

**Digital Photography
Revised UBD Curriculum
Egg Harbor Township High School
Business and Computer Science
Department**



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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and

insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Unit 1: **Time Frame: 2-3 Weeks**

Author: Egg Harbor Township High School Industrial Arts Department

UNIT 1

Subject: Digital Photography

Country: USA

Course/Grade: Digital Photography 9-12

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY

This unit will allow students the opportunity to explore the career choice to become an entrepreneur and run their own business. It will also cover the steps in developing new business ideas and outline the basic parts of a good business plan.

UNIT RESOURCES

- *Entrepreneurship* textbook, Unit 1 (Chapters 1, 2, and 3)
- *Entrepreneurship* student workbook, Unit 1
- *Entrepreneurship* student companion website or mobile site, Unit 1
- *Entrepreneurship EXAMVIEW®* Assessment Suite, Unit 1 questions
- Instructor's Annotated Workbook, Unit 1
- Instructor's Resource CD, Unit 1
- Instructor's Presentations for PowerPoint®, Unit 1
- BIZ Innovator – Chapters 1 and 4
- NFTE Venture Entrepreneurial Edition – EverFi, Module 1
- EITC Module 1 – The Role of Small Business

Internet Resource Links:

Entrepreneurship Companion Site

<http://www.g-wlearning.com/marketing/9781605257822/student/index.htm>

Entrepreneurship Mobile Site

<http://m.g-wlearning.com/7822/index.htm>

BIZ Innovator

<https://bizinnovator.com/>

NFTE Venture Entrepreneurial Edition – EverFi

<http://everfi.com/k12/venture/>

STAGE ONE

GOALS AND STANDARDS

Chapter 1: Your Career

Students will be able to explain the importance of exploring career opportunities before making a career choice. They will create a career plan based on their personal goals, values, aptitudes and skills.

Students will be able to explain what an entrepreneur does and describe a person who can be an entrepreneur.

Chapter 2: Business Plan

Students will be able to generate ideas for a potential business, analyze the feasibility of a proposed business, discuss the economics of creating products and services, explain the choices for opening a business, and list the reasons why many businesses fail.

Students will be able to describe the process of building a business plan, and outline the necessary sections of a business plan as well as describe the information contained in each section.

Chapter 3: Ethics and Social Responsibility

Students will be able to explain the importance of a code of ethics, and describe the ethical issues that most entrepreneurs face.

Students will be able to describe what it means to be a socially responsible entrepreneur, and explain how corporate culture affects social responsibility.

Curriculum Standards:

9.1 Personal Finance:

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

9.2 Career Awareness, Exploration, and Preparation:

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.3 Career and Technical Education

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP5. Consider the environmental, social and economic impacts of decisions.

ENDURING UNDERSTANDINGS

Students will understand ...

- *Difference between being an employee and an entrepreneur.*
- *The importance of developing a business plan.*
- *What it means to be a socially and ethically responsible entrepreneur.*

ESSENTIAL QUESTIONS

What characteristics make a successful entrepreneur?

How does a business plan assist in mapping out the progress of a business?

How does corporate culture affect social responsibility?

KNOWLEDGE AND SKILLS

Students will know...

- *How to identify qualities which are needed to create a career as an entrepreneur*
- *How to develop a business plan*
- *The importance of creating a corporate culture to encourage strong ethics and social responsibility*

Students will be able to...

- *Create their own business plan*
- *Explain the importance of a code of ethics, and describe the ethical issues that most entrepreneurs face.*

STAGE TWO

PERFORMANCE TASKS

Performance Assessments (Entrepreneurship Student Workbook)

- Assessment 1.1: Check Your Knowledge: Entrepreneurial Careers
- Assessment 1.2: Activate Your Understanding: Career Activities
- Assessment 2.1: Check Your Knowledge: Business Plan
- Assessment 2.2: Activate Your Understanding
- Assessment 3.1: Check Your Knowledge: Ethics and Social Responsibility
- Assessment 3.2: Activate Your Understanding
- Assessment 4: Unit 1 Test
- Assessment 5: Completion of NFTE Venture Everfi Modules 1 and 2

OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

STAGE THREE

LEARNING PLAN

Entrepreneurship Textbook Unit 1 Exercises

- [Exercise 1](#): Checkpoint 1.1 p. 30
- [Exercise 2](#): Checkpoint 1.2 p. 36
- [Exercise 3](#): Checkpoint 2.1 p. 58
- [Exercise 4](#): Checkpoint 2.2 p. 72
- [Exercise 5](#): Checkpoint 3.1 p. 87
- [Exercise 6](#): Checkpoint 3.2 p. 93

Assignments

- Chapter 1 Summary [Required Criteria](#) Student Text, pp. 40 - 41
- Activity 1-1: SMART Goals [Required Criteria](#) Student Text, page 43 and Student Companion Site
- Activity 1-2: Self-Assessment [Required Criteria](#) Student Text, page 43 and Student Companion Site
- Activity 1-3: Business Plan Notes [Required Criteria](#) Student Text, page 43 and Student Companion Site
- Chapter 2 Summary [Required Criteria](#) Student Text, pp. 73-76
- Activity 2-1: Entrepreneurial Asmt. [Required Criteria](#) Student Text, page 77 and Student Companion Site
- Activity 2-2: Feasibility Checklist [Required Criteria](#) Student Text, page 77 and Student Companion Site
- Activity 2-3: Business Plan Rubric [Required Criteria](#) Student Text, page 77 and Student Companion Site
- Activity 2-4: Business Plan Notes [Required Criteria](#) Student Text, page 77 and Student Companion Site
- Chapter 3 Summary [Required Criteria](#) Student Text, pp. 94-96
- Activity 3-1: Ethic Self-Assessment [Required Criteria](#) Student Text, page 97 and Student Companion Site
- Activity 3-2: Code of Ethics [Required Criteria](#) Student Text, page 97 and Student Companion Site
- Activity 3-3: Business Plan Notes [Required Criteria](#) Student Text, page 97 and Student Companion Site

BIZInnovator Software (Lesson 1 and Lesson 4)

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

Summative Assessments

Unit Post-Test, Quizzes, BIZInnovator and Everfi-Venture online activities, and Benchmark assessment

Unit Name: Unit 1: Introduction to Digital Photography Time Frame: 9 weeks

Author: Industrial Arts Department

UNIT

Subject: Digital Photography Country: USA

Course/Grade: 9-12 State/Group: NJ

School: EHT High School

UNIT SUMMARY This Unit will introduce the fundamentals of picture taking, the basic use of digital cameras, and how to open, save, manipulate, and enhance photo images in the Photoshop program. Emphasis will be placed on the proper sizing and cropping of a photo image using the Photoshop software.

UNIT RESOURCES

- Teacher Material
- Visuals
- Verbal Information
- Updated and current internet articles
- Computer and PhotoShop Software for each student
- Color Printers

Internet Resource Links:

- <http://www.pcmag.com/reviews/digital-cameras>
- <https://helpx.adobe.com/photoshop/tutorials.html>

STAGE ONE

GOALS AND STANDARDS

- | | |
|-------------------------|--|
| 9.3.ST-SM.1 | Describe and follow safety, health and environmental standards related to technology, engineering and mathematics (STEM) workplaces. |
| 9.3.12. AR.6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. Career Pathways. |
| 9.3.12. AR-JB.2 | Demonstrate writing processes used in journalism and broadcasting. |
| 9.3.12. AR-PRT.2 | Demonstrate the production of various print, multimedia or |

digital media products.

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|-------------------------|---|
| 9.3.12. ED-ADM.2 | Identify behaviors necessary for developing and sustaining a positive learning culture. |
| 9.3.12. ED-PS.1 | Identify strategies, techniques and tools used to determine the needs of diverse learners. |
| 9.3.12. ED-PS.2 | Implement methods to enhance learner success. |
| 9.3.12. ED-TT.5 | Establish a positive climate to promote learning. |
| 9.3. IT.7 | Perform standard computer backup and restore procedures to protect IT information. |
| 9.3. ST-ET.1 | Use STEM concepts and processes to solve problems involving design and/or production. |
| 9.3. ST-ET.4 | Apply the elements of the design process. |
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- | | |
|---------------|--|
| CRP1. | Act as a responsible and contributing citizen and employee. |
| CRP2. | Apply appropriate academic and technical skills. |
| CRP4. | Communicate clearly and effectively and with reason. |
| CRP6. | Demonstrate creativity and innovation. |
| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP11. | Use technology to enhance productivity. |
| CRP12. | Work productively in teams while using cultural global competence. |

{STEM.9-12.9.4.12.O.16} Apply active listening skills to obtain or clarify information pertaining to plans, processes, projects, or designs.

ENDURING UNDERSTANDING:

Management and manipulation of photo images in Photoshop is an essential component in digital photography.

ESSENTIAL QUESTIONS

What are digital cameras?

Are digital cameras better than older film based cameras?

What is Photoshop & Adobe CS6 and how does this photo editor work?

What is the most effective way to select images on Photoshop?

KNOWLEDGE AND SKILLS

Introduce use of basic Photoshop tools
Identify proper steps for setting up and managing folders
Identify proper steps for opening images in Photoshop
Identify proper steps for saving Photos as JPEG files
Identify proper steps for saving Photos as Photoshop files
Introduce professional tips for good picture composition

STAGE TWO

PERFORMANCE TASKS

Contact sheet
Picture package
2 images on a sheet
4 images on a sheet
newspaper journal article
Artistic filter images
Gradient & Paint bucket technique
Vignette
Halloween poster

OTHER EVIDENCE

Benchmark/Practical assessments
Individual/Group Photo shoot
Formative/Summative assessments

STAGE THREE

LEARNING PLAN

Students will set up personal folders for Photography

Students will open and save images as JPEG files

Students will open and save images as PhotoShop files

The students will create a contact sheet using specific PhotoShop commands.

The students will take photos

The students will size and crop images to standard and custom sizes

The students will use basic Photoshop filters to enhance images.

Unit Name: Unit 2: Understanding Photoshop and Basic Editing Techniques
Time Frame: 9 weeks

Author: Industrial Arts Department

UNIT

Subject: Digital Photography Country: USA

Course/Grade: 9-12 State/Group: NJ

School: EHT High School

UNIT SUMMARY This Unit will continue with and build upon techniques to manipulate, and enhance photo images in the Photoshop program. Emphasis will be placed on various ways of selecting specific images and subjects within the context of a photograph or graphic image, as well as turning standard photos into special effects images.

UNIT RESOURCES

- Teacher Material
- Visuals
- Verbal Information
- Updated and current internet articles
- Computer and PhotoShop Software for each student
- Color Printers

Internet Resource Links:

- <http://www.pcmag.com/reviews/digital-cameras>
- <https://helpx.adobe.com/photoshop/tutorials.html>
- www.photoshopessentials.com
- www.instructables.com
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STAGE ONE

GOALS AND STANDARDS

- | | |
|------------------------|--|
| 9.3.ST-SM.1 | Describe and follow safety, health and environmental standards related to technology, engineering and mathematics (STEM) workplaces. |
| 9.3.12. AR.6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. Career Pathways. |
| 9.3.12. AR-JB.2 | Demonstrate writing processes used in journalism and broadcasting. |

9.3.12. AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12. ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12. ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12. ED-PS.2	Implement methods to enhance learner success.
9.3.12. ED-TT.5	Establish a positive climate to promote learning.
9.3. IT.7	Perform standard computer backup and restore procedures to protect IT information.
9.3. ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
9.3. ST-ET.4	Apply the elements of the design process.
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.

{STEM.9-12.9.4.12.O.16} Apply active listening skills to obtain or clarify information pertaining to plans, processes, projects, or designs.

ENDURING UNDERSTANDING

Management and manipulation of photo images in Photoshop is an essential component in digital photography.

ESSENTIAL QUESTIONS

How is the Text command used in Photoshop?

What are the various techniques used to enhance and modify text?

What is the “Free transform” command and how is it best used?
How do you access project templates from the student common drive?
How do you make a photo collage in Photoshop?

KNOWLEDGE AND SKILLS

Introduce use of Text command and enhancement techniques
Identify proper steps for accessing project reference material from common drive
Identify proper steps for resizing image selections and maintaining proportions
Identify proper steps for using color printer
Identify proper steps for using laminator
Identify proper steps for creating a B&W image from a color original

STAGE TWO

PERFORMANCE TASKS

Text & blending options
Holiday postcard
laminated personal ID badge
2 sided foldable holiday card
Thanksgiving day poster
Santa Hat poster
NFL playoff poster
Photo collage
Black & white image with color highlights

OTHER EVIDENCE

Benchmark/Practical assessments
Individual/Group Photo shoot
Formative/Summative assessments

STAGE THREE

LEARNING PLAN

Students will create “Text” in Photoshop and enhance & modify as required

Students will incorporate graphic arts images with photographic images.

Students will create a B&W image from a color original.

The students will create a Thanksgiving themed poster.

The students will make hard copies of Holiday cards, and posters on color printer.

The students will laminate ID badges

Unit Name: Unit 3: Professional Application of Digital Photography
Time Frame: 9 weeks

Author: Industrial Arts Department

UNIT

Subject: Digital Photography Country: USA

Course/Grade: 9-12 State/Group: NJ

School: EHT High School

UNIT SUMMARY This Unit will continue with and build upon techniques to manipulate, and enhance photo images in the Photoshop program. Emphasis will be placed on more advanced ways of creating “Art” in Photoshop.

UNIT RESOURCES

- Teacher Material
- Visuals
- Verbal Information
- Updated and current internet articles
- Computer and PhotoShop Software for each student
- Color Printers

Internet Resource Links:

- <http://www.pcmag.com/reviews/digital-cameras>
- <https://helpx.adobe.com/photoshop/tutorials.html>
- www.photoshopessentials.com
- www.photodoto.com
- www.mmprint.com

STAGE ONE

GOALS AND STANDARDS

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|------------------------|--|
| 9.3.ST-SM.1 | Describe and follow safety, health and environmental standards related to technology, engineering and mathematics (STEM) workplaces. |
| 9.3.12. AR.6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. Career Pathways. |
| 9.3.12. AR-JB.2 | Demonstrate writing processes used in journalism and |

broadcasting.

9.3.12. AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12. ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12. ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12. ED-PS.2	Implement methods to enhance learner success.
9.3.12. ED-TT.5	Establish a positive climate to promote learning.
9.3. IT.7	Perform standard computer backup and restore procedures to protect IT information.
9.3. ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
9.3. ST-ET.4	Apply the elements of the design process.

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

{STEM.9-12.9.4.12.O.16}

Apply active listening skills to obtain or clarify information pertaining to plans, processes, projects, or designs.

ENDURING UNDERSTANDING

Management and manipulation of photo images in Photoshop is an essential component in digital photography. Photoshop skills can be used to create professional documents. Careers where Photoshop skills can be applied.

ESSENTIAL QUESTIONS

How is the Threshold command and what is it used for?
What are the techniques used to add highlight color to B&W images?
How do you convert a standard photo into a pencil sketch drawing?
How do you superimpose one photo image onto another?

KNOWLEDGE AND SKILLS

Introduce use of “multiply” mode in layers to color a B&W outline image.
Identify proper steps for accessing “Threshold” command.
Identify proper steps for converting a standard photo into a pencil sketch.
Introduce advanced methods for selecting and isolating items/subjects
Identify proper steps for professional magazine layout.

STAGE TWO

PERFORMANCE TASKS

Groundhog Day poster
Threshold 2 on a sheet
Threshold 8x10
Colorized sketch
Valentine’s Day card
Magazine cover (people)
Magazine cover (product)
Superimpose (full body)
Superimpose (headshot)
Postcard
Easter (Spring) greeting card
Clipping mask poster

OTHER EVIDENCE

Benchmark/Practical assessments
Individual/Group Photo shoot
Formative/Summative assessments

STAGE THREE

LEARNING PLAN

Students will colorize line drawing of Groundhog using new layer in “multiply” mode

Students will incorporate graphic arts images with photographic images.

Students will convert a color photo into a pencil sketch drawing using “filter gallery”

The students will select a full body image and place it in a different photograph.

The students will select a headshot of themselves and place it on another body.

The students will create a professional style magazine cover using a combination of photographs and graphic design images.

Unit Name: Unit 4: Digital Photography Techniques for Project Based Learning

Time Frame: 9 weeks

Author: Industrial Arts Department

UNIT

Subject: Digital Photography Country: USA

Course/Grade: 9-12 State/Group: NJ

School: EHT High School

UNIT SUMMARY This Unit will incorporate all picture taking and Photoshop skills accrued to this point. Emphasis will be placed on applying techniques for practical and commercial purposes.

UNIT RESOURCES

- Teacher Material
- Visuals
- Verbal Information
- Updated and current internet articles
- Computer and PhotoShop Software for each student
- Color Printers

Internet Resource Links:

- <http://www.pcmag.com/reviews/digital-cameras>
- <https://helpx.adobe.com/photoshop/tutorials.html>
- <https://digital-photography-school.com>
- <https://helpx.adobe.com>
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STAGE ONE

GOALS AND STANDARDS

- | | |
|------------------------|--|
| 9.3.ST-SM.1 | Describe and follow safety, health and environmental standards related to technology, engineering and mathematics (STEM) workplaces. |
| 9.3.12. AR.6 | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. Career Pathways. |
| 9.3.12. AR-JB.2 | Demonstrate writing processes used in journalism and broadcasting. |

9.3.12. AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12. ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12. ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12. ED-PS.2	Implement methods to enhance learner success.
9.3.12. ED-TT.5	Establish a positive climate to promote learning.
9.3. IT.7	Perform standard computer backup and restore procedures to protect IT information.
9.3. ST-ET.1	Use STEM concepts and processes to solve problems involving design and/or production.
9.3. ST-ET.4	Apply the elements of the design process.

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.

{STEM.9-12.9.4.12.O.16}

Apply active listening skills to obtain or clarify information pertaining to plans, processes, projects, or designs.

ENDURING UNDERSTANDING

Management and manipulation of photo images in Photoshop is an essential component in digital photography. Photography techniques can be used to complete various projects.

ESSENTIAL QUESTIONS

How do you design and create a 3D, professional looking, cereal box?

What are the various lighting techniques used to take good portraits?

What is the "Posterize" command and how is it best used?

How do you create large posters using multiple sheets of standard size paper?

KNOWLEDGE AND SKILLS

Reinforcement of overall Photoshop skills

Reinforce steps for professional picture taking and photo composition

Reinforce steps for successful photo shoot

Applying picture taking and Photoshop skills for project based learning

Introduce proper steps for printing multiple panels to create a large poster

STAGE TWO

PERFORMANCE TASKS

Memorial Day poster

Portraits

Cereal box

Mother's Day card

Father's Day card

Posterization effect

Specialized photo shoots

Independent projects

4 panel poster

OTHER EVIDENCE

Benchmark/Practical assessments

Individual/Group Photo shoot

Formative/Summative assessments

STAGE THREE

LEARNING PLAN

Students will create a professional looking 3D cereal box

Students will create professional grade greeting cards.

Students will convert a standard photo into a graphic arts style commercial poster.

The students will create a multi-paneled banner/poster from a standard size photo.

Students will apply cumulative digital photography skills for independent projects and special photo shoots.

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>