



Teacher

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Stoller

Mission Statement

Stoller Middle School is committed to promoting a safe, supportive learning community that fosters high academic achievement and lifelong learning.

District Goal

We empower all students to achieve post high school success

Class Description for Media Lab, Grade 8

2017-2018 School Year

Welcome to Media Lab 8. This will be a year of creating, making, tinkering, iterating, and honing. Please use this syllabus as a guide for your child's learning journey in Media Lab 8.

Academic Learning Targets (ALT) for Middle School Media Lab

Learning Targets reflect what we will be learning and how I will evaluate your student's progress. These targets are consistent across the Beaverton School District. Media Lab learning targets are comprised of both Visual Arts and Media Arts learning targets.

CREATE

- VA-1. I can demonstrate technical competence and skill with materials and media.
- VA-2. I can generate and conceptualize artistic ideas and work.
- VA-3. I can organize and develop ideas and work.
- VA-4. I can refine and complete artistic work.
- MA-1. I can identify and solve problems using the design process to create original, technological solutions.

PRESENT

- VA-5. I can interpret and share artistic work.
- MA-2. I can communicate and express ideas effectively and creatively for a variety of purposes using appropriate digital media.

RESPOND/CONNECT

- VA-6. I can understand and evaluate how art conveys meaning and relate artistic ideas with external context.
- MA-3. I can use digital tools to broaden perspectives and enhance learning by collaborating with others, locally and globally.

DIGITAL CITIZENSHIP

- VA-7. I can demonstrate appropriate lab practices.
- MA-4. I can recognize the rights, responsibilities and opportunities of an interconnected digital world, and act in ways that are safe, legal and ethical.

VA=Visual Arts

MA=Media Arts

Course Materials and Resources: Students will access all project resources and supporting tutorials through our BSD course platform, Canvas. Learning begins with teacher-led, face-to-face mini-lessons, followed by self-paced exploration, while accessing teacher-selected resources that are available online. Students are encouraged to rely on their curiosity, spirit of play, peers, and self-advocacy to hone their work.

Many of our projects will require **Chromebooks** and web-based applications, and others will utilize technology in the lab, like accessing a variety of iPad apps for the digital arts.

Course Materials and Resources (continued): Students will greatly benefit from bringing their own **earbuds** to class for accessing a wide range of multimedia resources, including video tutorials. We do provide microphone headsets for students to use in class (especially for voice recording), and I find that students are more comfortable with their own earbuds, as we share headsets across classes.

Projects: Media Lab is a project-based course that integrates visual and digital media arts and technology standards. Students will integrate design thinking in producing a wide range of multimedia. The process of designing, creating, and collaborating will be emphasized in all we do, including the use of storyboards, the examination of relevant works, and reflection on our work. Projects may include graphic design, web site design, 3D design, digital storytelling (video & podcasting), animation, stop motion animation, digital photography, paper circuitry, or digital drawing. I will rely on the passions and interests of our students to help craft engaging project-based learning experiences that integrate the visual and digital media arts.

Student Digital Art Portfolios: Students will create their own digital art portfolios using Google Sites, which is a web site creation app and part of the G Suite for Education. Students will publish their digital portfolios on the World Wide Web, and they will participate in a structured feedback process established within our learning community.

Sketchbooks & Notes: We will collect paper sketches, notes, project plans, and project checklists in a class folder and sketchbook, which will remain in the classroom. Sketches, notes, project plans, and checklists are viewed as learning artifacts that reflect each student's design cycle and artistic process. Sketchbooks will be graded periodically.

Project Planners, Checklists, & Rubrics: A project planner will be used at several points within each project design cycle to gather student progress, encourage self-reflection, and offer an opportunity to self-assess progress and next steps. A checklist and rubric will also be provided for each project. Checklists help students meet project requirements, chunk the work into smaller steps, and attend to details. A rubric is one tool we use to assess students' progress on the learning targets and provide feedback on what must be done to improve proficiency or mastery of the learning. Finally, students will reflect on their own work and offer feedback to peers for each project in this class.

Behavior Learning Targets (BLT): We believe that the following behaviors are critical to academic success. I will teach and give feedback on the behaviors listed below throughout the school year.

I can manage my responsibilities as a student.

- I turn in work on time.
- I turn in completed work.
- I break down large tasks into smaller, manageable parts.
- I use my class time appropriately.
- I prepare for class with necessary materials and am ready to learn.
- I complete my makeup work in a timely manner.
- I use a system for tracking my assignments.
- I use strategies regularly to prepare for assessments.
- I follow directions accurately.
- I demonstrate quality craftsmanship in my work.

I can self-direct my learning.

- I can use rubrics to accurately assess my progress toward learning targets.
- I can identify my current academic strengths and areas where growth is needed.
- I can set and achieve goals.
- I can develop a plan to achieve my goals.
- I can implement and adjust as necessary.
- I can persist with a task that takes a great deal of effort.
- I can persist with a task over an extended period of time.
- I can persist with tasks where the answer is not apparent.
- I can utilize a variety of sources to find help or to make up for absences.
- I can articulate specific areas in which I need help.
- I can advocate for myself.

I can communicate and work effectively within a team or group.

- I show my commitment to the group goals through my active participation/engagement.
- I listen respectfully and acknowledge the contributions of others.
- I share my ideas honestly and clearly.
- I contribute to creating a safe learning environment for all.
- I respect points of view that differ from my own.
- I work within my team to break down large tasks into smaller, manageable parts.
- I work with my group to identify when changes are necessary.
- I adapt to changes in the group process with a positive attitude.

Homework Expectations: In general, there will be very few homework assignments in Media Lab. Mostly, students will be asked to gather supplies or images at home for projects. Students are responsible for checking our Canvas course page and making up missed class time. Students are expected to bring their Chromebooks and pencils to class daily.

Assessment/Grading Policies:

The purpose of grading is to communicate with students and parents how well a student is progressing. Media Lab is a project-based class, where students will create approximately (8) projects throughout the school year.

Grading: We use the Standards Based Learning System for reporting students' progress.

Go to the district website for more details <https://www.beaverton.k12.or.us/depts/tchlrn/grdrpt/Pages/default.aspx>

Although what is most important is the 1-4 score for each summary judgment for the learning targets taught, we know some parents like to know an overall grade. The summary judgments of all Academic Learning Targets will be averaged and the following scale will be used to determine the grade:

Proficiency Scale:

1 = Not Proficient

2 = Developing

3 = Proficient

4 = Highly Proficient

A: 3.4 - 4.0 | B: 2.7 - 3.3 | C: 2.0 - 2.6 | D: 1.6 - 1.9 | F: <1.6

Learning Artifacts: Sketches, notes, project plans, checklists, peer feedback, and artist reflections serve as behavior learning target artifacts. Final projects and the ongoing Digital Art Portfolio serve as academic learning target artifacts.

Communication: Ask your child to log into Canvas to show you our works in progress and project resources. Also, rely on ParentVue for updates on student progress and planners for project deadlines. Middle School is a time when students are learning how to advocate for themselves. To that end, please encourage your child to approach me with any questions or concerns. You may also reach me using the information above. I look forward to a wonderful year of creating, tinkering, designing, and iterating!