# **Paul Laurence Dunbar 2019-20**

Ben Herzog/Advanced Production Design

**Teacher Contact Information**

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**Course Description**

This course will allow students to use the Adobe software programs of Premiere and InDesign. Students will learn how to use the latest software to edit video, add animation, special effects, and layout design for a printed product. Students will also receive their Adobe InDesign and Premiere Pro certifications upon passing the Adobe certified tests. This course emphasizes an advanced and independent use of compositional theory, elements and principles of design, techniques, and creative processes for effectively performing the function of persuasion and information through use of materials and media to create visual effects to produce original authentic works. Students will demonstrate an advanced level of creative expression to a variety of authentic design products (e.g. various print mediums such as magazines, newspapers, billboards, fictional and informational texts, product wrappers, and displays) through a purposeful arrangement of images and/or text and develop a strategic product presentation both independently and as a collaborative team. The course focuses on advanced computer generated designs as well as the use of various software and hardware with an emphasis on students creating, producing, responding, and connecting in visual art and new media. An in-depth independent study of career opportunities in media art is performed. Contemporary, cultural, and historical design may be studied. In addition, students will also receive their Adobe InDesign and Premiere certification upon completion of the certification tests.

**Materials needed**

# This course has a class fee of **$30** for the school year. This fee covers all materials used in class throughout the year as well as certification training and testing in InDesign and Premiere.

**Academic Expectations**

**Classwork**/**Homework**

* The purpose of classwork and homework is to practice using the skills and competencies we are learning in class. It is an essential part of learning.
* Practice is meant to develop skills; therefore it will not factor into the final grade.

**Formative Assessments**

* Formative assessments are short checks of learning given during the learning process. The purpose of formative assessment is to measure students’ progress as they learn.
* All units will be designed with formative assessments focused on learning targets that build toward the summative assessment.
* Formative assessment is meant for feedback; therefore, it will not factor into the final grade.

**Intervention and Enrichment During Learning**

* The goal is to help all students reach or exceed mastery for the standards in this class.
* Formative assessment results will be used routinely to develop individual, small group, and whole-class interventions and extensions during class.
* Intervention and enrichment activities will be during class prior to the summative assessment.  Intervention and enrichment activities will be during class prior to the summative assessment (immediately prior to projects/major assessments students will review skills learned using online tutorials to individualize areas of weakness for each student, if the majority of the class is struggling with a certain topic, it will be retaught as an entire class.)

**Summative Assessments/Projects**

* Summative assessments measure achievement on standards at the end of learning.
* Summative assessments will take the form of major quizzes, unit tests, papers, projects, presentations, etc.
* Summative assessments will be scored using the 5-point rubric below:

|  |  |  |
| --- | --- | --- |
| **Performance Level** | **Pts** | **General Description** |
| **Advanced Mastery** | **5** | The student demonstrates evidence of mastery at a higher level of rigor or complexity than the standard states. |
| **Mastery of Standard** | **4** | The student demonstrates evidence of mastery at the level of rigor that is consistent with the language of the standard. |
| **Approaching Mastery** | **3** | The student demonstrates evidence of mastery of most of the learning goals associated with the standard, but does not demonstrate mastery on the full grade-level standard. |
| **Developing Skills** | **2** | The student demonstrates evidence of partial mastery of most of the learning goals associated with the standard. |
| **Not Yet** | **0.1** | The student demonstrates little or no evidence of mastery of the learning goals associated with the standard (typically by failing to demonstrate the knowledge, processes, skills, and/or understandings stated in the standard). |
| **Missing** | **M** | The student does not submit the required work. |

*\*Advanced Placement classes have the option of using the AP scale when applicable.*

* Scoring guidelines, models, and/or rubrics with clear descriptions of the work at the Mastery of Standard and Advanced Mastery levels for the standards/ learning goals being assessed will be provided.

**Requesting Reassessment on a Standard**

* All students will have at least one opportunity to improve their learning results on a summative assessment of a standard (excluding final exams/ final projects) after the following have occurred:
	+ Missing assignments from the unit have been completed.
	+ Additional instruction is provided.
	+ Formative assessments have been completed at a higher level of learning than was evident on the original assessment.
* For standards that are repeated within the same semester, standards may be embedded in an assessment later rather than offering a stand-alone re-take.
* To request reassessment, students will have a two-week period to request and complete reassessment of the last summative assessment taken.  Students will need to complete the formative work provided earlier (if missing) and will be given additional formative evaluations.  Once these are complete and student has come in for additional teaching, he or she may take the reassessment then.  Please let your student know that they are to complete all above work outside of class time.

**Employability**

* Employability grades reinforce the student dispositions and work habits that contribute to learning at high levels. Therefore, Employability grades shall represent the trend in student focus and engagement over a time frame ranging from 1 week to 1 unit.
	+ There will not be a specific opportunity for students to re-assess an employability grade because it is representative of their work habits over a period of time.
	+ Teachers will provide verbal feedback to students who are not demonstrating mastery on the Employability standard and take into account sustained improvements when they rate the student’s performance within the designated time frame.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **.1** | **2** | **3** | **4** | **5** |
| **EA4 Exhibit dependability in the workplace (prepared, engaged, on-task)** | There is little or no investment of student’s energy into the learning tasks and activities. | The student needs frequent prompting to remain on-task and engaged in learning activities. | The student indicates through inconsistent focus and engagement that they are interested in completion of the task rather than learning at high levels. | The student understands their role as a learner and consistently expends effort to learn. | The student assumes responsibility for high quality learning by initiating improvements, making revisions, adding detail, and/or helping peers |

**Final exam**

* Final exams/projects may be reported as a cumulative score.
* Re-takes are not available for final exams or projects.

**Category Weights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Formative\*** | **Summative** | **Employability** | **Final Exam** |
| **2019 - 2020** | 0% | 70% | 10% | 20% |

*\*The purpose of formative assessment is to measure students’ progress as they learn. It is meant for feedback; therefore, it should not factor into the final grade.*

**Course grading scale**

|  |  |
| --- | --- |
| **Final Course Average** | **Letter Grade** |
| 4.0-5.0 | A |
| 3.0-3.99 | B |
| 2.0-2.99 | C |
| 1.0-1.99 | D |
| 0-0.99 | F |

* Please note that the Infinite Campus gradebook category and course averages will display as a % between 0-5. The letter grade will match the ranges listed above.

**Cell Phone/Personal Electronic Devices SBDM Policy**

The classroom teacher will determine when personal devices are to be used in their classroom.

- Personal devices are to be used for instructional purposes only.

- Personal electronic devices **MAY** be used:

o During transition times

o In the cafeteria during lunch

o Before school and after school

- Personal electronic devices **MAY NOT** be used:

o To take pictures and/or movies without teacher approval

o To create audio recordings without teacher approval.

- Head phones MAY NOT be used in classrooms, unless authorized by a teacher.

- When students are using/wearing headphones in the common areas of the building they are responsible for hearing all announcements/information given verbally and responsible for responding appropriately to verbal requests. It is not the responsibility of the faculty/staff to repeat instructions or requests when a student is wearing/using headphones without permission and cannot hear.

- The following consequences will be enforced for a student **using** technology when it **has not been approved** by the teacher.

o 1st offense – confiscate the phone/device/headphones and return to the student after class.

o 2nd offense – confiscate the phone/device/headphones and the Principal will return to the student at the end of the day.

o 3rd offense – confiscate the phone/device/headphones and the Principal will return to the parent.

Failure to turn the phone/device/headphones over when requested shall be considered “defiance” and shall result in a minimum of two days in safe.

The school shall not be responsible for any device that is damaged, lost, or stolen.

**School Wide Expectations**

1. Report to class on time. You must get a tardy note before coming to class if you are late.
2. Hall passes are at the teacher’s discretion and are intended for emergency use only. Hall passes must be visible and students should return to class quickly.
3. Follow all school rules.

**Show your Dunbar PRIDE!**

Be:

Positive

Respectful

Involved

Dependable

Excellent… Every day!

**Classroom Behavior Expectations**

1. Food and drink permitted in the back of the lab only, (capped bottles
 allowed)

2. Please treat each other and all equipment with respect

3. Stay in assigned seat until class change

4. Bring all necessary materials to class