




Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Photography		
<i>Instructor Info</i>	Name: Carrie Berning	Contact Info:	cberning@pps.net
<i>Grade Level(s)</i>	9-12		
<i>Room # for class</i>	Room: ATK129		
<i>Credit</i>	Type of credit: Fine Art/Elective	# of credits per semester:	.5
<i>Prerequisites (if applicable)</i>	Foundations of Photography needed for Intermediate Photography		
<i>General Course Description</i>	Foundations of Photography is an introductory class. Students will learn how to use a DSLR camera, Lightroom, and Photoshop. Students will run a Google Site to showcase their own work and the work of photographers they are inspired by. Students are expected to keep their site professional since it will be public. We are learning how to market ourselves as professional photographers.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Greetings Friends, My name is Carrie Berning and I've been teaching art for 22 years in PPS. This is my 9th year at Franklin. I love all art forms and like to show students skills and techniques they may not have tried before. I love teaching high school and helping students discover who they are as		




	artists and photographers.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	Photography falls under the Art umbrella at FHS. We work through the Creative Process and learn how to utilize the Elements and Principles of art with the medium of Photography. We use Canon Rebel t6 cameras and Adobe Lightroom and Photoshop for editing.
<i>Course Connections to PPS Relmaged Vision</i>	Photography and all Art courses will emphasise reflective, critical and creative thinking, the power of personal visual communication, development of positive and confident creative artistic problem solving skills that carry over in life skills.


Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</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> <p>Create A.2: Organize and Develop Artistic Ideas and Work.</p> <p>Present A.5: Develop and Refine Artistic Techniques and Work for Presentation.</p>
<p>PPS Graduate Portrait Connections</p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>The visual arts and all creative arts prepare students for the world by developing resilient mindsets that increase flexibility in thinking, persistence, creative risk taking and the ability to use "mistakes" for new directions, self directed learning and pursuit of creative ideas.</p> <p>The creative Arts instill the ability to organize, create compelling content, create many forms of expression through visual storytelling.</p> <p>As students develop the tools of visual image language, written and spoken vocabulary; they develop a sense of confidence and self worth and self advocacy.</p> <p>Through the introduction and study of global arts information, student views of others and themselves expands. This carries over into broader views of current events and increases their skills to critically evaluate the information that is presented to them.</p> <p>The Arts provide students with the language and thinking tools to be reflective, empathetic, and compassionate, by seeing how people throughout the ages have created and responded to events in front of them.</p>



<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> Visual and written examples, chunking of assignments, frequent check ins and modifications as needed.</p> <p><i>504 Plans:</i> I will make sure I follow all accommodations recommended in individual students 504's</p> <p><i>English Language Learners:</i> Visual and written examples and instructions and whenever possible provide information in the student's native language.</p> <p><i>Talented & Gifted:</i> All students are encouraged to explore their own interests within the parameters of the assignment and all students are encouraged to think outside the box and take the criteria for any given assignment and make it fit their creative endeavors.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 Art Class curriculum includes career related information with visits from Art Colleges and Art professionals. <input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #2 -The experience(s) will be: <input checked="" type="checkbox"/> Complete a resume <input checked="" type="checkbox"/> Complete the My Plan Essay

 **8/27 Work Section 4: Cultivating Culturally Sustaining Communities**

<p>Tier 1 SEL Strategies</p> <p><i>Shared Agreements</i></p> <p></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> <p>Shared Agreements will be created collaboratively. Agreements will be created in the first days of classes. Agreements will include :</p> <ol style="list-style-type: none"> 1. Studio maintenance 2. Behavior 3. Student - teacher open communication to build trust and community. <p>There will be emphasis on reflective, critical and creative thinking, the power of personal visual communication, development of positive and confident creative artistic problem solving skills that carry over in life skills.</p>
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I will display our Agreements in the following locations:
The wall of the classroom, visible to all.

My plan for ongoing feedback through year on their effectiveness is:
Feedback can be given in class discussions, through polls, questionnaires, small groups and personal conversations. Feedback will also be given on grading rubrics.



Student's Perspective & Needs



I will cultivate culturally sustaining relationships with students by: Being open and honest. I will be patient and forgiving. This last year and a half has been rougher on some than others. I plan to go slow and help students acclimate to being back in school buildings. I would like photography to be a place students want to be so I create a calm, welcoming classroom atmosphere. Students are encouraged to tell personal stories in their work. Students will also have a lot of choice when it comes to projects so they can choose what they are most excited about. I think student voice is very important. It's not my classroom, it's theirs and I want them to feel encouraged to take over. If students do work for me, they will be less invested. I want them to do the work for themselves.

Families can communicate what they know of their student's needs with me in the following ways: Email is best. cberning@pps.net. Sending messages through Remind is a good option also.

Empowering Students



I will celebrate student successes in the following ways:
I love to hang student work in the office windows for our whole school to enjoy. We also have an Instagram for art and photography at FHS. @fhslightningphotography and @fhslightningart. I will always ask student permission before posting. We will hopefully be able to have an art show this spring, either in person or virtual. This is yet to be determined. I also like to use student examples in class but again, will ask permission first.




I will solicit student feedback on my pedagogy, policies and practices by:

I like to give quarterly, anonymous surveys asking for the above feedback. I think it's important to be anonymous so that students feel free to be honest. I know my style isn't for everyone but if there are changes I can make to help students feel more at ease or welcome, I will absolutely do them.

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

I always start with private conversations with students and I let them know that I prefer to solve problems between the two of us, without administration or parents. Everyone has bad or off days and I'm not going to hold that against students. For smaller issues I may reach out via email since not everyone is good with confrontation. If it's a serious situation, I'll ask the student to talk with me outside of class, away from an audience. I'm not looking to call anyone out in front of their classmates. I believe most problems can be solved with cooling off and quiet conversations.



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> Class critiques (small and whole group) Display in office Instagram Arts Web Site Art and Photography contests
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Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>In photography, we use expensive equipment. Students will be properly trained and reminded of how to care for the equipment. Students are also able to walk around campus during class without a teacher to take photos. Students are expected to showcase safe and responsible behavior when out alone or they will lose the privilege. We will also take class walking field trips to take photos. Again, students need to show safe and responsible behavior when out on walks or they may lose the privilege. Photo classes take place at Atkinson Elementary this year so students are also expected to quickly walk to and from Franklin Campus to make sure they get to their class on time. Students will take photos outside of Atkinson or back at FHS. Students are not allowed to take photos in the halls of Atkinson.</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> <p>Students are not allowed to eat in class so should grab a snack in between classes. They may drink water in class but water bottles will need to be away from cameras and computers. Whenever possible students should use the restroom before class. If a student needs a break, they just need to ask. We all need breaks sometimes. We will take mask breaks outside as needed.</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <p>All work needs to be turned into Canvas. Students will organize their work in their Google Drive and also post on their Google Site. The Google Site will act more as a portfolio of student work.</p>



	<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: I always accept late work with no penalty. Since artists work at different speeds, it is common for students to be working on many different projects during class. I am available on A Day tutorials in room ATK129 to assist students that need help. If a student is significantly behind I'll reach out to advocates and families too.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following: <i>Timeline:</i> <i>What to look for on your returned work:</i> I will grade through Canvas. Comments will be added on Canvas. I try to keep up on grading with about a week of turn-around time. <i>Revision Opportunities:</i> If a student is unhappy with their score, they are always welcome to take my feedback, revise and re-submit.</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Students will often get a slideshow template for how to submit work. All information will be in Canvas.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: All information can be found on Canvas. If a student is absent, they should first check Canvas then reach out to me with questions. If a student is going to have an extended absence, we'll work together to make a plan so that the student doesn't fall behind.</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students: Cameras and MacBook Pros for Adobe. When not using Adobe, students are expected to use their school issued Chromebook.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course: It is helpful for students to have their own sd card for storing photos and possibly a flashdrive for moving info between computers. However, I will have them put everything in their Google Drive so that they can access it from any computer. <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: See Canvas</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course: Parents can be added to Canvas courses so that they can observe what their student is doing. Feel free to</p>



	reach out to me anytime also.
Section 7: Assessment of Progress and Achievement	
<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: Casual check ins, critiques of works in progress, written notes
<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 demonstrate learning through their finished art or photography. Students will be given a rubric to score and evaluate themselves and I will also fill out the rubric. Comments can also be found in Canvas.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: I will always provide criteria for assignments and then students can choose their method to reach that criteria. Students will self evaluate and I will evaluate. We will also have critiques where students are commenting on their own and others work to help everyone grow as artists.
Section 8: Grades Progress Report Cards & Final Report Cards	
<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 families should look to Synergy to find current grades. Canvas can show what students are missing but may not reflect the accurate grade since Canvas and Synergy aren't currently linked.
	I will update student grades at the following frequency: I will try best to not have more than a week turn around. Some times of year are busier than others but I will make an effort to not make students wait longer than a week.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark:</i> I will use A-D and No Pass or No grade for students will less than a D.



	<p><i>Meaning of the mark:</i> NP or NG means there isn't enough evidence to give the student a letter grade at this point.</p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester: I will be inserting points in Synergy to determine letter grades. However, there are always exceptions if a student can demonstrate learning in another way. This is on a case by case basis.</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: Students demonstrate learning and understanding by turning in art and photos that show understanding of the concept. I use a rubric to determine how well criteria is met on each assignment. Students score themselves also. Usually students are harder on themselves than I am. This is then translated into Synergy to determine how well they met the criteria. Students may always revise and re-submit.</p>
<p>Other Needed info (if applicable)</p>	
	<p>Photography students need to bring back the signed Equipment Contract and Permission Form in order to fully participate in class. The equipment we use is expensive and needs to be treated with care. I will make sure all students know how to properly care of equipment before allowing them to check it out.</p>

