



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

Course Title	Stagecraft		
Instructor Info	Name: Joshua Forsythe		Contact Info: jforsyth@pps.net
Grade Level(s)	9-12		
Room # for class	Room: S103		
Credit	Type of credit:	Elective / Arts	# of credits per semester: 1/2
Prerequisites (if applicable)	None		
General Course Description	Introduces students to a practical approach to technical theater. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, and implement a sound system. This course will also provide the students with a background in the tools, materials, techniques, and processes used in the execution of theatrical designs. Students will work every day maintaining the operation of Franklin High School's auditorium. Major areas of study: History and Art: Of Technical Theater, Basic Theatre Safety, Scenic Design and Set Construction, Theatrical Rigging and Lighting Sound Design, Costume and Make-up Design, Sound Design and Special Effects Design.		

#### Section 2: Welcome Statement & Course Connections



<i>Personal Welcome</i>	<b>Thank you for taking a theater class! I am excited to be working, making and creating with you this school year. This is my 11th year teaching at Franklin and I love it.</b>
<i>Course Highlights (topics, themes, areas of study)</i>	In this course students will study the four main elements of Stagecraft: Set Design, Costume Design, Sound Design, and Lighting Design.
<i>Course Connections to <a href="#">PPS Relimagined Vision</a></i>	
<b>Section 3: Student Learning</b>	
<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>National Core Arts Standards:</p> <p>Create A.2 - Organize and Develop artistic ideas and work</p> <p>Present A.5 - Develop and Refine artistic techniques and work for a presentation</p> <p>Respond A.9 - Apply Criteria to evaluate artistic work</p> <p>Connect A.10 - Synthesize and Relate knowledge and personal experiences to make art.</p>
<i><a href="#">PPS Graduate Portrait Connections</a></i>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive and Collaborative Problem Solvers</li> <li><input type="checkbox"/> Powerful and Effective Communicators</li> <li><input type="checkbox"/> Positive, Confident, and Connected Sense of Self</li> <li><input type="checkbox"/> Reflective, Empathetic, and Empowering Graduates</li> </ul>
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> I will be working directly with each student and their special education teacher to adjust lessons and assignments as needed. Each student's plan will be unique to their individual needs and IEP.</p> <p><i>504 Plans:</i> I will be working directly with each student and their counselor to adjust lessons and assignments as needed. Each student's adjustment will be unique to their individual needs and 504 plan.</p>



	<p><i>English Language Learners:</i> I will be working directly with each student and their ELL teacher to adjust lessons and assignments as needed. Each student's adjustment will be unique to their individual needs as an ELL student.</p> <p><i>Talented &amp; Gifted:</i> I will adjust the work for each TAG student on an individual basis. My main goal is to establish a dialogue with each TAG student around their learning goals. Lessons can be scaled up for more advanced learning as needed.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p><input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #1</p> <p><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</p> <p>-The experience(s) will be:</p> <p><input type="checkbox"/> Complete a resume</p> <p><input type="checkbox"/> Complete the My Plan Essay</p>
<h2>Section 4: Cultivating Culturally Sustaining Communities</h2>	
<p><b>Tier 1 SEL Strategies</b></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s): Introducing the following agreements with the class.</p> <p><b>Theater Class Agreements</b></p> <ol style="list-style-type: none"> <li>1. Conduct yourself in a safe manner</li> <li>2. Do not seriously disturb the class</li> <li>3. Actively show respect for other people and their property</li> <li>4. Be in class to actively listen and learn</li> <li>5. Use electronics as a tool for learning</li> <li>6. Clean up messes you had a hand in making. Physically and Socially.</li> <li>7. Tell the truth in a respectful way</li> </ol> <p>I will facilitate small discussion groups to explore each of these 7 Theater Class Agreements.</p>
<p><i>Shared Agreements</i></p>	



	I will display our Agreements in the following locations: The Theater Class Agreements will be displayed on The wall above the office window in the Black Box Theater. My main goal is to provide different ways for students to access the agreements.
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>I will hold weekly class check-ins with the students and will encourage them to express how we are doing as a class as a whole, and how they are doing in class as an individual. I will also provide them ways to communicate with me via email and through Canvas . My main goal is to provide different ways for students to access the agreements. One is for sharing publicly and one is for communicating privately.</p>



<i>Student's Perspective &amp; Needs</i>	<p>I will cultivate culturally sustaining relationships with students by: Greeting each student as they enter the class. I will work to learn their name, as they like to be called as quickly as possible. I will actively ask them questions about their interests regarding stories, movies, Television shows, books, video games, podcasts.</p>
	<p>Families can communicate what they know of their student's needs with me in the following ways: The best way to communicate with me is via email.</p>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <p>We will frequently clap for each other as a way to celebrate at the end of a performance or a major project</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by: Once every quarter I will give students a Teacher Evaluation form through Google. It will give students a way to give me feedback on what is working for them and what things might need to be adjusted.</p>



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: I will start with a short private conversation with the student about what I am observing. I will then encourage a way for them to make an adjustment. If they continue to break the agreement I will have another conversation with them and this time let them know that I will be calling their parents to bring them into the conversation regarding their child's behavior. If the agreement continues to be broken, the next step is to bring the administration into the conversation. Each time I will provide a way for the student to re engage with the class and the lessons I am teaching.</p>
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Every Friday students will be given the opportunity to share art they have created in class. This will be on a voluntary basis.</p>
<p><b>Section 5: Classroom Specific Procedures</b></p>	



<i>Safety issues and requirements (if applicable):</i>	
<i>Coming &amp; Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Please ask for permission before going to the bathroom. They are located near the theaters so no hall pass is needed. After returning students will let the teacher know they are back in class. Going anywhere else during class requires a gold paper hall pass to be filled by the teacher. Each request will be determined based on what is happening in class at the moment.
<i>Submitting Work</i>	I will collect work from students in the following way: Students will turn in work by placing papers in the clear plastic bin located on the table near the TV in the Black Box theater. Students will also be turning in assignments electronically via the Canvas program and through Gmail.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline:</i> <i>What to look for on your returned work:</i> <i>Revision Opportunities:</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: There are three main ways to help students get caught up on missing work. 1. Come in to Tutorial on B days. 2. Come in before school starts, I usually arrive at the school around 7:30am, which gives them an hour before classes start. ***Note I am rarely available after school because of rehearsals that will start at 3:45** 3. Email me through Gmail or through Canvas.

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students:
<i>Materials Needed</i>	Please have the following materials for this course:  <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course:



<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course:
<b>Section 7: Assessment of Progress and Achievement</b>	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Students will be encouraged to check their grades in both Canvas and Synergy. Point values are given to each assignment and students can check to see the amount of points they earned. Students will be given an opportunity to redo an assignment for a higher grade. Students will receive verbal feedback most days in class and through Canvas.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Students will provide evidence of their learned ability through theater art projects, daily exercises and work on production shappingen at Franklin.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: They can have a conversation with me about various projects before school or during tutorials. Students are welcome to make proposals for theatrical art projects that can supplement or replace assignments I have given.
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Students and parents are encouraged to look at Student vue and or parent vue to see the current grade in this class. As stated again below the gradebook will be updated every two weeks.
	I will update student grades at the following frequency: I will be updating the gradebook in synergy on a biweekly basis.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: 100% to 90% - A





	<p>89% to 80% - B  79% to 70% - C  69 to 60% - D  59% to 0% - F</p>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:  Grading Policy  Grades are determined from four areas:</p> <ol style="list-style-type: none"> <li>1. Class Activities / Theater Practice - about 400 pts per quarter - 40%</li> <li>2. Tests and Quizzes - 100 points - 10%</li> <li>3. Performances / Major Projects - 300 points - 30%</li> <li>4. Journals and Written assignments - 200 - 20%</li> </ol> <p>All assignments, assessments and activities are given a point value.  Small assignments are usually 10 points  Medium level assignments are 25 to 50 points  Larger assignments are 100 points</p> <p>The point value is based on the amount of time it will take to complete the assignment.</p> <p>The letter grade is based on the point total at the end of each grading period.</p> <p>100% to 90% - A  89% to 80% - B  79% to 70% - C  69 to 60% - D  59% to 0% - F</p> <p>Late Work - Late work is accepted without penalty. The last day that late work will be accepted is the last day of every grading period.</p> <p>Performances and tests may be redone for a higher grade.</p>



	I use this system for the following reasons/each of these grade marks mean the following:
<b>Other Needed info (if applicable)</b>	

