

DIGITAL PHOTOGRAPHY II

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 II (Commercial Photography)
Registration Code: CTE 360/361Preparatory
Grade Levels: 9-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester.
Prerequisites: Successful completion of Digital Photography I
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

This class is for students who have a high interest in photography and Photoshop and who have successfully completed Digital Photo I. In this class students will learn how to operate a digital SLR camera, set up and use a three-point portrait studio lighting system, learn advanced processing techniques using Adobe Photoshop, and apply advanced design elements and principles. Students will be strongly encouraged to enter multiple local, regional, and national photography competitions as well as create an A-P 2-D design portfolio.

COURSE UNIT OUTLINE:

<u>Unit#</u>	<u>Unit Title/Topic</u>	<u>Hours</u>
1	Advanced Digital Camera Operations.....	15
2	Art Elements and Principles.....	15
3	Studio Portrait Lighting.....	15
4	Advanced Digital Processing.....	25
5	Advanced Careers.....	15
6	Comprehensive Portfolio.....	5

Unit 1 ADVANCED DIGITAL CAMERA OPERATIONS**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Identify, understand various parts and controls of a Digital SLR camera.
 Demonstrate basic principles of operations of a Digital SLR camera.
 Demonstrate ability to take quality photographs with this type of digital camera.

PERFORMANCE ASSESSMENT(S)

Performance (project), written assessment, presentation, test or quiz

INDUSTRY STANDARDSC-13 Camera Operations

- 13.1 Identify various parts and controls of a SLR camera (film and/or digital)
- 13.2 Understand the basic principles of how to operate either a manual or automatic SLR camera
- 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

A-1 Lighting

- 1.1 Understand the basic concepts of degree of diffusion and direction of light
- 1.2 Shoot effectively with available light

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**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.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Presents work to others in a performance, exhibition, and/or production.

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.

Standards: CommunicationCommunication 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: WritingWriting 2.2: Writes for different purposes.

- 2.2.1 Demonstrates understanding of different purposes for writing.

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.

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

Writing 3.2: Uses appropriate style.

- 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

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.

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

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

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.

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

THINKING SKILLS

<input type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Summary	<input type="checkbox"/> Metacognition	<input checked="" 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 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 checked="" 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 type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	

Unit 2 ART ELEMENTS AND PRINCIPLES**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will identify all seven elements of design and the six principles of art in exemplars as well as in their own portfolios.

Students will create a body of work in which there is evidence of the use of these elements and principles in their photography.

PERFORMANCE ASSESSMENT(S)

Performance Assessment (project), presentation, written essay and test/quiz

INDUSTRY STANDARDSC-10 Careers

- 10.2 Be aware of portfolios strategies that are audience specific
- 10.3 Create a portfolio of work

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

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):
 - Identifies audience and purpose.
 - 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.
 - Develops art works and/or performances using a creative process working towards independence with teacher mentoring.
 - Interprets meaning through personal understanding of the work and/or performance.
 - Presents, exhibits, and produces work and/or performance for others.
 - Reflects and self-evaluates work and/or performance to set goals.
- 2.3 Applies a responding process to an arts presentation of dance, music, theatre and visual arts):
 - Analyzes the use and organization of elements, principles, foundations, skills and techniques.

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.

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.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Standards: Communication

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

Communication 3.3: Uses effective delivery.

Standards: Writing

Writing 2.1: Adapts writing for a variety of audiences.

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

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.

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

3.1.2 Analyzes and selects effective organizational structure.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

3.3.7 Applies paragraph conventions.

LEADERSHIP SKILLSLeadership 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.

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

3.3: Interprets and communicates information

3.4: Uses computers to process information

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input checked="" 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 checked="" 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 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 3 STUDIO PORTRAIT LIGHTING**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will learn and apply how to set up and manipulate a one, two, and three point lighting system. Students will demonstrate knowledge with the creation of several photographic images using these lighting systems.

PERFORMANCE ASSESSMENT(S)

Performance Assessment (project), presentation, written essay and test/quiz

INDUSTRY STANDARDSC-10 Careers

- 10.2 Be aware of portfolios strategies that are audience specific
- 10.3 Create a portfolio of work

A-1 Lighting

- 1.1 Understand the basic concepts of degree of diffusion and direction of light
- 1.2 Shoot effectively with available light
- 1.3 Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses
- 1.4 Understand the purpose for using more than one lighting device, and how to position fill lights to achieve certain effects, such as studio, on camera, existing, supplemental, reflectors, etc.
- 1.7 Arrange lightening for portraits and reflective objects, and to enhance the appearance of textured surfaces

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):
 - Identifies audience and purpose.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - 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):
 - Selects artistic resources, materials and/or repertoire to create, perform and present.

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

- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Standards: Communication

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 4.2: Sets goals for improvement.

- 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

Standards: Writing

Writing 2.1: Adapts writing for a variety of audiences.

- 2.1.1 Applies understanding of multiple and varied audiences to write effectively.

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

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.

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

3.1.2 Analyzes and selects effective organizational structure.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

3.3.7 Applies paragraph conventions.

LEADERSHIP SKILLSLeadership 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.

Leadership 1.0 Individual Skills**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

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.

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

4.3: Improves or Designs Systems - Suggests modifications to existing systems and develops new or alternative systems to improve performance.

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 checked="" 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 checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Reasoning	<input checked="" 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 checked="" 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 type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input checked="" type="checkbox"/> Flexibility	

Unit 4 ADVANCED DIGITAL PROCESSING**25 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will be able to understand, and apply the advanced processing techniques enabling them to create multiple layered montage image files. Students will independently study a variety of resources and apply what they learned to the creation of a poster promoting a school event, activity, or organization.

PERFORMANCE ASSESSMENT(S)

Performance Assessment (project), presentation, written essay and test/quiz

INDUSTRY STANDARDSC-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

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: 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.

2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- 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.
- Presents work to others in a performance, exhibition, and/or production.
- Develops art works and/or performances using a creative process working towards independence with teacher mentoring.
- Identifies audience and purpose of the work and/or performance.
- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Analyzes the structure, context and/or aesthetics of the work.
- 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.

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

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Standards: CommunicationCommunication 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: WritingWriting 2.1: Adapts writing for a variety of audiences.

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

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.

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

3.1.2 Analyzes and selects effective organizational structure.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

3.3.7 Applies paragraph conventions.

LEADERSHIP SKILLSLeadership 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.

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

3.1: 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.

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 checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Reasoning	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Flexibility	

Unit 5 ADVANCED CAREERS**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will identify and focus on a specific specialty in the field of professional photography. It will include an identification of job duties, responsibilities, income potential, and specific locations for training for entry level jobs.

PERFORMANCE ASSESSMENT(S)

Performance Assessment (project), presentation, written essay and test/quiz

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

- 1.2 Assess interest areas to determine potential career pathways, including career ladders
- 1.3 Develop a career plan with alternatives
- 1.5 Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)
- 1.8 Demonstrate employability skills needed to get and keep a job

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-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.

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.
- 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.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

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.

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.

Communication 4.2: Sets goals for improvement.

4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

Standards: Writing

Writing 1.4: Edits text.

1.4.1 Edits for conventions (see 3.3).

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

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.

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

3.1.2 Analyzes and selects effective organizational structure.

Writing 3.2: Uses appropriate style.

3.2.1 Analyzes audience and purposes and uses appropriate voice.

3.3.7 Applies paragraph conventions.

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.

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

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.

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 checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Reasoning	<input checked="" 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 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 checked="" type="checkbox"/> Flexibility	

Unit 6 **COMPRHENSIVE PORTFOLIO****5 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Students will review and present relevant information from the entire course that summarizes each unit and presents examples of their best work and provides evidence of learning from each unit for the semester.

PERFORMANCE ASSESSMENT(S)

Performance Assessment (project), presentation, written essay and test/quiz

INDUSTRY STANDARDSC-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

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.
- Explores, gathers, and interprets information from diverse sources.

Arts 3.0 The student communicates through the arts.

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.

4.1. 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.

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.

1.1.2 Proficiency in this GLE is expected at grade 8.

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.

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 1.4: Edits text.

1.4.1 Edits for conventions (see 3.3).

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

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.

3.3.7 Applies paragraph conventions.

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.

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 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related 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 checked="" type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Inquisitiveness
<input checked="" 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 checked="" type="checkbox"/> Goal Setting	<input checked="" 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 type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input checked="" type="checkbox"/> Flexibility	