

Unit 1: Introduction/ Sketchbook

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **1 Week**
Status: **Published**

Unit Overview

In this unit, students will be introduced to classroom policies including but not limited to:

Grading

Course Overview

Expectations: Bathroom, Behavior, Respect

Sketchbook Importance

Materials needed to succeed

Student and parent sign out sheet

Consequences

Photography Club – elite

Fundraising and Field Trips

Showcases

Competitive Learning

Permanent Art Collection

Transfer

Students will be able to independently use their learning to...

1. Show knowledge of classroom rules and procedures.
2. Locate and check appropriate equipment
3. Produce a Sketchbook 9x12
4. Complete paperwork needed for parent signatures regarding class rules and equipment check out
5. Tour the Facility
6. Demonstrate knowledge of school policies
7. Introduce themselves and meet fellow classmates
8. Evaluate current skills using.

-What kinds of long term, independent accomplishments are desired?

High Expectations set for a competitive learning environment.

Rules and Procedures ironed out week 1

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that Photography will be a fun elective for those wanting to become a better photographer. Students should make the connections between Photography and Art, Photography and Technology, and Photography as a profession.

-What inferences should they make/grasp/realize?

Essential Questions

Students will keep considering how they can earn the right to sign out a DSLR.

-What thought provoking questions will foster inquiry, meaning making and transfer?

Application of Knowledge and Skill

Students will know...

Students will know rules and regulations on the course and grading.

What facts and basic concepts should students know and be able to recall?

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

Academic Vocabulary

Learning Goal

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1-- Level 1 Retrieval

SWBAT:

1. Identify individuals.
2. Identify printers, computer stations, workstations

3. Recall Rules and procedures for Photography Class

4. Course overview, expectations

Target 2-- Level 2 Comprehension

SWBAT:

1. Get Paperwork signed
 2. Assess Introductory photography skills.
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Target 3-- Analysis

SWBAT:

1. Describe the importance of photography in today's society

Target 4-- Knowledge Utilization

SWBAT:

1. Download and explore new applications
 2. Locate printers
 3. Demonstrate proper classroom expectations (show up on time and prepared)
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Summative Assessment

1. Assessment of knowledge.

Formative Assessment and Performance Opportunities

1. Teacher observation
2. Class participation

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites