

Everett Public Schools Framework: Digital Photography II

Course: Commercial Photography	Total Framework Hours: 90 Hours
CIP Code: 500406	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: Friday, January 10, 2014

Resources and Standard used in Framework Development:

Standards used in this framework are from The Professional Photographers of America Test Specifications for the Certified Professional Photographer Degree, SkillsUSA Photography Blueprint, NOCTI Pathway Assessment Blueprint "Visual Arts", and 21st Century Skills as outlined in the OSPI Model Framework for 500406 Commercial Photography.

Unit 1 ADVANCED DIGITAL CAMERA OPERATIONS

Hours: 15

Performance Assessment(s):

Formative
Camera Sims
vocabulary checks
photo projects using aperture, shutter speed, iso
photo projects using variety of lighting sources

Summative
Quiz
Photo projects using a variety of settings - aperture, shutter speed, iso
photo projects using a variety of lighting sources

Leadership Alignment:

Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.

Standards and Competencies

C-7: Camera Operation (Function of a Lens, Exposure Control, Light Meters and Exposure and Digital Camera & Photography)

C-7.1 Identify various parts and controls of a SLR camera (film and/or digital) using correct vocabulary.

C-7.2 Understand the basic principles of how to operate either a manual or automatic SLR camera

C-7.3 Identify different camera formats and their advantages and disadvantages, including film and digital SLRs.

C-7.4 Understand lens characteristics.

C-7.5 Work effectively in macro situations.

C-7.6 Know how to purchase camera equipment for a variety of purposes and care for it properly.

C-7.7 Understand the shutter in terms of action and exposure.

C-7.8 Three ways to control depth of field.

C-7.9 Understand the relationship between shutter, aperture and ISO to control exposure.

C-7.10 Apply the concept of equivalent exposures and bracketing.

C-7.11 Understand and operate exposure meters both in-camera and handheld.

C-7.12 Understand how to make adjustments for white balance.

C-7.13 Understand the basic differences between various digital cameras on the market and weigh the relative advantages and disadvantages, conveniences and costs associated with their use

C-7.14 Work with in-camera histograms to create better exposures.

C-7.15 Understand color space.

C-7.16 Understand and use various file formats including jpeg, tiff and camera raw.

C-7.17 Understand the care and use of memory cards.

C-8: Lighting

C-8.1 Understand the basic concepts of the characteristics of light (Direction, Diffusion, Intensity, Quality).

C-8.2 Understand the theory of light: such as electromagnetic spectrum, Kelvin scale as it relates to white balance and physical properties of light.

C-8.3 Shoot effectively with available light, including natural and artificial sources.

C-8.10 Understanding lighting ratios.

Standard WR 4: Problem Solving

WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.

WR-4.9 Implement and evaluate solution(s)

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

CC: Mathematical Practices (MP)

2 - Reason abstractly and quantitatively.

5 - Use appropriate tools strategically.

7 - Look for and make use of structure.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (11-12)

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Science		
Social Studies		
Writing		
21st Century Skills		
LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications, and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively	LIFE AND CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Unit 2 ART ELEMENTS AND PRINCIPLES		Hours: 15
Performance Assessment(s):		
Formative Photo projects oriented around design elements Quizzes Summative Design elements photo project with peer evaluation		
Leadership Alignment:		
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
C-5: Design Elements / Principles C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity). C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography. C-5.3 Understand non-traditional composition and its use in photography. C-6: Critical Analysis C-6.1 Discuss and debate the possible intentions of various photographs using art and design concepts and techniques. C-6.3 Analyze photographs in terms of: visual/emotional impact, composition, technique and concept. C-6.5 Use written reflection in evaluation of your own work. C-6.6 Use written evaluations for a critiquing a variety of types of work from multiple areas of photography C-6.7 Select and identify images from film and digital shoots for maximum quality. C-6.8 Demonstrate skills used to define and analyze a given problem C-6.9 Explain the importance and dynamics of individual and teamwork approaches of problem solving		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading for Literacy in Science and Technical Subjects</u> <u>Craft and Structure (11-12)</u> 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.		

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Science

Social Studies

Writing

CC: Writing (11-12)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 3 STUDIO PORTRAIT LIGHTING	Hours: 15
Performance Assessment(s):	
<p>Formative Vocabulary Understanding a variety of studio lighting set ups</p> <p>Summative Studio portrait projects Still life, food, commercial photo projects</p>	
Leadership Alignment:	
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.	
Standards and Competencies	
<p>C-8: Lighting</p> <p>C-8.1 Understand the basic concepts of the characteristics of light (Direction, Diffusion, Intensity, Quality).</p> <p>C-8.2 Understand the theory of light: such as electromagnetic spectrum, Kelvin scale as is it relates to white balance and physical properties of light.</p> <p>C-8.3 Shoot effectively with available light, including natural and artificial sources.</p> <p>C-8.4 Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses.</p> <p>C-8.5 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</p> <p>C-8.8 Arrange lighting for portraits and reflective objects, and to enhance the appearance of textured surfaces</p> <p>C-8.9 Utilize traditional portrait set ups (Short, Broad, Butterfly, Rembrandt, Loop).</p> <p>Standard WR 4: Problem Solving</p> <p>WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>WR-4.8 Select potential solutions based on reasoned criteria</p>	

Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing
<u>CC: College and Career Readiness Anchor Standards for Writing</u> <u>Research to Build and Present Knowledge</u> 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> ✓ Think Creatively ✓ Work Creatively with Others ✓ Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> ✓ Reason Effectively ✓ Use Systems Thinking ✓ Make Judgements and Decisions ✓ Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> ✓ Communicate Clearly ✓ Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> ✓ Access and Evaluate Information ✓ Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> ✓ Analyze Media ✓ Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> ✓ Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> ✓ Adapt to Change ✓ Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> ✓ Mange Goals and Time ✓ Work Independently ✓ Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> ✓ Interact Effectively with Others ✓ Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> ✓ Manage Projects ✓ Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> ✓ Guide and Lead Others ✓ Be Responsible to Others
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Unit 4 ADVANCED DIGITAL PROCESSING		Hours: 25
Performance Assessment(s):		
Formative Researching and presentation of tutorials Peer review Summative Creating and evaluating work for portfolio		
Leadership Alignment:		
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
C-10: Digital Post Processing and Printing C-10.1 Understand the difference between various software programs and their effectiveness. C-10.2 Manage and set up an efficient workspace. C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive) C-10.4 Demonstrate post processing camera raw images. C-10.5 Implement an effective image editing workflow (rotate, crop, tone, color, selected area, retouching, sharpening) C-10.6 Understand the importance of using layers and layer masks when adjusting images. C-10.7 Understand the ethics of altering images Standard WR 4: Problem Solving WR-4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions. WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts. WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals WR-4.4 Conduct technical research to gather information necessary for decision-making WR-4.5 Explain the importance and dynamics of individual and teamwork approaches of problem solving WR-4.7 Explain strategies used to formulate ideas, proposals and solutions to problems WR-4.8 Select potential solutions based on reasoned criteria WR-4.9 Implement and evaluate solution(s)		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading Informational Text</u>		

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Science

Social Studies

Writing

CC: Writing (11-12)

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 5 ADVANCED CAREERS	Hours: 5
Performance Assessment(s):	
Formative Research various careers Summative Post-Secondary Career Plan	
Leadership Alignment:	
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.	
Standards and Competencies	
C-3: Careers C-3.1 Assess interest areas to determine potential career pathways, including career ladders from multiple sources of research and information. C-3.2 Identify careers in the photography industry. C-3.3 Develop a career plan with alternatives C-3.4 Identify other careers where photography skills are required. C-3.8 Understand portfolio strategies that are audience specific and create a portfolio within one of those strategies C-3.9 Identify postsecondary opportunities and the requirements to establish careers in Photography. C-4: Business Practices C-4.1 Understand legal practices such as copyright, work for hire and royalties. C-4.2 Understand the elements of a client presentation. C-4.3 Understand business ethics. C-4.5 Understand the rights of privacy and publicity and how concepts of trespass apply to the work of a photographer. C-4.6 Understand common business models and their implications (e.g. independent contractor vs employee, work for hire, licensing vs sales, etc). C-4.7 Understand the importance of teamwork, communication and cooperation. C-4.8 Identify the typical responsibilities and relationships between the parties involved in a photo assignment. C-4.12 Apply basic writing skills to work-related communication C-4.20 Identify time management and task prioritization skills C-4.21 Explain the importance of following workplace etiquette/protocol Standard WR 1: Career Planning WR-1.1 Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments; WR-1.2 Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; WR-1.3 Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest. WR-1.4 Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities. WR-1.5 Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice. WR-1.9 Prepare a program of study for at least one career of interest WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan WR-1.11 Develop strategies to make an effective transition from school to career WR-1.13 Identify industry certification opportunities	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC: Writing (11-12)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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Unit 6 COMPREHENSIVE PORTFOLIO		Hours: 10
Performance Assessment(s):		
<p>Formative Creating and evaluating work for final portfolio Writing artists statements</p> <p>Summative Comprehensive Portfolio focused on the following areas: 15 photos - no more than 5 from previous assignments Correct use of exposure, focus, lighting, white balance, shutter speed & ISO (technical) Rule of thirds, framing, filling the frame, view point - camera angle, depth of field, (composition) Balance, proportion, emphasis, movement, rhythm, variety, repetition, unity (principles of art) Line, shape, form, space, color, texture, value (elements of art) Artist statement</p>		
Leadership Alignment:		
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
<p>C-11: Presentation / Finishing C-11.1 Prepare/Publish images for a variety of media including internet, multi-media, and print. C-11.2 Present portfolio both digitally and printed. C-11.3 Understand archival print finishing techniques (spotting, window matting, dry mounting) C-11.4 Create artist statement fine art portfolio. C-11.5 Understand how the context in which the photograph is presented alters the viewer's perception. (Galleries, Websites, Books, Display of Related Photos) C-11.6 Be able to write clear, concise and accurate text to accompany photographs (photo captions, brochures, website) Standard WR 2: Personal Success WR-2.5 Use effective time-management and goal-setting strategies; WR-2.6 Effectively use information and communication technology tools; and</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
<p><u>CC: College and Career Readiness Anchor Standards for Language</u> <u>Conventions of Standard English</u> 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Vocabulary Acquisition and Use</u></p>		

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 7 HISTORY OF PHOTOGRAPHY		Hours: 5
Performance Assessment(s):		
Formative Research Artist Artisit Photo Project Art Journal Summative Presentation of Artisit Project		
Leadership Alignment:		
Continue the process of creating a portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
C-2: Survey of History of Photography C-2.1 Describe significant discoveries, developments, and inventions in the history of photography C-2.2 Understand the chronology of the development and popularization of photography C-2.3 Understand the significance of early documentary photography and its social, political, and scientific impact C-2.4 Distinguish between various movements, styles, and trends in the history of photography C-2.5 Identify the work of major photographers of the 19th and 20th centuries C-2.6 Understand and discuss how photography has shaped modern society. C-2.7 Understand the relationship of photography as a commercial and/or fine art endeavor C-2.8 Understand contemporary trends in photography.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading Informational Text</u>		

Science		
Social Studies		
Writing		
21st Century Skills		
LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others	INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications, and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively	LIFE AND CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Unit 8	Hours:
Performance Assessment(s):	
Leadership Alignment:	
Standards and Competencies	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☐ Access and Evaluate Information
- ☐ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction

- ☐ Manage Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

