

DIGITAL PHOTOGRAPHY I

COURSE INFORMATION:

Length : 90 Hours
Type: Preparatory
Program: 500406 Commercial Photography
Cluster: Arts, Audio/Video Technology & Communications
CTSO: SkillsUSA
Standards: Standards used are from OSPI Model Framework for 500406 Commercial Photography.

COURSE DESCRIPTION:

Digital Photography I (Commercial Photography)
Registration Code: CTE 350/351 or FAA 161/162Preparatory
Grade Levels: 9-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester.
Prerequisites: Computer Applications is strongly recommended
Other: Work completed in this class may be used for publication in the school yearbook and literary arts magazine.
Students will be encouraged to submit work from class to local, regional, and national competitions.
CIP Code: 500406
Location: CHS, EHS, JHS

Investigate and practice the exciting career field of digital (commercial) photography. Students will start by learning the history of photography and how cameras work, explore lighting, color, composition, and other subject matter to achieve a solid grounding in both technical and creative photographic processes. They will then learn and practice several different genres of photography including nature photography, action photography, and journalistic photography. Students will learn how to bring their pictures alive using Adobe Photoshop. Students will explore career and business opportunities in commercial photography. The course will conclude with students preparing their own traditional hard-copy and digital electronic portfolios.

COURSE UNIT OUTLINE:

<u>Unit#</u>	<u>Unit Title/Topic</u>	<u>Hours</u>
1	Basics of Digital Photo.....	15
2	Basic of Photo Editing.....	20
3	Art Principles and Elements.....	15
4	History of Photography.....	10
5	Photography as a Career.....	15
6	Advanced Editing and Portfolios.....	15

Unit 1 BASICS OF DIGITAL PHOTO**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will be able to understand, describe, and demonstrate the basics of photography terms, parts of a camera, digital camera use and techniques, transferring photos, organizing photos, and safety related to areas common to photographic work.

PERFORMANCE ASSESSMENT(S)

Quiz, presentations, written essays, performance (projects), portfolios

INDUSTRY STANDARDSC-13 Camera Operations

- 13.3 Understand the basic guidelines for making successful photographs
- 13.4 Know and use the vocabulary necessary to identify and learn to use the parts of the camera
- 13.5 Identify different camera formats and their advantages and disadvantages

C-14 Functions of a Lens

- 14.1 Understand the differences between lenses of different focal lengths for different cameras
- 14.2 Identify special purpose lenses
- 14.3 Be familiar with both methods of focusing (manually and automatically)
- 14.4 Understand the relationship between f/stop (aperture) and depth of field
- 14.5 Understand the relationship between focal length and perspective
- 14.6 Work effectively in close-up situations

C-15 Exposure Control

- 15.1 Understand the relationship between the shutter and light
- 15.3 Understand how the aperture of the camera works in relation to light
- 15.4 Understand the concept of depth of field and how to control it
- 15.5 Understand the trade off between aperture and shutter choice
- 15.6 Understand how to use shutter speed and aperture to control exposure
- 15.7 Understand how to use a camera and avoid or control blur in your images

C-16 Light Meters and Exposure

- 16.3 Use in-camera exposure meters

A-1 Lighting

- 1.2 Shoot effectively with available light

A-2 Image Quality

- 2.1 Use different types of film and/or digital cameras (resolution issues) appropriate for the assignment
- 2.2 Control image quality using color control, and other darkroom and/or digital techniques

A-3 Film and Its Characteristics

- 3.1 Be familiar with the way film is made and the purpose of each of its layers.

A-6 Digital Camera and Photography

- 6.1 Identify the basic features of digital cameras and know how to use them
- 6.3 Understand how digital images are transferred to a computer for storage and manipulation
- 6.4 Understand the differences between normal-focal length for digital camera lenses and traditional camera lenses
- 6.5 Understand how to make adjustments for contrast, color balance and exposure using a digital camera
- 6.10 Understand how to store digital images

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**

Arts 1.0 The student understands and applies arts knowledge and skills.

- 1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.

- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Presents work to others in a performance, exhibition, and/or production.

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

Communication 3.2: Uses media and other resources to support presentations.

3.2.1 Proficiency in this GLE is expected at grade 7.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Standards: Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

Writing 1.5: Publishes text to share with audience.

1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

Writing 3.1: Develops ideas and organizes writing.

3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

EMPLOYABILITY SKILLS

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.2: Teachers others new skills

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

THINKING SKILLS

- ☒ Observe
- ☐ Patterns
- ☐ Sequence
- ☐ Classify
- ☒ Compare/Contrast
- ☐ Predict
- ☒ Cause/Effect
- ☒ Fact/Opinion

- ☒ Main Idea
- ☐ Summary
- ☒ Point of View
- ☐ Analysis
- ☐ Finding Evidence
- ☐ Evaluation
- ☐ Detect Bias
- ☐ Inference

- ☐ Conclusion
- ☐ Metacognition
- ☐ Reasoning
- ☒ Problem Solving
- ☐ Goal Setting
- ☐ Fluency
- ☐ Elaboration
- ☐ Flexibility

- ☒ Originality
- ☐ Risking
- ☐ Inquisitiveness
- ☐ Attending
- ☐ Persistence
- ☐ Precision

Unit 2 BASIC OF PHOTO EDITING**20 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Introduction to the basics of photo editing
 Cropping, lighting adjustments, color adjustments
 global and local adjustments
 understanding and adding metadata
 basics of organization

PERFORMANCE ASSESSMENT(S)

Quiz, presentations, written essays, performance (projects), portfolios, notebooks

INDUSTRY STANDARDSC-1 Develop employability skills to secure and keep employment in chosen field

1.8 Demonstrate employability skills needed to get and keep a job

C-3 Solve problems using critical thinking

3.1 Demonstrate skills used to define and analyze a given problem

3.5 Select potential solutions based on reasoned criteria

C-4 Demonstrate positive work behaviors

4.1 Identify time management and task prioritization skills

4.2 Explain the importance of following workplace etiquette/protocol

4.4 Demonstrate self-management skills

4.9 Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride

4.10 Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

4.11 Demonstrate a respect for diversity and its benefit to the workplace

C-13 Camera Operations

13.3 Understand the basic guidelines for making successful photographs

C-17 Design Elements/Principles

17.1 Understand the impact that framing and cropping has on an image

17.3 Understand how to use contrast to enhance your images

A-2 Image Quality

2.2 Control image quality using color control, and other darkroom and/or digital techniques

A-7 Digital Editing and Printing

7.2 Adjust portions or complete images using software tools

7.3 Use other techniques including filters to readjust or sharpen images

7.4 Edit image using software including: burning, dodging, levels, masks, importance and benefits of using layers, retouching

7.5 Understand the ethics of altering images.

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Algebra 1**Algebra 1.2 Core Content: Numbers, expressions, and operations

1.2.D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.

Standards: Arts

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Refines work based on feedback, self-reflection, and aesthetic criteria.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express and present ideas and feelings.

- 3.2 Uses the arts to communicate for a specific purpose.
- 3.3 Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.2 Demonstrates and analyzes the connections between the arts and other content areas.
- 4.5 Understands how arts knowledge and skills are used in the world of work including careers in the arts.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

EMPLOYABILITY SKILLS

SCANS 1.0 The student identifies, organizes, plans and allocates resources

- 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.
- 1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

SCANS 3.0 The student acquires and uses information

- 3.1: Acquires and evaluates information
- 3.2: Organizes and maintains information
- 3.3: Interprets and communicates information
- 3.4: Uses computers to process information

SCANS 4.0 The student understands complex systems and inter-relationships

- 4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

SCANS 5.0 The student works with a variety of technologies

- 5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.
- 5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.
- 5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

THINKING SKILLS

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> Observe | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Conclusion | <input checked="" type="checkbox"/> Originality |
| <input checked="" type="checkbox"/> Patterns | <input checked="" type="checkbox"/> Summary | <input type="checkbox"/> Metacognition | <input type="checkbox"/> Risking |
| <input type="checkbox"/> Sequence | <input checked="" type="checkbox"/> Point of View | <input type="checkbox"/> Reasoning | <input type="checkbox"/> Inquisitiveness |
| <input checked="" type="checkbox"/> Classify | <input checked="" type="checkbox"/> Analysis | <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Attending |
| <input checked="" type="checkbox"/> Compare/Contrast | <input type="checkbox"/> Finding Evidence | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Predict | <input checked="" type="checkbox"/> Evaluation | <input type="checkbox"/> Fluency | <input checked="" type="checkbox"/> Precision |
| <input checked="" type="checkbox"/> Cause/Effect | <input type="checkbox"/> Detect Bias | <input type="checkbox"/> Elaboration | |
| <input checked="" type="checkbox"/> Fact/Opinion | <input type="checkbox"/> Inference | <input type="checkbox"/> Flexibility | |

Unit 3 ART PRINCIPLES AND ELEMENTS**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understand and apply art elements, principles and composition

PERFORMANCE ASSESSMENT(S)

Quiz, presentations, written essays, performance (projects), portfolios

INDUSTRY STANDARDSC-2 Communicate in multiple modes to address needs within the career and technical field

- 2.6 Explain information presented graphically
- 2.7 Use writing/publishing/presentation applications

C-17 Design Elements/Principles

- 17.1 Understand the impact that framing and cropping has on an image
- 17.2 Understand how to use the “rule of thirds”
- 17.3 Understand how to use contrast to enhance your images
- 17.4 Understand how points of view can affect the interpretation of an image
- 17.5 Identify some “rules of thumb” employed by photographers involved in portraiture and landscape including managing motion, balance, and tension
- 17.6 Speak about photographs and present your work to agencies and galleries
- 17.7 Compose for specific audiences

A-2 Image Quality

- 2.2 Control image quality using color control, and other darkroom and/or digital techniques

A-7 Digital Editing and Printing

- 7.2 Adjust portions or complete images using software tools
- 7.3 Use other techniques including filters to readjust or sharpen images
- 7.4 Edit image using software including: burning, dodging, levels, masks, importance and benefits of using layers, retouching

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**Arts 1.0 The student understands and applies arts knowledge and skills.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.
- 2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):
 - Analyzes the structure, context and/or aesthetics of the work.

Arts 3.0 The student communicates through the arts.

- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.

Standards: CommunicationCommunication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

- 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

EMPLOYABILITY SKILLSSCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

SCANS 4.0 The student understands complex systems and inter-relationships

4.2: Monitors and Corrects Performance - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in performance and makes corrections.

SCANS 5.0 The student works with a variety of technologies

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Summary	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Evaluation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Precision
<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Elaboration	
<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	

Unit 4 HISTORY OF PHOTOGRAPHY**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understanding the History of Photography
 -inventions, photographers, trends

PERFORMANCE ASSESSMENT(S)

Quiz, presentations, written essays, performance (projects), portfolios

INDUSTRY STANDARDSC-9 Survey of History of Photography

- 9.1 Identify significant discoveries, developments, and inventions in the history of photography
- 9.2 Understand the chronology of the development and popularization of photography
- 9.3 Understand the significance of early documentary photography and its social, political, and scientific impact
- 9.4 Identify the historically important figures and sponsoring individuals and agencies
- 9.5 Distinguish between various movements, styles, and trends in the history of photography
- 9.6 Identify the work of major photographers of the 19th and 20th centuries

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: History**History 4.1: Understands historical chronology.

- 4.1.1 (9-10) Analyzes change and continuity within a historical time period.
- 4.1.2 (9-10) Understands how the following themes and developments help to define eras in world history:
 - Challenges to democracy and human rights (1945—present).
- 4.1.2 (11) Understands how the following themes and developments help to define eras in U.S. history:
 - Industrialization and the emergence of the United States as a world power (1890—1918).
 - Reform, prosperity, and the Great Depression (1918—1939).
 - World War II, the Cold War, and international relations (1939—1991).
 - Movements and domestic Issues (1945—1991).
 - Entering a new era (1991—present)

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

- 4.2.1 (9-10) Analyzes how individuals and movements have shaped world history (1450—present)
- 4.2.1 (11) Evaluates how individuals and movements have shaped the United States (1890—present)
- 4.2.1 (12) Evaluates how individuals and movements have shaped contemporary world issues.
- 4.2.3 (11) Analyzes and evaluates how technology and ideas have shaped U.S. history (1890—present).
- 4.2.3 (12) Evaluates the ethics of current and future uses of technology based on how technology has shaped history.

History 4.4: Uses history to understand the present and plan for the future.

- 4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

Standards: ArtsArts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.3. Understands how the arts impact and reflect lifelong choices.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Standards: CommunicationCommunication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
- 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

Communication 3.2: Uses media and other resources to support presentations.

3.2.1 Proficiency in this GLE is expected at grade 7.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.

EMPLOYABILITY SKILLS

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Summary	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Point of View	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Finding Evidence	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Precision
<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Elaboration	
<input checked="" type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	

Unit 5 PHOTOGRAPHY AS A CAREER**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Careers and Business Practices

- identify specific career fields in
- identify specific post secondary options (college, technical schools)
- ethics
- duties, tasks, work activities of a professional photographer

PERFORMANCE ASSESSMENT(S)

Quiz, presentations, written essays, performance (projects), portfolios

INDUSTRY STANDARDSC-1 Develop employability skills to secure and keep employment in chosen field

- 1.1 Evaluate industries, organizations, and careers based on multiple sources of research and information
- 1.2 Assess interest areas to determine potential career pathways, including career ladders
- 1.3 Develop a career plan with alternatives
- 1.4 Complete job applications and related employment documents (e.g. W-4)
- 1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- 1.6 Apply job search skills to seek, evaluate, apply for, and accept employment
- 1.8 Demonstrate employability skills needed to get and keep a job

C-2 Communicate in multiple modes to address needs within the career and technical field

- 2.1 Apply strategies to enhance effectiveness of all types of communications in the workplace
- 2.3 Locate information from books, journals, magazines, and the Internet
- 2.4 Apply basic writing skills to work-related communication

C-4 Demonstrate positive work behaviors

- 4.1 Identify time management and task prioritization skills
- 4.2 Explain the importance of following workplace etiquette/protocol
- 4.3 Demonstrate willingness to learn and further develop skills
- 4.4 Demonstrate self-management skills
- 4.10 Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

C-10 Careers

- 10.1 Students will be aware of the many jobs and careers in the photography industry and the requirements and skills needed to get those jobs
- 10.2 Be aware of portfolios strategies that are audience specific
- 10.3 Create a portfolio of work

C-11 Business Practices

- 11.1 Understand legal practices such as copyright, work for hire and royalties
- 11.2 Speak about photographs and present your work to agencies and galleries
- 11.3 Understand business ethics

A-9 Analyze basic business practices required to start and run a company/organization.

- 9.2 Describe the relationship between suppliers, producers, and consumers
- 9.3 Compare and contrast types of businesses, including sole proprietorships, small businesses, companies, corporations, governmental agencies, and no-profit organizations
- 9.4 Describe practices that ensure quality customer service
- 9.5 Explain the value of competition in business/field

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Communication**Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
- 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.2.1 Uses communication skills that demonstrate respect.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Communication 4.2: Sets goals for improvement.

Standards: Writing

Writing 1.4: Edits text.

1.4.1 Edits for conventions (see 3.3).

Writing 2.3: Writes in a variety of forms/genres.

2.3.1 Uses a variety of forms/genres.

Writing 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting.

Writing 3.1: Develops ideas and organizes writing.

Writing 3.2: Uses appropriate style.

3.2.1 Analyzes audience and purposes and uses appropriate voice.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.

EMPLOYABILITY SKILLS

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.2: Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

SCANS 3.0 The student acquires and uses information

3.4: Uses computers to process information

SCANS 4.0 The student understands complex systems and inter-relationships

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Summary	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Analysis	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Evaluation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Precision
<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Elaboration	
<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	

Unit 6 ADVANCED EDITING AND PORTFOLIOS**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Culminating Work

- best photos, written and oral presentations
- demonstrate proficiency in a variety of design and photography skills

PERFORMANCE ASSESSMENT(S)

Presentations, written essays, performance (projects), portfolios

INDUSTRY STANDARDSC-12 Critical Analysis

- 12.2 Use reflection in evaluation to your own work

C-17 Design Elements/Principles

- 17.6 Speak about photographs and present your work to agencies and galleries
- 17.7 Compose for specific audiences

A-2 Image Quality

- 2.2 Control image quality using color control, and other darkroom and/or digital techniques

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**Arts 1.0 The student understands and applies arts knowledge and skills.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.
 - Presents work to others in a performance, exhibition, and/or production.
- 2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose of the work and/or performance.
 - Presents, exhibits, and produces work and/or performance for others.

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express and present ideas and feelings.
- 3.2 Uses the arts to communicate for a specific purpose.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

EMPLOYABILITY SKILLSSCANS 1.0 The student identifies, organizes, plans and allocates resources

- 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 3.0 The student acquires and uses information

3.2: Organizes and maintains information

3.4: Uses computers to process information

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Summary	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Evaluation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Precision
<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Elaboration	
<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	