**STUDENT LEARNING OBJECTIVE**

**TEACHER TEMPLATE**

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| **Teacher Name: Mr Shelor** | **School: Kealakehe High School** | **Complex: West Hawaii** |
| **Grade: 9-12** | **Content Area: CTE** | ***Course Name:* Arts & Communications Pathways** | **Period: 4** |

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| **Student Population:**  |
| Total Number of Students \_\_24\_ Males 12 Females 12 SPED Inclusion 3 SPED Pullout ELL 5GT Additional Information:  |

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| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Planning Document” attachment.** |
| **LearningGoal** | Learning Goal: By the end of the school year the students will independently and with a group be able to use a DSLR camera to create deliverables (graphics documents ie. posters,website, dvd cover magazine cover) that are acceptable for print on media distribution and are created using standards concepts for graphics and visual design.Big idea: The world is currently exploding with media options for students to take pictures, make videos, and create websites using their phones and other devices. It is important for students to learn the proper ways to use professional DSLR cameras, to use digital imaging software, and to apply common design and art principles to elevate the quality of their digital output.Standards/Benchmarks: **ACO 5.0-Arts & Communications**Create a deliverable using to address client needs or target audience. **Fine Arts Photography-**

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| **Strand** | **Visual Arts** |  |
| **Standard 1: Understand and demonstrate the effective and safe use of tools, materials, and equipment used for traditional photography and digital media** |

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| **Benchmark** [**FA.P.2.4**](http://165.248.72.55/hcpsv3/imr/report_by_code.jsp?code=FA.P.2.4) | Use elements of composition (e.g. simplicity, lines, balance, rule of thirds, symmetry, framing) to create an original photograph |

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| **Benchmark** [**FA.P.1.4**](http://165.248.72.55/hcpsv3/imr/report_by_code.jsp?code=FA.P.1.4) | Demonstrate the ability to download, scan, and manipulate digital images |

Rationale: The overall rationale for choosing this learning goal is that the majority of students entering this class have little to no understanding of how digital imaging processes work. They know how to take pictures on phones, but have never learned any rules of photo composition. They know when they take pictures that there are “pixels” involved, but they know not how to effectively use these pixels. By using industry standard DSLR cameras, learning Principles Of Photography Composition, and integrating Adobe Photoshop and Apple IMac computers, students get exposed to professional level techniques that can lead them to future careers in the digital fields.Interval of instruction necessary to address goal: \_\_\_ yearlong >>>) semester |
| **Assessments, Scoring and Criteria** | Planned assessments and criteria used to determine levels of performance:1.Students will be assessed on individual performance on the design of their deliverable of each of the document elements (required items for each design) using a rubric specific to that project.2. Student will take an online pre and post test assessing their vocabulary and general understanding of DSLR Photography Basics, and Photoshop terms and tools they will use to create the graphics deliverables.

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| Rubric for scoring the Photography/Design Assessment: |
| Novice | Partially Proficient | Proficient | Advanced  |
| Score 0-60 | Score 61-70 | Score 71-80 | Score 81 -100 |

3. Students will take a on line general survey pre and post asking their reflections about their skills and content knowledge, and how their learning growth went in their own terms. |
| **Expected Targets** | Starting point for student performance groups:Expected target for each student performance group:By the end of the semester, 75% of all students will score in the proficient range on the DSLR/Photoshop Assessment and will complete at least one graphic design project deliverable that will serve as their best work.Rationale for expected targets:Students should be able to have a good understanding and working knowledge of how to use cameras and integrate with computers and software after a semester of hands on projects. and this is possible with using differentiated instruction for individual students, and using the following instructional strategies to enhance student achievement. |
| **Instructional Strategies** | Instructional strategies for each level of performance:1. **Peer tutoring and modeling** will be used with Proficient students to demonstrate correct use of computer software , cameras, and learning models.
2. Students will be exposed and will engage in **“Identifying Similarities & Differences”** activities (analogies, cause and effect links, compare and contrast organizers)

that will be tailored to each specific digital activity1. Students will engage in **Daily Warm-Up activities** that will cause them to **practice** their specific digital skills
2. Students will engage in **Nonlinguistic representation activities** (concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content) to help them understand and communicate the concepts brought out in class.
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| **To assess the Student Learning Objective, use the “Rubric for Rating the Quality of Student Learning Objectives” attachment** |

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| **Results** |  |

**SLO Rating Scale**

*Teacher should attach the class record for students assessed. Teacher should also have available accompanying student assessments and scored rubrics.*

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| **Rating rubric for teachers with a class of 5 or more students.** |
| **☐ Highly Effective** | **☐ Effective** | **☐ Developing** | **☐ Ineffective** |
| At least 90-100% of students met or exceeded expected target. | At least 75-89% of students met or exceeded expected target. | At least 60-74% of students met or exceeded expected target. | Fewer than 60% of students met or exceeded expected target. |
| **Rating rubric for teachers with a class of 4 or fewer students.** |
| **☐ Highly Effective** | **☐ Effective** | **☐ Developing** | **☐ Ineffective** |
| Based on individual growth outcomes, all students met expected targets and some exceeded the targets. | Based on individual growth outcomes, all students met expected targets. | Based on individual growth outcomes, some students met or exceeded expected targets. | Based on individual growth outcomes, no students met expected targets. |