





**Transition Update  
Spring 2019**

# Academy → Magnet Program



\*Phase I - Curriculum Alignment/Professional Development and Training

Phase II - Facilities and Equipment

Phase III - Community and Post-Secondary Engagement through Partnerships

\*Phase IV - Magnet School of America (MSA) Certification Status

*Phases I, II, and III will be done concurrently*



# Phase I Curriculum Alignment

Implementing the UbD Framework, the Beacon Magnet Academy of Media and Digital Arts curriculum was redesigned by grade level and includes the following:

- AP Capstone Courses
- Dual Language Integration
- Course Summaries
- Curriculum Framework
- Rubrics



[BEACON Update Documents April 2019](#)





# AP Capstone:

- Approved by College Board fall of 2018
- Courses will be classified as social studies electives to meet college entrance requirements and allow students greater flexibility with their schedules
- Pilot with 32 students during the 2019-2020 school year
- Mandatory elective for the class of 2023



# Program Uniqueness:

## **AP Integration:**

The AP Capstone Program was designed because the ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond. Students explore issues and topics using a pedagogical framework provided by the College Board. This framework lets them develop, practice, and hone critical and creative thinking skills and make connections between various issues and their own lives.



# Phase I Curriculum Alignment

## BEACON Academy of Media and Digital Arts

### SA120HN1/2 - Media and Digital Arts Technology (1102A001)

#### Academic Standards - Freshmen Year

**Course Description:** Students will learn fundamental pre-production, production, and post-production techniques, including digital media. Students will work hands-on with equipment, computers, and a variety of other tools to understand and learn the basics of digital broadcasting, communication, film, and editing.

This honors course extends standard competencies to a rigorous, challenging level. Students will experience extensive training to learn specific details of applicable technology, complete a minimum of 15 comprehensive projects to demonstrate application of multiple technologies, and consistently present their work to the other students in their class. To remain eligible for the BEACON Academy of Media and Digital Arts students must maintain a C or higher in the course.

The BEACON Academy of Media and Digital Arts has based standards on two sources:

1. National Core Arts Standards for Media Arts
2. The Common Core State Standards

Standard	Competency
NCAS for Media Arts: Anchor Standard 1/2 (Proficient)	<b>Innovation:</b> Student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology.
NCAS for Media Arts: Anchor Standard 3a/b (Proficient)	<b>Camera:</b> Student can operate a digital camera and employ specific videography techniques.
NCAS for Media Arts: Anchor Standard 4 (Proficient)	<b>Editing:</b> Student demonstrates understanding of digital editing and

Course summaries detail key concepts of the curriculum including:

- Course description
- Alignment to standards
- Competencies
- Rubric Language

# Beacon Curriculum Pacing Guide Freshman Course - Media and Digital Arts Technology

FIRST SEMESTER - Desired results				
Unit and Standards	Unit 1: Introduction to Media Tech (Videography, Audio, Editing, Vocabulary)	Unit 2: Storytelling (Innovation, Audio, Editing, Language)	Unit 3: Managing Equipment (Videography, Audio, Vocabulary)	Unit 4: Vocab and Skills Comprehension (Videography, Audio, Editing, Vocabulary)
	<ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work (Media Arts 2)</li> <li>Select, analyze, and interpret artistic work for presentation (MA4)</li> <li>Refine and complete artistic work (MA3)</li> <li>Determine the meaning of symbols, key terms, and other domains-specific words and phrases as they are used in a specific or technical context (ELA <a href="#">RST.9-10.4</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Generate and conceptualize artistic ideas and work. (MA1)</li> <li>Select, analyze, and interpret artistic work for presentation (MA4)</li> <li>Refine and complete artistic work (MA3)</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (ELA L9-10.1)</li> </ul>	<ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work (Media Arts 2)</li> <li>Select, analyze, and interpret artistic work for presentation (MA4)</li> <li>Determine the meaning of symbols, key terms, and other domains-specific words and phrases as they are used in a specific or technical context (ELA <a href="#">RST.9-10.4</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work (Media Arts 2)</li> <li>Select, analyze, and interpret artistic work for presentation (MA4)</li> <li>Refine and complete artistic work (MA3)</li> <li>Determine the meaning of symbols, key terms, and other domains-specific words and phrases as they are used in a specific or technical context ELA <a href="#">RST.9-10.4</a>)</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</li> <li>How are complex media arts experiences constructed?</li> <li>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</li> <li>How do media artists improve/refine their work?</li> <li>What is the purpose of communication?</li> <li>How does word choice affect meaning?</li> <li>How does technology enhance creativity and help people communicate ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How do media artists generate ideas?</li> <li>How can ideas for media arts productions be formed and developed to be effective and original?</li> <li>How are complex media arts experiences constructed?</li> <li>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</li> <li>How do media artists improve/refine their work?</li> <li>How are messages communicated orally and visually?</li> <li>What is the purpose of applying proper grammar and mechanical skills?</li> <li>How do stories help people to communicate ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</li> <li>How are complex media arts experiences constructed?</li> <li>What is the purpose of communication?</li> <li>How does word choice affect meaning?</li> <li>How do I organize my materials and how does that help me to be more productive?</li> </ul>	<ul style="list-style-type: none"> <li>How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</li> <li>How are complex media arts experiences constructed?</li> <li>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</li> <li>How do media artists improve/refine their work?</li> <li>What is the purpose of communication?</li> <li>How does word choice affect meaning?</li> <li>How does technology enhance creativity and help people communicate ideas?</li> <li>Looking back on my work from the semester, what are my strengths and areas for growth?</li> <li>How can I use these skills in other aspects of my life?</li> </ul>
Enduring Understandings	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Media artists plan, organize, and develop creative ideas, plans, and models into process</li> </ul>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Media arts ideas, works, and processes are shaped by the imagination, creative processes</li> </ul>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Media artists plan, organize, and develop creative ideas, plans, and models into</li> </ul>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Media artists plan, organize, and develop creative ideas, plans, and models into process</li> </ul>

## Curriculum Framework:

Identifies expectation of material to be covered to ensure curriculum continuity between instructors.



### FINAL Freshman Level Beacon Rubric

Competency	4 - Mastery	3 - Proficiency	2 - Basic	1 - Below Basic	0 - No Evidence
<b>Innovation:</b> Student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology.	Student creates and experiments with compelling content by combining techniques to communicate a clear message.	Student creates content by combining techniques to communicate a clear message.	Student creates content through use of techniques to communicate a message.	Student creates content through attempted use of at least one technique to communicate an idea.	There is no, or insufficient, evidence of learning to assess the standard at this time.
<b>Videography:</b> Student can operate a digital camera and employ specific videography techniques./Student correctly applies stylistic camera techniques through deliberate choices that successfully influence the presentation of content.	Content has proper focus throughout, shots are framed correctly and with purpose, imagery is properly white balanced and color corrected. Visuals look professional.	Content has mostly focused shots throughout, most shots are framed correctly and with purpose, the majority of images are white balanced correctly.	Content contains several out of focus shots or softly focused shots, framing is off in some instances, and color temperature is not balanced correctly.	Shots are unfocused throughout content, framing isn't properly achieved within a sequence of shots and imagery hasn't been white balanced.	There is no, or insufficient, evidence of learning to assess the standard at this time.
<b>Editing:</b> Student can operate advanced software for digital editing and organize/manipulate digital media./Student correctly applies editing techniques through	Content is assembled in a way that supports a clear narrative, is free of jump cuts and transitions are properly placed. Edits are intentionally placed into the sequence and support	Content is mostly assembled in a way that supports a clear narrative, is free of jump cuts and transitions are properly placed. Edits are mostly	Content is assembled attempts to supports a narrative has jump cuts and transitions are poorly placed. Edits include	Content assembled does not support a narrative, includes several jump cuts or other errors in continuity. Cuts and transitions are	There is no, or insufficient, evidence of learning to assess the standard at this time.

## Rubrics:

As a result of U-46 adopting the SBLA model, rubrics are designed to evaluate a student's mastery of the curriculum presented.



# Phase I - Timeline

## Curriculum Alignment/Professional Development and Training

Winter 2018	Curriculum Gaps Identification
Winter 2018	Course Modification and Addition Recommendations
Winter/Spring 2018	Curriculum Writing Begins
Spring 2018	AP Capstone Application Submission
Fall 2018	Curriculum Writing Continues
Fall 2018	AP Capstone Approval
Fall 2018	BEACON Curriculum and Dual Language Alignment
Fall 2018	Initial Curriculum Writing Completion



# Phase I-Timeline

## Curriculum Alignment/Professional Development and Training

January 2019	Course Description and Curriculum Review at C & I Plus
February 2019	Work Plan Created and Response to Feedback from C & I Plus provided
March 2019	Rubric Refinement by BEACON Team
March 2019	<a href="#"><u>Work Plan &amp; Curriculum reviewed by Secondary Team</u></a>
March 2019	BEACON changes overview and PD plans presented to PD Committee
April 2019	BEACON Team Student Data/Rubric Analyzation
April 2019	Instructional Council Update
May 2019	Board of Education Update
June 2019	Curriculum/Assessment refinement with BEACON Team
August 2019	Curriculum Implementation



# Phase I

## Example Course Sequence

1. English	*9th English (Regular or Honors)	*10th English (Regular or Honors)	*11th English (Regular or AP)	*12th English (Regular or AP)
2. Math	*Algebra 1-2	*Geometry	*Algebra 3-4	4th Yr. Math
3. Science	*Biology (Regular or Honors)	*Chemistry (Regular or Honors)	Physics (Regular or AP)	4th Yr. Science
4. Social Studies		*US History (Regular or AP)	AP Seminar	*Civics/Econ (Regular or AP)
5. Physical Education	*PE	*PE/Health	*PE	*PE
6. Elective				AP Research
7. Elective	BEACON	BEACON	BEACON	BEACON

\*High School Graduation Requirements  
 College Admission Suggested Requirements  
 BEACON Program Requirements



# Phase I

## Example Course Sequence *Dual Language*

1. English	* <b>9th English</b> (Regular or Honors)	* <b>10th English</b> (Regular or Honors)	* <b>11th English</b> (Regular or AP)	* <b>12th English</b> (Regular or AP)
2. Spanish Language Arts	<b>ALE 1</b>	<b>AP Spanish</b>	<b>ALE 2 (Honors)</b>	<b>AP Spanish Literature Dual Credit</b>
3. Math	* <b>Algebra 1-2</b>	* <b>Geometry</b>	* <b>Algebra 3-4</b>	<b>4th Yr. Math</b>
4. Science	* <b>Biology</b> (Regular or Honors)	* <b>Chemistry</b> (Regular or Honors)	<b>Physics</b> (Regular or AP)	* <b>US History</b> (Regular or AP)
5. Social Studies		* <b>Civics/Econ</b> (Regular or AP)	<b>AP Research</b>	<b>AP Seminar</b>
6. Physical Education	*PE	*PE/Health	*PE	*PE
7. Elective	<b>BEACON</b>	<b>BEACON</b>	<b>BEACON</b>	<b>BEACON</b>

\*High School Graduation Requirements  
**College Admission Suggested Requirements**  
**BEACON Program Requirements**





# Phase I

## Curriculum Alignment/Professional Development and Training

Professional Development	Timeline	Teachers Impacted
Rubric/Assessment Creation	1 day Summer 2019	3
UbD Review/Curriculum Collaboration	1 day Summer 2019	3
AP Capstone (BEACON/ Social Studies)	5 days Summer 2019\2020	5
Equipment Training	4 days Summer 2019	3
Student Work Analyzation/Revisions	Throughout 2019-2020	3
Collaboration (TL, BEACON staff, Divisional)	Throughout 2019-2020	5



# Phase IV

## Magnet Schools of America (MSA) Certification Status

November 2018	Magnet Program Transition Initiative Commence	
December 2018- May 2019	PD Progression for Secondary Principals	
February 2019	Magnet/CTE Divisionals	Diversity Statement/Magnet Program Goals Drafted
March 2019	Board Approval for MSA Scope of Work	
April 2019	Introduction to the MSA Certification Process	
June 2019	MSA Leadership Retreat	Diversity Statement/Magnet Program Goals Adopted



Why be a flashlight, when you can be a BEACON

