

**Career & Technical Education
Interim Curriculum Framework**

Required Form

EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Digital Photography		Total Framework Actual Hours: 90
CIP Code: 500406	☒ Exploratory ☐ Preparatory	Date Last Modified: 06.2024
Career Cluster: Arts, Audio/Video Technology & Communications		Cluster Pathway: Arts, Audio/Video Technology & Communications
Course Summary: Digital Photography I Investigate and practice the exciting career field of digital (commercial) photography. Students start by learning the history of photography and how cameras work, and explore lighting, color, and composition, in both technical and creative photographic processes. Students learn and practice several genres of photography including nature photography, action photography, and journalistic photography. Students learn to bring their pictures to life using Adobe Photoshop. Students explore career and business opportunities in commercial photography. Students prepare traditional, hard-copy and digital electronic portfolios. Digital Photography II Digital Photography II teaches how to operate digital SLR cameras, 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. A final portfolio will be created showing a variety of work and techniques.		

Industry-Recognized Credentials:You Science Precision Exams - [21st Century Success Skills](#)You Science Precision Exams - [Commercial Photography I](#)You Science Precision Exams - [Commercial Photography II](#)**Work-Based Learning:**

Career Research and Job Interview/Job Shadow in Course-Related Area

Guest Speaker(In-person and/or remote)

Industry Related Field Trips

CTSO:

TSA

Course Software:

Adobe Creative Cloud – Photoshop, Illustrator, Light Room

Course Equipment:

Currently not available

Unit Information	
Unit: Basics of Digital Photography	Total Learning Hours for Unit: 20
Unit Summary: This unit emphasizes safety, teaching students to apply safe work practices in both studio and on-location settings. It covers DSLR camera operation, including identifying parts and controls, understanding basic principles, and recognizing different camera formats. Students learn about lens characteristics, purchasing and caring for equipment, and the shutter's role in action and exposure. They explore three ways to control depth of field and the relationship between shutter, aperture, and ISO for exposure control. The unit also covers white balance adjustment, file formats (jpeg, tiff, camera raw), memory card care, and the ethics of image alteration. Practices to avoid accidents are also highlighted.	
Components and Assessments	
Performance Assessments: Students will: - Formative quizzes on understanding the vocabulary Quizzes on understanding the camera concepts Photographic preassessment, Camera simulations, - Summative: Create project to represent the knowledge of photographic concepts i.e., depth of field photographs, shutter speed, etc.	
Leadership Alignment: Start the process of creating portfolio and preparing entries for TSA, other CTSO clubs, Scholastic, Washington State High School, PTSA Reflections, and/or district contests.	
Industry Standards and/or Competencies	
Name of standards: - The Professional Photographers of America Test Specifications for the - SkillsUSA Photography Blueprint - NOCTI Pathway Assessment Blueprint "Visual Arts"	Website: PPA Professional Photographers of America ADVERTISING DESIGN (careeressentials.org) PWVisArts1108 (nocti.org)
- C-1: Safety - C-1.2 Understand and apply safe work practices in the studio and on location. - C-7: Camera Operation (Function of a Lens, Exposure Control, and Exposure and Digital Camera & Photography) - C-7.1 Identify various parts and controls of a DSLR camera using correct vocabulary. - C-7.2 Understand the basic principles of how to operate a DSLR camera. - C-7.3 Identify different camera formats and their advantages and disadvantages, including phone and DSLRs. - C-7.4 Understand lens characteristics. - 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-7.12 Understand how to adjust for white balance.	

- 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-10.7 Understand the ethics of altering images.
- WR-5.25 Identify practices used to avoid accidents

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Arts</u>	1.1 Creating - Generate and conceptualize artistic ideas and work. 2.2 Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 4.1 Presenting - Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 5.1 Presenting - Analyze and evaluate the reasons and ways an exhibition is presented. 8.1 Responding - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 9.1 Responding - Establish relevant criteria in order to evaluate a work of art or collection of works.
<u>Educational Technology</u>	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
<u>English Language Arts</u>	<u>CC: Reading for Literacy in Science and Technical Subjects</u> <u>Craft and Structure (9-10)</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 9–10 texts and topics. Integration of <u>Knowledge and Ideas (9-10)</u> 7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>CC: Reading Informational Text Craft and Structure (9-10)</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>Research to Build and Present Knowledge</u>

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.
--

Unit Information

Unit: Photo Editing/Composition

Total Learning Hours for Unit: 15

Unit Summary:

This unit covers traditional (e.g., framing, Rule of Thirds, perspective) and non-traditional composition in photography. Students critically analyze photographs, discussing photographers' intentions and assessing visual and emotional impacts, composition, technique, and concepts. They use written reflections to evaluate their work and implement and assess solutions. The unit also delves into digital post-processing and printing, emphasizing the differences between software programs, effective file management workflows, and image editing techniques (e.g., rotating, cropping, retouching). Understanding the use of layers and layer masks, and the ethics of altering images, are also key components of the curriculum.

Components and Assessments

Performance Assessments:

Students will:

- Formative – quiz, photo tool projects,
- Summative- photo projects

Leadership Alignment:

Start the process of creating portfolio and preparing entries for TSA, other CTSO clubs, Scholastic, Washington State High School, PTSA Reflections, and/or district contests.

Industry Standards and/or Competencies

Name of standards:

- The Professional Photographers of America Test Specifications for the
- SkillsUSA Photography Blueprint
- NOCTI Pathway Assessment Blueprint "Visual Arts"

Website:

- [PPA | Professional Photographers of America](#)
- [ADVERTISING DESIGN \(careeressentials.org\)](#)
- [PWVisArts1108 \(nocti.org\)](#)

- 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-6.12 Implement and evaluate solution(s)
- C-10: Digital Post Processing and Printing
- C-10.1 Understand the difference between various software programs and their effectiveness.

- C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive)
- 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

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Arts	9.1 Responding - Establish relevant criteria in order to evaluate a work of art or collection of works.
Educational Technology	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
English Language Arts	<u>CC: Reading for Literacy in Science and Technical Subjects</u> <u>Key Ideas and Details (9-10)</u> 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. <u>Craft and Structure (9-10)</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 9–10 texts and topics. <u>Integration of Knowledge and Ideas (9-10)</u> 7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Unit Information

Unit: Art Elements and Principles	Total Learning Hours for Unit: 10
Unit Summary: This unit covers essential design elements (line, shape, value, form, texture, color, space) and principles (balance, contrast, emphasis, movement, pattern, rhythm, unity) in photography. It explores traditional composition techniques like framing, the Rule of Thirds, and perspective, as well as non-traditional methods. Students will critically analyze photographs, discussing photographers' intentions using art and design concepts, and assessing visual and emotional impacts, composition, technique, and concept. Written reflections are used to evaluate personal work, fostering deeper understanding and improvement in photographic skills.	
Components and Assessments	
Performance Assessments: Students will: • Formatives Vocabulary quiz & photo projects • Summative Photos projects representing elements and principles	
Leadership Alignment:	

Start the process of creating portfolio and preparing entries for TSA, other CTSO clubs, Scholastic, Washington State High School, PTSA Reflections, and/or district contests.

Industry Standards and/or Competencies

Name of standards:	Website:
• The Professional Photographers of America Test Specifications for the • SkillsUSA Photography Blueprint • NOCTI Pathway Assessment Blueprint "Visual Arts"	• PPA Professional Photographers of America • ADVERTISING DESIGN (careeressentials.org) • PWVisArts1108 (nocti.org)
• 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.	

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Arts</u>	7.1 Responding - Hypothesize ways in which art influences perception and understanding of human experiences. 8.1 Responding - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 9.1 Responding - Establish relevant criteria in order to evaluate a work of art or collection of works.
<u>Educational Technology</u>	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
<u>English Language Arts</u>	<u>CC: College and Career Readiness Anchor Standards for Reading</u> <u>Integration of Knowledge and Ideas</u> 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <u>CC: Writing (9-10)</u> <u>Research to Build and Present Knowledge</u> 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Information

Unit: History of Photography	Total Learning Hours for Unit: 5
Unit Summary: This unit explores the history of photography, highlighting key discoveries, developments, and inventions. Students learn the chronological development and popularization of photography and examine early documentary photography's social, political, and scientific impacts. They distinguish between various movements, styles, and trends and identify major 19th and 20th-century photographers. The unit discusses photography's influence on modern society and its dual role as both a commercial and fine art endeavor. Additionally, students explore contemporary trends in photography, gaining a comprehensive understanding of the medium's evolution and current landscape.	
Components and Assessments	
Performance Assessments: Students will • Formative History Quiz • Summative History Write	
Leadership Alignment: Demonstration of oral, written, and electronic communication and professional presentation skills and understand how to apply these skills.	
Industry Standards and/or Competencies	
Name of standards: • The Professional Photographers of America Test Specifications for the • SkillsUSA Photography Blueprint • NOCTI Pathway Assessment Blueprint "Visual Arts"	Website: • PPA Professional Photographers of America • ADVERTISING DESIGN (careeressentials.org) • PWVisArts1108 (nocti.org)
• 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 Washington State Learning Standards <i>In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.</i>	
<u>Arts</u>	7.1 Responding - Hypothesize ways in which art influences perception and understanding of human experiences. 7.2 Responding - Analyze how one's understanding of the world is affected by experiencing visual imagery. 11.1 Connecting - Describe how knowledge of culture, traditions, and history may influence personal responses to art.
<u>Educational Technology</u>	3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

	3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
English Language Arts	<u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u> 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9 - Draw evidence from informational texts to support analysis, reflection, and research.

Unit Information	
Unit: Photography as a Career	Total Learning Hours for Unit: 15
Unit Summary: This unit focuses on careers in photography, guiding students to assess their interests and explore potential career pathways using various research sources. It identifies specific careers within the photography industry and those in other fields requiring photography skills. Students develop comprehensive career plans, including alternatives, and investigate postsecondary opportunities and requirements for establishing a career in photography. This unit helps students understand the diverse applications of photography skills and prepares them for various professional avenues in the industry.	
Components and Assessments	
Performance Assessments: Students will: Summative Career Research Project identifying job skill and education requirements, job outlook, wages, pathway to career, etc	
Leadership Alignment: Demonstration of oral, written, and electronic communication and professional presentation skills and understand how to apply these skills.	
Industry Standards and/or Competencies	
Name of standards: - The Professional Photographers of America Test Specifications for the - SkillsUSA Photography Blueprint - NOCTI Pathway Assessment Blueprint "Visual Arts"	Website: PPA Professional Photographers of America ADVERTISING DESIGN (careeressentials.org) PWVisArts1108 (nocti.org)
- 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-3.9 Identify postsecondary opportunities and the requirements to establish careers in Photography

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Arts</u>	4.1 Presenting - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
<u>Educational Technology</u>	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
<u>English Language Arts</u>	<u>CC: College and Career Readiness Anchor Standards for Reading</u> <u>Key Ideas and Details</u> 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Production and Distribution of Writing</u> 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit Information

Unit: Studio/Lighting

Total Learning Hours for Unit: 15

Unit Summary:

This unit focuses on mastering lighting in photography. Students learn the basic concepts of light characteristics: direction, diffusion, intensity, and quality. They practice shooting with available natural and artificial light sources and identify various lighting equipment, including lights, diffusers, reflectors, and supports. The unit covers the use of multiple lighting devices and positioning fill lights for specific effects. Students arrange lighting for portraits, reflective objects, and textured surfaces, utilizing traditional portrait setups like Short, Broad, Butterfly, Rembrandt, and Loop. Additionally, students are taught essential safety practices to avoid accidents while working with lighting equipment.

Components and Assessments

Performance Assessments:

Students will:

- Formative Quiz
- Summative: Create project to represent the knowledge of lighting concepts.

Leadership Alignment:

Start the process of creating portfolio and preparing entries for TSA, other CTSO clubs, Scholastic, Washington State High School, PTSA Reflections, and/or district contests.

Industry Standards and/or Competencies

Name of standards: - The Professional Photographers of America Test Specifications for the - SkillsUSA Photography Blueprint - NOCTI Pathway Assessment Blueprint "Visual Arts"	Website: PPA Professional Photographers of America ADVERTISING DESIGN (careeressentials.org) PWVisArts1108 (nocti.org)
- C-8: Lighting - C-8.1 Understand the basic concepts of the characteristics of light (Direction, Diffusion, Intensity, Quality). - C-8.3 Shoot effectively with available light, including natural and artificial sources. - C-8.4 Identify a variety of lighting equipment including lights, diffusers, and reflectors, supports for lighting devices, and understand their uses. - 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. - C-8.8 Arrange lighting for portraits and reflective objects, and to enhance the appearance of textured surfaces. - C-8.9 Utilize traditional portrait set ups (Short, Broad, Butterfly, Rembrandt, Loop). - WR-5.25 Identify practices used to avoid accidents	

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Arts</u>	1.2 Creating - Generate and conceptualize artistic ideas and work. 9.1 Responding - Establish relevant criteria in order to evaluate a work of art or collection of works.
<u>Educational Technology</u>	1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. 4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
<u>English Language Arts</u>	<u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u> 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 9 - Draw evidence from informational texts to support analysis, reflection, and research.

Unit Information

Unit: Portfolios	Total Learning Hours for Unit: 15
-------------------------	--

Unit Summary:

This unit explores the design elements and principles in photography, covering art elements (line, shape, value, form, texture, color, space) and design principles (balance, contrast, emphasis, movement, pattern, rhythm, unity). Students learn traditional and non-traditional composition techniques. Critical analysis focuses on evaluating photographs' visual/emotional impact, composition, technique, and concept, with written reflections on personal work. The unit covers digital post-processing, including software differences, workspace setup, file management, and effective image editing workflows. Students learn the ethics of image alteration and presentation skills, preparing images for various media and creating digital and printed portfolios. Communication skills are emphasized throughout.

Components and Assessments**Performance Assessments:**

Students will:

- Formative – critique and analyze photos.
- Summative Portfolio focused on the student's best work: Correct use of exposure and focus (technical). Use of correct composition rules and elements of art. Artist reflection on their photos and editing.

Leadership Alignment:

Finish the process of creating portfolio and preparing entries for TSA, other CTSO clubs, Scholastic, Washington State High School, PTSA Reflections, and/or district contests.

Industry Standards and/or Competencies**Name of standards:**

- The Professional Photographers of America Test Specifications for the
- SkillsUSA Photography Blueprint
- NOCTI Pathway Assessment Blueprint "Visual Arts"

Website:

- [PPA | Professional Photographers of America](https://www.ppa.org/)
- [ADVERTISING DESIGN \(careeressentials.org\)](https://www.careeressentials.org/)
- [PWVisArts1108 \(nocti.org\)](https://www.nocti.org/)

- 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-6.3 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-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-10.5 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.
- 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-11.4 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)
- WR-3.1 Demonstrate effective verbal, nonverbal, written, and electronic communication skills;

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Arts</u>	4.1 Presenting – Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 5.1 Presenting – Analyze and evaluate the reasons and ways an exhibition is presented. 9.1 Responding – Establish relevant criteria in order to evaluate a work of art or collection of works.
<u>Educational Technology</u>	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
<u>English Language Arts</u>	<u>Comprehension and Collaboration (9-10)</u> 4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**

District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**

- a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
- b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
 - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
- c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
 - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. **Course Content**

- a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
- b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
- c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
- d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. **Course Outcomes**

- a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
 - *Extended learning is managed and/or supervised by certified CTE teachers.*
 - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
- b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
- c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
- d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
 - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
 - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion.*