Course Overview: In this course students will explore their local landscape and human impact on the environment through scientific and artistic lenses. Students will make connections between farming, forests, art, food, ecosystems, people and climate change. The course will focus on hands-on learning, which may include: creating art from natural materials, using nature as a canvas, developing cafeteria recipes, managing the school garden, using art to solve real-life problems and connecting with community members.

Units and Activities: What will we be learning about and doing in this course? Below is an outline of the essential questions and big ideas we will be exploring this quarter. Be aware that my curriculum is flexible, and the direction we take as a class depends on the individuals in the class and time of year.

Essential Questions:
* How is thinking like a scientist similar to thinking like an artist?
* What can we learn about our place through both scientific and artistic lenses?
* What does “sustainable” mean? What is an ecosystem? What makes a healthy ecosystem and how can we help maintain that ecosystem? How do the principles of sustainability relate to our places?
* How does the natural environment affect me? How am I affected by the natural environment?
* How do artists and scientists consider their relationship to nature/their natural places in their work?

Course Outline:
Week I-2- AWARE: Intro to observing places as artists and scientists
   Exploring the relationship between science and art
   Focus on Awareness/observation

Week 3: RELATE: Explore the relationship between self, community and nature
   What does “sustainable” mean?
   What is an ecosystem?
   How does ecological learning relate to art learning?
Week 4-5 CARE: Work that inspires thinking, hope and action
What are the similarities between the Engineering Design Cycle and Creative Design Process?
Who are eco-artists?
How can art inspire viewers to reflect on their actions?
How can art improve/change an experience within nature/a garden?
How can art include ecological messages?

Weeks 6-9: MAKE CHANGE: Art, Science and Change/Imagining new possibilities, taking action
Investigation and explore challenges and possible solutions
Design, create, reflect and question
Sharing, experience, decide what’s next

Standards: What knowledge and skills will I gain by the end of this course?
What knowledge and skills will I gain by the end of this course?

Anchor Standards: This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. 
Content Standards: This course builds student knowledge and skill using the Visual arts standards. The content standards for 7th and 8th grade Studio Art are:

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Course Standard</th>
</tr>
</thead>
</table>
| **Create**: Use the artistic process to conceive and develop new artistic ideas and work | **Create**: Engage and Persist
Actively engage in class activities. Develop the focus conducive to working and persevering at art tasks. |
| **Create**: Refinement
Make a work of art that is resolved and shows evidence of revisions and refinement. | **Create**: Develop Craft
Properly use tools and materials. Execute technique. Maintain a clean and safe studio environment with care for my space and materials. |
| **Create**: Stretch and Explore
Explore new ideas and try out new media. |
Demonstrate a willingness to experiment.

Present:
Demonstrate the ability to effectively interpret and share artistic work

Present:
Share
Apply methods for the presentation of artwork.
Discuss one or more different methods involved in the creation of an artwork.

Respond:
Understand and evaluate how specific arts convey meaning

Respond:
Observe
Attend to visual contexts closely and notice multiple details.

### Assessment of Learning

#### Assessment Types:

Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

### Assessment Scoring:

Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:
**Anchor Standard: Create:** Use the artistic process to conceive and develop new artistic ideas and work

<table>
<thead>
<tr>
<th>Course Standards: Develop craft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>NC*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
</table>

**Develop Craft**
- I can list tools and identify materials and techniques. I can identify various safe and unsafe procedures within the context of art.
- I can use tools and materials. I apply technique but it is inconsistent. I am inconsistent in my maintenance of my studio space and materials.
- Properly use tools and materials. Execute technique. Maintain a clean and safe studio environment with care for my space and materials.
- I can intentionally select tools and materials to support an intended idea. I execute technique with skill to communicate my ideas. I can take initiative to support the studio environment beyond taking care of my own materials and space.

*Scores in the "Beginning range" are well below proficient and thus they are below passing.*

**HOWL Scoring:**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

**Communication:**

**How Do I Know My Grades?**
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards
Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me: If you have any questions about the structure or grading of this course, feel free to call (802-457-1317 ext 1128) or email kjimerson@wcsu.net

Materials:
1. #2 pencil with a good eraser (and a small pencil sharpener if possible.)
2. A folder or space in a binder for paper assignments

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:
Attendance: Students should be in class, on time, ready to work. Every effort should be made to try to make up missed classes

Be aware of your pace of work. Students work at very different rates. If you’re working too fast—you may want to develop some strategies for slowing down and revising work—or trying different versions of the same assignment. If you’re a slow, careful, methodical worker, you
might want to be aware that you may need to find extra time to work on an assignment. The class may need to move ahead and you may need to adjust accordingly.

**Class Participation:** True participation in class falls into several different categories:
Attention to directions and feedback from instructor, asking for clarification for your own benefit and for the benefit of the class
Listening to and being aware of other student’s contributions to discussion and classwork.
Being aware of the importance of your own contributions to discussion and classwork.
Being truly present in the class…side conversations kept to a minimum, no texting or use of electronic devices during class. (unless with permission of instructor…)
Allowing others full opportunity to work undistracted and undisturbed in a focused, respectful environment.

**Care of materials, spaces, and each other’s artwork.** In a shared space which is used by multiple classes and teachers, it is essential that everyone be truly cooperative in cleaning and organizing spaces, keeping track of work, and doing even a little bit more than is truly necessary to keep the room running smoothly.

---

**Teacher Contact Information:** Work (802-457-1317 ext. 128), home (802-457-1317 ext 1128) or email kjimerson@wcsu.net

---

Keep top portion for your records and return this portion to Katrina Jimerson by 9/2

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): _______________________________

Student Signed: ___________________________ Date: ___________________________

Parent/Guardian name (printed): _______________________________
Parent Signed: _________________________________ Date: ________________