Yearbook

Mr. Andrew Kiste

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**Objective:**

This is your chance to advertise Piedmont Classical High School, to make our school look great to our community. This is your chance to display our family to the community. This is your chance to make memories and to help your classmates and peers remember their high school years forever. Many years from now, when Piedmont alumni are reminiscing about their high school years, they will pull out their yearbooks to show their kids. *No pressure*. What kind of yearbook do *you* want to show your kids? That is what we will be creating this year. We also need to advertise our yearbook for bring in sales and to improve our yearbook budget by gaining senior ads and community business ads.

**Resources used:**

YearbookAvenue.com website

Google Classroom

Laptops

Cameras

**Required Supplies:**

-A #2 pencil (mechanical or wooden) and eraser *every day*

-Composition notebook for taking notes to be used for this class *only*

*-*A cell phone wall charger

-Any other supplies at the instructor’s choosing

**Participation:**

It is expected that students will come to class each day prepared and ready to participate in creating our school yearbook for the 2020-21 school year. ***This is not a blow-off class. You will not be sitting around and socializing or taking a nap or playing on your phone.*** Participation points may be given out based on student participation and preparation. This not only includes being prepared to discuss the material in-class, but also being prepared by bringing the required supplies to class everyday (pencil, textbook, notebook, three-ring binder, homework assignments, etc.). We have a small group this ear and as a result will need all-hands-on-deck. There may be days you are asked to take photographs of students, class change, classroom instruction and activities, or even attend sporting events or extracurriculars. *This will be a part of your grade!*

**COVID-19 Policy**

All students, regardless of their daily schedule (A/B day) or status (in-person hybrid or online), will be expected to attend class at the assigned time (6th period) whether they are in school or at home. Attendance will be taken daily and grades will be assigned, which will determine whether or not students receive fine arts credit towards graduation. It is also critical that you conduct work outside of school, including but not limited to pursuing community business advertisements, social media advertising, collecting and uploading photographs from students, writing articles, conducting interviews, etc.

**Assignments:**

Because this is a “nontraditional” class, our assignments will be nontraditional, as well. Our grade will be heavily based on participation. However, each student will be expected to assist in photography, writing, designing pages, selling yearbooks, advertising, and selling ads for seniors and local businesses.

**Late Work:**

Because we are working with Jostens to produce our yearbook, timing is of necessity. As a result, not only will students be held accountable to deadlines, but we all will as a yearbook staff. Timing is of the strictest importance! *There is no room for late work*. As a result, late assignments will be assigned a grade no higher than a 50% F.

In the event of an absence, it is the responsibility of the student to obtain all missed assignments from the instructor. Classwork and homework that is missed must be made up within three days from assignment date or upon returning to school, or within the same number of days that the student was absent. The teacher is not required to give assignments in advance of absences, but may do so at his discretion.

All assignments that are missed due to an unexcused absence may be made up at the teacher’s discretion within three days of returning to school, **but will be recorded at no more than 50%**.

**Assessments:**

Students will be assessed on their knowledge of the content administered by the instructor in numerous ways. While scantron/fill-in-the-bubble examinations have their place, there are also times when they don’t truly display whether or not a student understands the content or possesses a skill. These types of tests can also trigger test anxiety in a number of students and also hinder these students from displaying their knowledge of the content. As a result, students will be proving their achievement of the skills and content by performing authentic assessments. These authentic assessments may include, but are not limited to: short essays, long essays, thesis notecards, quizzes, posters, blogs, skits, advertisements, etc.

If a student wants an opportunity to improve a test grade, they may participate in an alternate assessment. All students will be eligible to participate in the alternative assessment, but must complete test corrections to “unlock” the opportunity to complete the alternative assessment. The alternative assessment must be completed within a week of the test and will be eligible to earn up to ten points added to their test score, not to exceed full credit on the test. Alternative assessments will typically be short essays connected to the topic of study for the unit tested.

**Grading Scale**:

The following grading scale has been approved and set forth by the administration of Piedmont Classical High School:

Superior A 90-100

Above Average B 80- 89

Average C 70- 79

Below Average D 60- 69

Failure F 59 and below

The following grade weights have been established for all courses at PCHS:

Engagement (homework, discussion, bell work, performance tasks): 60%

Projects/Test/Essays: 25%

Quizzes: 15%

**Extra Credit Policy**

Many students often come to me and ask what they can do to earn extra credit in my class. ***I do not assign extra credit until all missing work is made up and turned in***. This means that in order for me to consider giving a student extra credit, they must complete all assignments given and turn them in, leaving no zeroes in the gradebook. Once that is completed, students will be encouraged to sell community business ads for the yearbook, which will earn them extra credit points.

**Tardy Policy**

The following tardy policy has been approved and set forth by the administration of Piedmont Classical High School:

The specific tardy policy for Piedmont Classical High School is as follows:

* 1st tardy- Warning by teacher
* 2nd tardy- Parent notified, detention assigned by teacher
* 3rd tardy- Parent notified, detention assigned by teacher
* 4th & beyond- Referral sent to administration

For more on the attendance and tardy policies, refer to the student handbook.

**Classroom Guidelines:**

I have one request of all students who enter my classroom: ***Do nothing that hinders the instructor’s ability to teach or students’ abilities to learn.***

What does this mean for you, the student? Rather than having to list everything that you can or cannot do during the instructional period, I am giving you the opportunity to choose for yourself what to do and what not to do. If talking during instructional time is hindering my ability to teach and others’ ability to learn, then please restrain yourself from talking at that time. If cheating off a classmate’s test is hindering you from learning or demonstrating your knowledge, then please don’t cheat.

What my expectations boil down to is one word: respect. If you respect yourself and others, as well as myself, you will allow me to teach and also allow your classmates and yourself to learn. Every student that enters my classroom is a young adult, and regardless of who you are or what has happened to you in the past, you are a valued part of this classroom community. As a result, if you show respect to your classmates and instructor, the expectation is that you will receive respect in return.

I do, however, have some non-negotiable guidelines that will be followed at all times:

1. No electronics will be allowed in my classroom *at any time*; this is not a “Kiste rule” but a PCSH rule. **This includes headphones and earbuds**. They are distracting to yourself, your classmates, and the instructor and hinder both the ability to learn and the ability to teach in the classroom. If I see a cell phone or hear one going off, or see you with an ipod or other listening device such as earbuds, I will confiscate it and you will have to pick it up at a later date from an administrator. If this becomes a recurrence, other consequences will be implemented including but not limited to: a parent retrieving the electronic device, handing the device over to an administrator, a detention, etc. Mr. Kiste and the school will not be held responsible for lost electronic devices! Also, my classroom is not a place to charge your device—that should be done at home! Do not ask! Please refer to and adhere to the electronics policy in the student handbook for rules and consequences.
2. Tardies and absences shall be dealt with in a fair, but consistent manner. Tardies will be treated in the manner as the school policy. If a student is absent, it is ***his or her*** responsibility (not the instructor’s) to ask the teacher what they missed during their absence.
3. This classroom is meant to be a safe, caring environment. As a result, vulgar language and violence (including rough-housing) of any kind will not be tolerated. This also includes bullying, whether physical or verbal. As mentioned above, this classroom is a community of respect, and even if vulgar language or play violence is meant in a conversational or playful manner, it has no place in this community. What you do or say outside the classroom is your business, but inside the classroom, vulgar language and violence will not be tolerated whatsoever. Some people find vulgarity to be offensive and may be intimidated by cursing or violence. Failure to follow this guideline will result in consequences including but not limited to: detention, phone call/letter home, recommendation to an administrator, etc.
4. All other school rules apply in this classroom, as well. Failure to comply with these rules will result in appropriate consequences.

**Consequences:**

I believe that consequences should be logical and appropriate to the misbehavior. As a result, I do not have a set “sequence of consequences” that I follow. Consequences should be fair and appropriate to the misbehavior, used to correct the misbehavior. This is meant to reinforce the fact that every action has a logical consequence, both in school and in life. It also teaches students to take responsibility for their actions.

I also believe that students should not be made examples of in front of the rest of the class or embarrassed in front of their peers. As a result, I will do my best to treat you with respect should your behavior need to be corrected. This may mean that I will take you aside individually to speak with you or confront you at your desk privately. This will help you, the student, to save face and not be embarrassed or made a spectacle to the rest of the class.

**Open-Door Policy:**

I am always on-hand for each of my students during the day should you require anything. My school email address is kistea@gcsnc.com. Please feel free to email me at any time regarding content, clarification, or any other things you may need. You can always pull me aside before or after class (within reason) to speak with me, and I will do my best to be in the building at least an hour prior to school starting and at least a half-hour after school ends every day. Speaking to me does not need to be limited to academic matters, either. If there is something going on in your life that you need to talk about (ie. family problems, relationship problems, emotional problems, etc.) I am here to listen. I value and care about every single one of my students. I will try to help you in any way I can, whether that means offering advice or recommending support or resources to help you. Your parents are also welcome to contact me regarding any questions or concerns they may have.

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***Please return this portion of the form signed and dated by the due date set by the teacher to receive credit.***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the syllabus for Mr. Kiste’s Yearbook class for the 2020-2021 school year. I understand that there will be logical consequences for my actions and that I will be treated fairly and with respect. I also understand that I am expected to treat others and my instructor with respect, whether that means speaking well of others or respecting my classmates’ ability to learn and my instructor’s ability to teach.

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(student signature) (date)

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the syllabus for Mr. Kiste’s Yearbook class for the 2020-21 school year. I understand that my student has the responsibility to be respectful and honor their classmates’ ability to learn and Mr. Kiste’s ability to teach. I understand that there will be logical and fair consequences should a misbehavior occur and that Mr. Kiste will treat my students with the respect that my student deserves. I also understand that Mr. Kiste has an open-door policy and that I can contact him at any time should I have any concerns about my student’s work or performance in Yearbook.

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(parent/guardian signature) (date)