who in the Theatre World, Improvisation & Listening and Reacting, Pantomime & Movement and Space, Voice, Focus & Concentration, and Playwrighting & Character Development. As we move into our second session, we will focus on Visual Aide Speeches, Methods of Delivery, Storytelling, and Impromptu Speeches.

**II. HOURS OF AVAILABILITY** – I am available daily from 8:20 a.m. to 8:55 a.m. for student assistance and parent contact. Students may schedule an appointment for special assistance via email or chat. Students will be notified via Canvas announcement when parent conferences, club activities, etc. may alter my schedule and availability.

### III. GRADING POLICY

**A. DESCRIPTION OF GRADING PROCEDURES** – Students' grades will be calculated based on the following categories and percentages:

- 80% Mastery [assessments]
- 20% In Progress [classwork/practice]

**B. BASIS FOR QUARTER AND SEMESTER GRADES** – The following will be utilized when assigning final grades for the quarter and the semester:

- 45 % Quarter Grade A
- 45 % Quarter Grade B
- 10 % Semester Exam

#### GRADE SCALE

ACADEMICS:	CITIZENSHIP:
100% - 90% = A	100 - 90 = Outstanding
89%- 80% = B	89 - 70 = Satisfactory
79%- 70% = C	69 – 50 = Needs Improvement
69%- 60% = D	49 or less = Unsatisfactory
59% or less= F	<b>** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.</b>

**Please be aware that attendance, participation, and grades are all separate things! Students may attend our live meeting but not participate or complete any work and still be counted present. Please be sure to keep up with your student and their grades in Infinite Campus as well as monitoring their attendance.**

**Reports of students' progress will be delivered to the parents and guardians via the email listed in Infinite Campus. Parents or guardians may request an additional report of progress at anytime via email or phone.**

### **C. ATTENDANCE/FAILING GRADES/RETENTION ENFORCEMENT:**

Attending school on a regular basis is vital to academic success. Students who miss more than 10 unapproved absences in any course during a semester (18 weeks) may receive a failing semester grade for that course. An approved absence, as defined, is an unavoidable absence caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or the student's family, and/or a prearranged absence (not exceeding 10 in a school year).

A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to the seventh grade. A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to the eighth grade. A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school (CCSD regulation 5123).

### **D. MAKE-UP PROCEDURES:**

Teachers shall provide an opportunity for a student to make up missed work due to any absence. When a student is absent, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through make-up work. Makeup lessons are all available in our daily Canvas module stream. If one on one assistance is needed navigating our Canvas modules students or parents may contact me via email or phone to schedule a video conference.

After any absence, a secondary student is required to initiate contact with his teacher(s) to obtain appropriate make-up work within three (3) school days immediately following the absence. Once contact has been made with the teacher(s), specific make-up work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The make-up work must be returned to the teacher(s) by the specified due date. Students shall be allowed a minimum of (3) three days to complete make-up work.

**IV. STUDENT PLANNERS/NOTEBOOKS** – Students will be encouraged to utilize the Calendar features available in Canvas in order to stay organized and aware of due dates for assignments and assessments within each of their courses.

#### **List of School Supplies:**

- ✓ **A composition notebook, spiral notebook, or binder to use as a Journal**

### **V. CLASSROOM RULES**

## **Digital Learning Expectations**

- ❖ Be a few minutes early to class and ensure you have your Theatre/Speech Journal and something to write with
- ❖ Enter the Meet with your camera ON, and your mic OFF (muted)
- ❖ Immediately begin your Bell work while we wait for everyone to arrive and get started

- ❖ Ensure a quiet space for learning (no loud music, TV or other distractions).
- ❖ Refrain from eating or chewing gum (on camera) during class
- ❖ Keep your mute button on until you are directed to unmute
- ❖ Adhere to school and district dress code requirements.
- ❖ Follow the Flyer 15 at all times!
- ❖ Please refer to 2020-2021 Faiss MS Student Handbook for all behavior expectations. Google Meet classroom behavior expectations are the same as in class expectations.
- ❖ Always use school appropriate language both verbally and in the chat. Keep the chat on topic.
- ❖ Be aware that our sessions as well as our chats are recorded.

### A. FAISS FLYER 15

All students will be expected to model the Faiss Flyer 15 at all times and be awarded points for their house for doing so.

1. When responding to any adult, you must answer by using their name and/or saying “Yes Ma’am/Sir” or “No Ma’am/Sir.
2. Always say thank you when given something.
3. Surprise others by performing random acts of kindness.
4. Regardless of where you are on campus, keep it clean.
5. If someone drops something, offer to pick it up.
6. Be considerate of others and hold the door.
7. You are expected to learn and follow your teacher’s classroom rules.
8. Make eye contact and track the speaker.
9. During discussions, respect other students’ comments, opinions, and ideas.
10. Make every effort to be organized.
11. Always encourage your classmates to be successful.
12. When a guest teacher is present, greet them, make them feel welcome, and follow all classroom rules.
13. Be positive and enjoy life. A smile goes a long way.
14. Learn from your mistakes and move on.
15. No matter what the circumstance, always be honest.

### B. PROGRESSIVE DISCIPLINE PLAN

All teachers at Faiss Middle School will use the following progressive discipline plan (dependent upon similar infraction):

1. Teacher intervention
2. Teacher intervention with parent contact
3. Teacher intervention with parent contact
4. Referral to Office of Student Success

**VI. CITIZENSHIP** – Students will earn a citizenship grade for each quarter based on their behavior. Grades will be tracked each quarter in students’ gradebooks on Infinite Campus. The following citizenship categories apply:

<i>Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, adherence to the Faiss Flyer 15 principles, and overall attitude. This rubric outlines the behavior and performance criteria for earning citizenship grades.</i>				
Expectations	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
	Treats teachers in a respectful manner. Stands to participate without reminders. Says “yes/no”	Usually treats teachers in a respectful manner. May need to be reminded to stand. Attempts to address with respect	Sometimes treats teacher disrespectfully. May need a reminder to be respectful and caring. Does not say “yes/no” “Ma’am/Sir” and	Consistently treats teachers disrespectfully; moderate to severe

<b>Be respectful to teacher.</b>	and “Ma’am/Sir” consistently. Consistently tracks the speaker. Follows directions. Asks questions appropriately.	(“Ma’am/Sir”), but not 100%. Mostly tracks the speaker. Uses appropriate language with adults. May need reminders to follow directives.	is often not tracking the speaker. May occasionally use a rude tone or sarcasm with staff or exhibit mild insubordination.	chronic misbehavior in class; rude tone; insubordination and/or belligerence.
<b>Be respectful to classmates and guests.</b>	Encourages and helps others; cleans up after self and others; says please, thank you, may I; praises and encourages others; works well independently and cooperatively; does not tolerate bullying; brings supplies daily; shows good sportsmanship; opens doors for others; does not cut in line.	Usually treats classmates respectfully. Cleans up only after self, but not others. Does not consistently use please, thank you, may I; mostly works well collaboratively; may occasionally borrow supplies, but usually has them; opens doors for others; does not cut in line.	Some misbehavior during class; sometimes treats classmates disrespectfully or exhibits inappropriate horseplay during class. Seat may be moved for misbehavior or peer conflict. Does not say please, thank you, may I; may let down the collaborative team; comes to class unprepared; may be bossy towards others.	Often treats class members in a negative way with put-downs, tone of voice, refusals or bullying; entices others to misbehave. Whines or complains about work aloud or otherwise lowers class morale. Poor group participation seat may be moved for misbehavior or peer conflict.
<b>Be the best you can be!</b>	Is on time, honest and positive, self-reflective upon their work, and submits the best work at all times. Does not leave class until dismissed.	Usually on time (1-2 tardies; does not submit 100% effort; may have no-name papers occasionally; occasionally may try to stand to leave class before dismissed.	Sometimes late (3-4 tardies; turns in work that is incomplete rather than requesting an extension; uses late passes often or may have missing/incomplete assignments; may try to stand to leave class before dismissal.	Often late (5 or more tardies), frequently turns in work that is incomplete or uses all late passes for the quarter; has missing/incomplete assignments; may try to stand to leave before class dismissal
<b>Apply metacognitive strategies.</b>	Uses 100% of class time to work. Completes classwork regularly. Sets goals and timelines for finishing work on time; monitors own self; self-redirects; advocates for self as needed; positively participates in class frequently; assess own work and others’ honestly.	Completes most classwork; sets goals and timelines for finishing most work on time; monitors own work; may advocate for self; may occasionally participate in class; assess own work and work of others honestly.	Usually does not complete classwork. Sometimes listens and follows directions. Needs frequent reminders to remain on task. Does not participate appropriately (blurting out or creates off-task distractions); may not assess work honestly.	Academic apathy. Rarely does classwork. Disturbs and distracts others. May be sent to time-out location or office. Does not participate appropriately (blurting out or creating off-task distractions). May not assess work honestly.

**Faiss Middle School**  
**Course Expectations Parent Signature Sheet**  
**2020-2021**

Dear Parent/Guardian,

Hello, my name is Robin McGee and I will be your child's Exploring Theatre and Speech teacher this year. **Please take a moment to read the attached course expectations and sign and complete this information sheet.** At some time during the year, I may find it necessary to contact you concerning your child's academic progress and/or behavior in the classroom. At Faiss MS, we look forward to communicating with families on a regular basis. The strongest ally I have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

I look forward to having a successful year with all my students. If you have any questions or concerns, please feel free to contact me either by phone or email.

Thank you in advance for your support.

Sincerely,

*Robin McGee*

Student Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understand the course expectations for my class.

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

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

PLEASE PRINT

Parent/Guardian's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

When is the best time to contact you at home? \_\_\_\_\_

May I contact you at work? If so, please complete below:

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_