

**STANDARDS & PROCEDURES**

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| **Department or Subject:** | **Pop Culture & Media & Communication** |
| **Teacher(s):** | **Sherine Boctor** |
| **Cycle and Level Taught:** | **Cycle II – Level V** |
| **School Year:** | **2023-2024** |

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| **Term 1 (20%)** |
| ***Competencies Targeted\**** | ***Evaluation Methods\**** | ***General Timeline*** |
| Thinking critically & deconstructing media | Class discussions & writing reflections | September-November |
| ***Communication to Students and Parents***  | ***Other Pertinent Information*** |
| Progress ReportReport CardParent-Student-Teacher InterviewsEmailGoogle Classroom | Term 1 focuses on…art as activism, art as a vehicle of values, literary criticism |

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| **Term 2 (20%)** |
| ***Competencies Targeted\**** | ***Evaluation Methods\**** | ***General Timeline*** |
| Read and analyze a variety of media  | Writing, creating pop art, class discussions | November-December |
| ***Communication to Students and Parents***  | ***Other Pertinent Information*** |
| Report CardParent-Student-Teacher InterviewsEmailGoogle Classroom | Term 2 focuses on…critical thinking about pop art, commercial art, fine art  |

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| **Term 3 (60%)** |
| ***Competencies Targeted\**** | ***Evaluation Methods\**** | ***General Timeline*** |
| Deconstructing stereotypes and common tropes in media | Discussing a variety of T.V. series, analyzing representations of different communities | January-June |
| ***Communication to Students and Parents***  | ***End of Year Evaluation\**** | ***Other Pertinent Information*** |
| Report CardEmailGoogle Classroom | Producing a creative narrative about a miss-represented, underrepresented or stereotyped community | Term 3 focuses on…analyzing various films and television series |

**\*** *Competencies Targeted discusses actively in class + creates pop art + writes critically on pop art. All three competencies are evaluated every semester. The terms weighting is 20-20-60.*