



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Video Production 1-2		
<i>Instructor Info</i>	Name: Adam Souza	Contact Info: asouza@pps.net	
<i>Grade Level(s)</i>	9, 10, 11, 12		
<i>Room # for class</i>	Room: S220/222		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<i>General Course Description</i>	This is an introductory class for students who want to learn different video-making skills and who want to pursue video production as a professional career. We will explore the art of storytelling using filmmaking tools that are available to students during distance learning. Some of these may be storyboarding, cinematography, video editing, acting, directing, and sound design. Collaboration is a key to the success of a film as well as student engagement		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to Franklin Film School		
<i>Course Highlights (topics, themes, areas of study)</i>	<u>Projects</u> Semester 1:		



	<p>YouTube Music Video 17 Shots Documentary</p> <p>Semester 2: Scene From A Prop Sound Design Project Narrative Film Final</p>
<p>Course Connections to PPS Reimagined Vision</p>	<p>Students in Vid Pro 1 -2 are asked to think critically, build deep knowledge, communicate effectively, and grow in their confidence and sense of self as filmmakers. Story is everything.</p>
<p>Section 3: Student Learning</p>	
<p>Prioritized Standards</p>	<p>The following standards will be explored in the course:</p> <p>ARTF01 - Apply knowledge of equipment, software and technology skills related to film and video production. ARTF02 - Exhibit ability to edit film and video productions ARTF03 - Demonstrate technical production support for film and video presentations ARTF04 - Exhibit the knowledge and skills required to design a production for film or video presentation ARTF05 - Know the history and evolution of film and video, and their role within society ARTF06 - Understand and use the elements and principles of film and video</p>
<p>PPS Graduate Portrait Connections</p>	<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"> <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self <input type="checkbox"/> Optimistic Future-Orientated Graduates <input type="checkbox"/> Reflective Empathetic and Empowering Graduates <input type="checkbox"/> Influential and Informed Global Stewards <input type="checkbox"/> Resilient and Adaptable Lifelong Learners <input type="checkbox"/> Inclusive and Collaborative Problem Solvers <input type="checkbox"/> Transformative Racial Equity Leaders



<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> <i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p> <p><i>504 Plans:</i> <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i> <i>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Posting clearly defined objectives</i> <input type="checkbox"/> <i>Emphasizing key vocabulary</i> <input type="checkbox"/> <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i> <input type="checkbox"/> <i>Scaffolding techniques like think-alouds to support student understanding</i> <input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i> <input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i> <input type="checkbox"/> <i>Providing regular feedback</i> <p><i>Talented & Gifted:</i> <i>Strategies used in this class to address TAG needs will include, but are not limited to, the following: Challenge prompts, flexible grouping, independent based learning, honors option.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>Students will complete Career Related Learning Requirements during their time in this class.</p>
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p><i>Tier 1 SEL Strategies</i></p>	<p>Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p>Strive to be...</p> <p>Thoughtful--We put time and effort into our work</p> <p>Respectful--We respect the diverse learning needs of our peers</p> <p>Organized--We are present and on time to class</p> <p>Neighborly--We greet others and interact positively</p>



<i>Shared Agreements</i>	<p>Generous--We share our resources with each other</p> <p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> ● Spend time in class creating norms, posting those norms, reviewing them daily and making amendments when needed.
	<p>I will display our Agreements in the following locations:</p> <p style="padding-left: 40px;">On my Canvas page</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Restorative justice circles ● Grades/assignment completion data
<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Get to know students ● Examine personal biases ● Elevate students' languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact



	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Phone ● Canvas ● Back to School Night ● Conferences
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations ● Community Film Screenings
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Restorative justice circles ● Written input ● Formative assessments ● Student voice ● Exit tickets
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● Non-shaming and avoidance of power struggles... "Let Go of the Rope." ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules ● Talk to misbehaved student outside the classroom or after class. ● I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc. ● Attempt to help the student understand their effect and role as an individual to the whole.



<p><i>Showcasing Student Assets</i></p>	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Creating space in the classroom and on Canvas for students to share their work ● Inviting student voice in our daily check ins ● Community Screenings
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p><input type="checkbox"/> Wear a mask at all times</p> <p><input type="checkbox"/> Maintain at least 3 feet of distance between peers and teacher</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One student out with a pass at a time <input type="checkbox"/> Return in a timely manner <input type="checkbox"/> Maintain distance and wear mask when in the hallways
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <p><input type="checkbox"/> Canvas</p> <hr/> <p>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:</p> <p>I will meet the student where they are at and create individualized plan to demonstrate ability</p>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <p><i>Screenings after deadline with verbal feedback</i></p> <p><i>What to look for on your returned work:</i></p> <p><i>Verbal feedback with ways on how to improve on next assignment</i></p>
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Exported out of premiere and uploaded to Canvas</p>
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by: Individualized Plan - Important to schedule meeting one on one.</p>



Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Editing Equipment ● Film Equipment
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Chromebook and Charger ● Notebook <p><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></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● Canvas and Email

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Warm Ups and Exit Slips ● Informal Writing (Double Entry Diaries, Think Pair Shares, Etc.) ● Creative projects ● Small Group & Partner Work ● Discussions
<i>Summative Assessments</i>	<p>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:</p> <ul style="list-style-type: none"> ● All Projects
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> ● 1:1 and Small Group Check Ins



- Peer and Self Assessment
- Class Screenings through verbal feedback

Section 8: Grades

Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> • Canvas • StudentVue
	I will update student grades at the following frequency: After each project deadline
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> • A, B, C, D F,, and in rare cases, P or NP
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>100% Project Work</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: Each project comes with its own rubric.</p>
Other Needed info (if applicable)	

