Course: Photography I
Course Description: In Photography I, students will be able to apply principles of visual literacy to produce visual content. This gives students an advantage in today's global, multimedia society. Students will taught industry-relevant technical skills and have the opportunity to work with a variety of technology, including digital cameras, design software, and editing tools to stage, shoot, process, print, and present professional-grade images. Students will evaluate and critique photographic work and investigate the history of photography.
Career Cluster: Arts, A/V Technology, Communications
Prerequisites: None
Program of Study Application: Photography I is a Level 2 pathway course in the Arts, A/V Technology and Communications cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Visual Arts pathways. Photography I would be preceded by a level I course. Completion of Photography I would prepare a student to successfully participate in Photography II.

INDICATOR #P1 1: Explore opportunities in photographic arts		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Summarize career opportunities in the area of photography and photojournalism		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Career opportunities in photography	-Photography career options available locally, regionally, and globally.	-Research career opportunities in photography. -Evaluate various career opportunities in photography.
Benchmarks: *Students will be assessed on their ability to:* • Presentation about a career in photography.		

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
CCSS.ELA-LITERACY.SL.9-10.4. 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	-Share information about selected Photography career.

INDICATOR #P1 2: Examine fundamentals related to photographic arts
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Classify digital cameras and accessories for intended use
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Implement digital darkroom management
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Differentiate legal and copyright issues related to photography and photojournalism

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Types of cameras -Photographic accessories -Types of digital darkroom management tools -Different types of copyright. -Identify resources available for copyrighted materials for creative commons, limited use, and commercial use for photography & photojournalism	-Different uses of digital cameras and accessories -Importance of darkroom management -Why laws exist to protect media and people. -Legal issues related to related to photography & photojournalism	-Compare different types of cameras -Use camera accessories to enhance photographs -Apply concepts of darkroom management to process photos -Take photographs using different types of cameras comparing their functionality. -Evaluate the use and performance of different types of cameras.

Benchmarks:

Students will be assessed on their ability to:

- Identify similarities and differences between point-and-shoot cameras & SLRs.
- Match accessories to the intended use for photography.
- Identify resources available for copyrighted materials for creative commons, limited use, and commercial use for photography.
- Demonstrate use of digital darkroom to download and organize photos

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
9-10.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	-Write an argument for or against point-and-shoot camera over SLRs.

INDICATOR #P1 3: **Analyze camera operations**		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Implement appropriate care, maintenance, and safety related to the operation of a digital camera		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze the effect of exposure on the quality of photographs		
SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Analyze how techniques impact the quality of photographs		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Tools for maintenance of a camera -Basic safety in use of a camera -Aperture, Shutter & ISO -Basic photographic techniques	-Importance of maintenance and safety in using a camera. -Effects of aperture, shutter & ISO on exposure of a photograph -Impact of photographic techniques on a photograph	-Practice maintenance and safety in using camera -Compare the use of aperture, shutter & ISO and the effect they have on the exposure of a photograph -Synthesize how basic photographic techniques impact the quality of photographs by composing a photograph

Benchmarks:
Students will be assessed on their ability to:
- Demonstrate appropriate care instructions when cleaning a digital camera
- Demonstrate proper storage and care for digital camera
- Demonstrate appropriate maintenance of digital camera
- Analyze how aperture, shutter & ISO have been used in a student generated photograph.
- Identify the technique and explain how it effects the quality of a student generated photograph

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
9.CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	-Using a student generated photograph, students will create a presentation explaining the technique used to create the image.

INDICATOR #P1 4: **Evaluate photographs for effective composition**
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Critique photographs for effective use of the elements of composition
SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Check light and color to produce effective photographs

Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Elements of composition in photography -Light and color techniques (i.e., directional lighting, time of day)	-Effects of elements of composition on quality of image. -Effects of light and color on image	-Analyze the effective use of composition in photographs -Analyze the effective use of light and color in photographs

Benchmarks:
Students will be assessed on their ability to:
- Evaluate a peer's photograph in its use of color, light and composition
- Create a portfolio of photographs that illustrates each of the elements of composition
- Illustrate the effect of the time of day on the lighting in your photograph
- Compare the effect of different types of directional lighting when taking a photograph

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
SL.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.	-Creation of portfolio photographs

INDICATOR #P1 5: **Create artistic photographs**		
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Implement the use of image editing software for manipulation of photographs		
SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Produce photographs for visual display		
Knowledge (Factual):	**Understand (Conceptual):**	**Do (Application):**
-Basic image editing software tools & effects -Element of a visual display	-Effects of image editing on a photograph -Appropriate selection of photographs for visual displays	-Practice using image editing software on photographs -Evaluate photographs for display

Benchmarks:
Students will be assessed on their ability to:
- Select appropriate image editing tools for the artistic enhancement of specific images
- Create a showcase of photographic arts work

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
9-12.ET.CT.3 - Students evaluate and select technology tools based on the specific tasks.	-Students will chose photos and use the appropriate image editing software to prepare image for printing.
SL.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.	-Showcase of photographic arts work

Additional Resources
Photographic Careers
https://collegegrad.com/careers/photographers
Digital Photography School
https://digital-photography-school.com/
Digital Photography School – composition
https://digital-photography-school.com/digital-photography-composition-tips/