| **Week 1 Goal(s):**  **Familiarize students with the software that comes installed on lab computers - specifically GarageBand & have them share their creative output with the group.**  **Understand computer etiquette and what we are doing with this class**  **Class Activity(s):**  **-Introductions!**  **-Individually pull from Loops library and arrange/cut loops to build your own song (1-2 minutes).**  **-Once complete, think about visual elements that could/would be important in a music video for this song.**  **Materials Needed:**  Computer lab |
| --- |
| **Week 2 Goal(s):**  **Build off week 1 to begin making our own music video animation using Scratch from MIT**  **Class Activity(s):**  **-Introduce Scratch IDE and basics of computer programming**  **-Using the songs that we made last week, begin designing a music video/animation that adds a visual element to the song that you created.**  **Materials Needed:**  Computer lab |
| **Week 3 Goal(s):**  **Finish programming/animation of our music videos**  **Class Activity(s):**  **-Work/share/collaboration time**  **-If students finish early, ask them about beginning to think about/plan a video game/explore what is possible on Scratch & have them find their favorites to present at the end of class.**  **Materials Needed:**  Computer lab |

| **Week 4 Goal(s):**  **Introduce digital photography basics**  **Develop and eye for composition**  **Understand that behind every photograph, there is a story**  **Class Activity(s):**  **-Explore the area immediately surrounding/inside Jefferson - take photographs of what we find.**  **-Introduce students to iPhoto and begin editing photographs.**  **-Share our favorite 3 and tell their stories**  **Materials Needed:**  Computer lab  Digital cameras (1/per student) |
| --- |
| **Week 5 Goal(s):**  **Using photographs from last week, prepare a short narrative that we can work to develop into a screenplay that can be made into short “silent” movies**  **Class Activity(s):**  **-5 minutes of idea time - what story do your pictures tell?**  **-Using the class as our actors/crew, film short, silent films using digital cameras that tell a story.**  **-Import videos into iMovie**  **-Explore adding soundtracks/effects**  **Materials Needed:**  Computer lab  Digital cameras (1/per) |
| **Week 6 Goal(s):**  **Continue from last week & finish video creation (it’s getting chilly)**  **Class Activity(s):**  **-Using the class as our actors/crew, film short, silent films using digital cameras that tell a story.**  **-Import videos into iMovie**  **-Explore adding soundtracks/effects**  **Materials Needed:**  Computer lab  Digital cameras (1/per) |
| **Week 7 Goal(s):**  **Recap class/share media**  **Class Activity(s):**  **-Demo Scratch sound-jump program**  **-Explore integrating things from iMovie, iPhoto, and GarageBand**  **-Compile a short class-recap video**  **Materials Needed:**  Computer lab |

1. **Name and District ID:**

**Ben Severns**

1. **Class Description:**

**“*Discover new worlds of possibilities using tools that were once dreams. Work alone and with the class to create digital photos, 3D models of a dream home or star ship, short animated stories complete with your own custom-designed soundtrack, and make your own interactive video games! This class is designed to be an introduction to the creative tools of the 21st Century. Bring ideas. Let’s make the world.”***

1. **Overarching Goal for Class:**

**Assist students in understanding digital technologies and how they can use them to express, create, communicate, and be stellar.**

1. **Classroom Management Style and Strategies:**

**On students’ level, understand them, relate to what they are excited about & offer my perspective as a 30 year old who is still jazzed on video games, movies, cartoons, etc.**

1. **Rules and Expectations for Students:**

**-Respect: Each other, me, the school’s supplied technology, and themselves**

**-Try everything we do**

1. **Goals and Expectations for Self as Instructor:**

**-Prepared for class**

**-Attentive/conscious of all students**

**-On-time**

1. **Expectations for and Needs from Community Ed. Coordinator:**

**-I need my log in info from the district again (it disappeared last spring and I haven’t been able to figure out why or how to get it back since then)**

1. **In case you need a substitute instructor—who might be able to sub, what is your plan and what activities could they do?**

- Not sure at the moment

**Helpful Hints when creating class curriculum and daily lesson plans for Jefferson Community Education.**

**Thoughtful Questions to Consider: HOOK, LINE, and SINKER.**

**HOOK:** How will you hook students into what you want to teach them that day and get them engaged and keep them coming back each week?

**LINE:** How will you go about setting up your class that day? What activity will you do that day with the students? You want the activity and directions to be clear and relatable for the students. You also want the activity to manageable for you based on time restraints, number of participating students, space and materials.

**SINKER:** How will you close out each day? Consistency is important. Ideally, you want to begin and end in a similar way each time you meet. This will help with classroom management—set a tone for your students and help clue them into what to expect each time you meet.

**Also Consider:**

What is manageable but also fun and exciting (for you and the students)?

How many students are there and what you can do in about 45 minutes?

Think about using different learning modalities—are your students’ visual, auditory, or hands-on learners?

Think about who the students are--what is their age, gender, life experience, interests, skill set, energy level, and cognitive ability?

\*Consider mirroring students’ verbal and body language as well as have your energy level complement their energy level as much as you can.

\*Ideally, motivate them to learn with you by first meeting them where they are at, while also encouraging them to take academic and social and emotional risks. A great way to do this is to set classroom expectations with your students the first day as well as present leadership opportunities for your students throughout the session!

\*\*Please fill out and submit this form to Kelsey Schultz via email or in person as soon as you can, no later than September 30th, 2016.