



SPEECH AND DRAMA Grade 6 COURSE SYLLABUS 2022- SPRING SEMESTER

MRS. RAO'S GRADES ARE ALWAYS ACCESSIBLE ON PARENT PORTAL/SIS!

Teacher: Mrs. Kelli Rao
 Phone: 314-399-8466 (cell); 314-773-0027 (school)
 Email: kelli.rao@slps.org

Office Hours @McKinley: Classroom 147
 4th period- 8th grade team meetings and planning
 5th period- planning

Course Description: Speech and Drama is designed to provide students at McKinley with opportunities to speak and perform. A successful student in this course will have developed into a more confident speaker and an improved presenter. For content to be meaningful, it must be taught in the context of the students' experiences. The fundamentals of speech will be taught as tools to communicate the students' individual voices and messages. The assessments in this class will be characterized by purpose. Students will learn through classroom structure, engaging activities, workshop methods and performance tasks. In order to be successful, the student must be **present and active in class** to develop the necessary sending and receiving skills required to master the objectives for this course. A student is not able to demonstrate development without being present and actively engaging with the learning.

Materials: At least one writing utensil- Pencil or Pen (black or blue ink), Folder for class work, loose leaf or spiral bound paper, Planner

Means of Evaluation: I will give grading rubrics to students for every performance task assigned.

I will be happy to accept performance tasks through email and phone, on or before the due date.

Formative assessments (First time I graded your work with that concept) = 60%
 Summative Assessments (Second time Tests, Presentations, Final copy) = 35%
 Homework (Participation, student decisions on assignments, practice) = 5%
 Marking Period =100%

Grading Scale:

90-100% = 4.0 GPA points= A	ALL MAKEUP WORK MUST BE TURNED IN BY 2:30 pm on THE GRADE CUT OFF DATE!
80-89% = 3.0 GPA points= B	3rd term grade cut off date: 2.4.22- progress report , 3.4.22- report card
70-79% = 2.0 GPA points= C	4th term grade cut off date: 4.8.22- progress report , 5.20.22 - report card
59-68% = 1.0 GPA points= D	
0-58% = 0.0 GPA points= F	

Late work will only be accepted with a parent signature and explanation of need. Without it, work will be stored with no grade.

ANY ASSIGNMENT EARNING A 75% OR LESS CAN BE CORRECTED FOR A HIGHER GRADE.

Note: All student athletes must maintain a 2.5 (70%) average to play in their respective sport(s).

Class Procedures: It is the responsibility of the student to:

- 1) Bring all materials to class that are needed for learning.
- 2) Read the "Do now" and begin work upon entering the class.
- 3) Students honor the class social contract, rules and consequences upon entering the room.
- 4) Request and wait for a hall pass from your teacher. Hall passes will not be given for the first and last ten minutes of class.
- 5) Read the "Exit slip" and complete all questions before the end of class bell.

***I dismiss you, not the bell. I believe in bell-to-bell instruction. Please do not pack up belongings or line up at the door unless otherwise instructed.

Learning Objectives: By the end of the course, students will be able to demonstrate:

Speech development:

1. Demonstrate understanding and control over communication apprehension.
2. Demonstrate understanding and mastery over the parts of the communication process
3. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.
4. Write persuasive texts to demonstrate an opinion and to gain agreement from audience members.
5. Present information, findings, and supporting evidence.
6. Initiate and participate effectively in a range of collaborative discussions.
7. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.



<p>Classroom Expectations:</p> <ol style="list-style-type: none"> 1. Listen to understand. 2. Speak to heal, never to hurt. 3. Make consistent effort to improve. <p>Policies:</p> <ol style="list-style-type: none"> 1. Keep food, drinks (other than water), and cellular devices stored away. 2. Walk with care for others' safety. 3. Pass items to others and walk to the trash can; we do not throw/toss in class. 	<p>Consequences:</p> <p>1st time: Verbal Warning 2nd time: Concern conversation with student 3rd time: Sojourn sheet/ Move to safe seat in class 4th time: Concern conversation with parent and referral to the administration</p>
--	--

Academic Integrity: Plagiarism, Collusion, Self-plagiarism and Contract Cheating from Curtin University
<http://academicintegrity.curtin.edu.au/local/docs/StudentPlagiarismGuide.pdf>
 All of the following are considered types of academic dishonesty in **SPEECH AND DRAMA Grade 6 :**

<p>Too closely paraphrasing sentences, paragraphs or ideas, e.g. copying sentences and substituting words with similar meaning.</p>	<p>Allowing or contracting another person to edit and substantially change your work.</p>
<p>Submitting written or creative work which has been produced by someone else and claiming authorship for it, including:</p> <ul style="list-style-type: none"> • reproducing all or parts of another student's work (including students who have previously completed the same unit) • allowing another person to do the work for you • contracting another person to do the work for you • purchasing work from another source. 	<p>Copying/using words, sentences or paragraphs which are the work of other persons without due acknowledgement. This includes copying from:</p> <ul style="list-style-type: none"> • published works e.g. books, articles, theses or reports • unpublished works, e.g. assignments, letters/ memos/personal communications (including e-mails), and raw data • seminar and conference papers • teaching material, including lecture notes • web site content, material published on or sourced from the internet.
<p>Copying/using another person's creative work without due acknowledgement. This includes:</p> <ul style="list-style-type: none"> • music, sound, scores • creative or visual artefacts • photographs or images • video or multimedia material • designs or ideas • computer programs or source code 	<p>Contract cheating (Clarke & Lancaster, 2006) involves posting (or having someone post on your behalf) a message on a website or community forum asking for people to bid on the job of writing your assignment. Purchasing essays or other work from someone or from a website also involves contracting for services with the intention to deceive. Both breach academic integrity and could lead to charges of academic misconduct.</p>
<p>Collusion is a form of agreement between two or more people to act with the intention to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Collusion can occur if you work together with others on an assignment that is meant to be individual work. It can also occur when, contrary to instructions, you assist another student to complete an assignment or when you request/accept assistance from another student such that the work you submit is not wholly your own. Sharing of assignments or other work via social networking or other means between students or past students may be viewed as collusion.</p>	<p>Self-plagiarism (or auto-plagiarism) occurs when you submit work or large sections of previous assessments of your own for different assessments either in the same unit or subsequent units. It can also occur where a student is required to repeat a unit and the work completed when the student first undertook the unit is submitted again. Self-plagiarism can also arise when a student re-uses work they have previously presented/published, for example in another class. It may be possible to re-use some of your earlier work providing it is acknowledged appropriately and permission obtained where the duplication is more extensive.</p>

Students will be given a zero on any assignments that demonstrate academic dishonesty; the student may redo the assignment for credit. Both the parents and administration will be notified of the students' dishonesty.

Extra expectations, Misc.:

1. Students are not allowed to leave the class with my permission in the first or last 10 minutes of class. Hall passes are to be used for emergencies.
2. Lost or stolen books must be replaced; you will be asked to pay for them.
3. Students are discouraged from using any foul or offensive language in class, including the words, "Shut up." The teacher will serve as a model of this, as we strive to create a SAFE EMOTIONAL ENVIRONMENT FOR ALL STUDENTS.

Your choices in this class will determine the outcome you will receive.

Working hard and following class rules will result in positive outcomes and success in Speech and Drama.

SIGN BELOW: "I HAVE READ AND UNDERSTAND THE SYLLABUS FOR Speech and Drama 2020-2021."



Speech and Drama is designed to provide students at McKinley with opportunities to speak and perform. A successful student in this course will have developed into a more confident speaker and an improved presenter. For content to be meaningful, it must be taught in the context of the students' experiences. The fundamentals of speech will be taught as tools to communicate the students' individual voices and messages.

Standards addressed in Term 1

Weeks 1 and 2- Stage Fright

6.SL.1.A Follow rules for collegial discussions... define individual roles as needed.

6.SL.2.A Speak clearly, audibly and self-monitor for signs of communication apprehension

Weeks 3 and 4- Speech and Communication Process

6.SL.2.C- Plan and deliver appropriate presentations based on task, audience and purpose, including multimedia components to clarify ideas

Weeks 5 and 6- Listening

6.SL.1.C- Review the key ideas expressed by a speaker including those presented in diverse media

6.SL.2.B- Position the body to face the audience when speaking

Weeks 7 and 8- Individuals in a team

6.SL.1.B- Making comments that contribute to the topic, text, or issue under discussion.

6.SL.2.A- Speak clearly, audibly and to the point, as appropriate to task, purpose, and audience

Weeks 9 and 10- Speaking for a purpose

6.SL.2.C- Plan and deliver appropriate presentations based on task, audience and purpose, including multimedia components to clarify ideas

6.SL.2.A- Speak clearly, audibly and to the point, as appropriate to task, purpose, and audience

Standards addressed in Term 2

Weeks 1 and 2- Argument

6.SL.1.A- Follow rules for collegial discussions, track progress toward specific goals and deadlines

6.SL.1.C- Review the key ideas expressed by a speaker including those presented in diverse media

Weeks 3 and 4- Debatable or not?

6.SL.1.B- Delineate a speaker's argument and claims

6.SL.2.C- Plan and deliver appropriate presentations to clarify claims, findings, and ideas

Weeks 5 and 6- Counterarguments

6.SL.1.B- Pose and respond to specific questions with elaboration and detail

6.SL.2.C- Plan and deliver appropriate presentations to clarify claims, findings, and ideas

Weeks 7 and 8- Arguments in Art

TH:10A.6 a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

6.SL.1.B Delineate a speaker's argument and claims

Weeks 9 and 10- Evaluating Art

TH:9A.6 a. a. Use supporting evidence and criteria to evaluate drama/theatre work.

6.SL.2.C Plan and deliver appropriate presentations to clarify claims, findings, and ideas