

# Auburn School District # 408 Framework: Digital Photography

**Course:** Commercial Photography

**Total Framework Hours:** 180 Hours

**CIP Code:** 500406

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Monday, June 13, 2016

## 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 DEMONSTRATE HEALTH AND SAFETY PRACTICES

**Hours: 5**

### Performance Assessment(s):

Self-evaluation, peer, evaluation, performance-based products, competition, observation, collection of examples, client feedback, vocabulary quiz and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Create media products; Interact Effectively with others; Work independently; Use and manage information

2.C.4 Interpret information and draw conclusions based on the best analysis

4.B.1 Use information accurately and creatively for the issue or problem at hand

## Standards and Competencies

### C-1: Safety

C-1.1 Understand and apply principles of workstation ergonomics.

C-1.2 Understand and apply safe work practices in the studio, darkroom, and on location.

C-1.3 Recognize the potential hazards and act to minimize the effects of photographic materials and equipment.

C-1.4 Demonstrate the ability to find and interpret safety information from user manuals, material safety data sheets (MSDS), regulations (WISHA), and other sources.

C-1.6 Identify and apply OSHA and other health and safety regulations that apply to specific tasks and jobs in the occupational area

C-1.9 Explain procedures for documenting and reporting hazards to appropriate authorities

C-1.11 Identify contact information for appropriate health and safety agencies and resources

C-1.12 Create a systematic safety program which would achieve OSHA compliance and promote a safe working environment

C-1.14 Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area

C-1.15 Identify and describe fire protection, precautions and response procedures

### Standard WR 5: Health and Safety

WR-5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

WR-5.2 Explain emergency procedures to follow in response to workplace accidents.

WR-5.6 Identify and apply Right-To-Know (Hazard Communication Policy) and other communicative regulations that apply to specific tasks and jobs in the occupational area

WR-5.11 Illustrate a safe environment for students in printing

WR-5.21 Demonstrate proper workspace cleaning procedures

WR-5.25 Identify practices used to avoid accidents

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

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

- Presents work to others in a performance, exhibition, and/or production.

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

### Communication - Speaking and Listening

### Health and Fitness

### Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

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.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

### Mathematics

### Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Science

Physical Science

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

### Writing

CC: Writing (9-10)

#### Text Types and Purposes

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

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

#### 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. (Grade-specific expectations for writing types

#### 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

## 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

**Performance Assessment(s):**

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Competencies**

- Identify significant discoveries, developments, and inventions in the history of photography
- Understand the chronology of the development and popularization of photography
- Understand the significance of early documentary photography and its social, political, and scientific impact
- Identify the historically important figures and sponsoring individuals and agencies
- Distinguish between various movements, styles, and trends in the history of photography
- Identify the work of major photographers of the 19th and 20th centuries

**Leadership Alignment:**

: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Analyze media; Access and evaluate information; Make judgments and decisions

5.A.1 Understand both how and why media messages are constructed, and for what purposes

5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

**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-2.5 Identify the work of major photographers of the 19th and 20th centuries

C-2.6 Understand and discuss how photography has shaped modern society.

Standard WR 7: Ethics and Legal responsibilities

WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws

WR-7.11 Utilize information from electronic communication sources

**Aligned to Washington State Standards****Arts**

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1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

- Identifies audience and purpose.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

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

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## **Communication - Speaking and Listening**

## **Health and Fitness**

## **Language**

CC: College and Career Readiness Anchor Standards for Language

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when

Vocabulary Acquisition and Use

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

## **Mathematics**

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

5 - Use appropriate tools strategically.

6 - Attend to precision.

## **Reading**

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure (9-10)

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Integration of Knowledge and Ideas (9-10)

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

Range of Reading and Level of Text Complexity (11-12)

10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

## **Science**

Physical Science

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

### Writing

#### CC: Writing (9-10)

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

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### 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

9a - Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a

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### LIFE AND CAREER SKILLS

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- Be Flexible

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#### Social and Cross-Cultural

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- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Performance Assessments: Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:**

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Use systems thinking; access and evaluate information; reason effectively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.C.3 Synthesize and make connections between information and arguments

**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-3.4 Identify other careers where photography skills are required.

C-3.7 Demonstrate good interviewing skills

C-3.10 Understand the concept of a family wage job

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-1.11 Develop strategies to make an effective transition from school to career

WR-1.13 Identify industry certification opportunities

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## **Communication - Speaking and Listening**

## **Health and Fitness**

## **Language**

### CC: College and Career Readiness Anchor Standards for Language

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#### Knowledge of Language

#### Vocabulary Acquisition and Use

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

## **Mathematics**

### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

3 - Construct viable arguments and critique the reasoning of others.

6 - Attend to precision.

7 - Look for and make use of structure.

## **Reading**

### CC: Reading Informational Text

#### Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an

#### Craft and Structure (9-10)

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

#### Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

#### Key Ideas and Details (11-12)

2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex

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



## Science

### Physical Science

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

### Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

## Writing

### CC: Writing (9-10)

#### Text Types and Purposes

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

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.

#### 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. (Grade-specific expectations for writing types

## 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

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- 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 4 BUSINESS PRACTICES

Hours: 5

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Use systems thinking; communicate clearly; think creatively; Interact effectively with others

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

9.A.1 Know when it is appropriate to listen and when to speak

9.A.2 Conduct themselves in a respectable, professional manner

### Standards and Competencies

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).

Standard WR 3: Employability and Entrepreneurship

WR-3.11 Exhibit productive work habits, ethical practices, and a positive attitude;

WR-3.17 Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride

### Aligned to Washington State Standards

#### Arts

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Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

#### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,
- 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

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 3 - Construct viable arguments and critique the reasoning of others.
- 6 - Attend to precision.

## Reading

### CC: Reading Informational Text

#### Craft and Structure (9-10)

- 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

#### Range of Reading and Level of Text Complexity (9-10)

- 10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

#### Key Ideas and Details (11-12)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

#### 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
- 5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and

## Science

### Physical Science

#### Inquiry (Conducting Analysis and Thinking Logically)

- 9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

#### Application (Science, Technology, and Society)

- 9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

### CC: Writing (9-10)

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. (Grade-specific expectations for writing types

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

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

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

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**LIFE AND CAREER SKILLS**

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**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 CRITICAL ANALYSIS

Hours: 10

### Performance Assessment(s):

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### Leadership Alignment:

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21st Century Skills: Adapt to change; be flexible; manage projects; produce results

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.b Manage time and projects effectively

### Standards and Competencies

C-6: Critical Analysis

C-6.1 Discuss and debate the possible intentions of various photographs using art and design concepts and techniques.

C-6.8 Demonstrate skills used to define and analyze a given problem

C-6.10 Describe methods of researching and validating reliable information relevant to the problem

C-6.11 Explain strategies used to formulate ideas, proposals and solutions to problems

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.6 Effectively use information and communication technology tools; and

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## Communication - Speaking and Listening

### Comprehension and Collaboration (9-10)

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

### Comprehension and Collaboration (11-12)

1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify,

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

5 - Use appropriate tools strategically.

## Reading

### CC: Reading Informational Text

#### Craft and Structure (9-10)

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

#### Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

#### 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

## Science

## Social Studies

## Writing

### CC: Writing (9-10)

#### 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. (Grade-specific expectations for writing types

#### Research to Build and Present Knowledge

#### Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

## 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

**Performance Assessment(s):**

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:**

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Apply technology effectively; create media products; use and manage information

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

**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-7.6 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-7.12 Understand how to make adjustments 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.

Standard WR 4: Problem Solving

WR-4.2 Employ critical thinking and interpersonal skills to resolve conflicts.

WR-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

- Identifies audience and purpose.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.



3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## **Communication - Speaking and Listening**

Comprehension and Collaboration (9-10)

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding

Presentation of Knowledge and Ideas (11-12)

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

## **Health and Fitness**

## **Language**

## **Mathematics**

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

3 - Construct viable arguments and critique the reasoning of others.

## **Reading**

CC: Reading Informational Text

Craft and Structure (9-10)

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

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

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

## **Science**

## **Social Studies**

## **Writing**

CC: Writing (9-10)

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. (Grade-specific expectations for writing types

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

Research to Build and Present Knowledge

**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 FUNCTIONS OF A LENS

Hours: 15

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Apply technology effectively; Think creatively; Access and evaluate information

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

### Standards and Competencies

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

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-7.13 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

Standard WR 2: Personal Success

WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;

WR-2.7 Identify skills that can be transferable among a variety of careers.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

#### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 3 - Construct viable arguments and critique the reasoning of others.
- 5 - Use appropriate tools strategically.

## Reading

### CC: Reading Informational Text

#### Key Ideas and Details (9-10)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Key Ideas and Details (11-12)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

#### 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

## Science

### Physical Science

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

#### 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.

#### 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

## 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 8 EXPOSURE CONTROL

Hours: 15

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Think creatively; Make judgments and decisions; Apply technology effectively

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

### Standards and Competencies

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

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.

Standard WR 6: Teamwork and Cooperation

WR-6.1 Employ leadership skills to accomplish organizational goals and objectives.

WR-6.4 Employ mentoring skills to inspire and teach others.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 3 - Construct viable arguments and critique the reasoning of others.

## Reading

### CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

#### Range of Reading and Level of Text Complexity (9-10)

- 10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

## Science

### Physical Science

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

#### Research to Build and Present Knowledge

- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

## 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 9 LIGHT METERS AND EXPOSURE

Hours: 5

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Use and manage information; analyze media; apply technology effectively

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

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

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

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

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.

Standard WR 6: Teamwork and Cooperation

WR-6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

WR-6.7 Listens to and considers the ideas of team members.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## Communication - Speaking and Listening

### Comprehension and Collaboration (9-10)

- Presentation of Knowledge and Ideas (9-10)

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

5 - Use appropriate tools strategically.

## Reading

### CC: Reading Informational Text

#### Craft and Structure (9-10)

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

#### Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

#### 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

## Science

## Social Studies

## Writing

### CC: Writing (9-10)

#### Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

#### 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. (Grade-specific expectations for writing types

## 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 10 DESIGN ELEMENTS/PRINCIPLES

Hours: 20

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Think creatively; Make judgments and decisions; Apply technology effectively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

6.A.2 Interpret information and draw conclusions based on the best analysis

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.b Manage time and projects effectively

### 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.

Standard WR 4: Problem Solving

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

WR-4.3 Identify and document workplace performance goals and monitor progress toward those goals

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.8 Select potential solutions based on reasoned criteria

WR-4.9 Implement and evaluate solution(s)

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 5 - Use appropriate tools strategically.

## Reading

### CC: College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

#### Craft and Structure

## Science

### Physical Science

#### Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

#### Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

### CC: Writing (9-10)

#### Text Types and Purposes

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

#### 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. (Grade-specific expectations for writing types

## 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 11 LIGHTING

Hours: 15

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Apply technology effectively; use and manage information; Make judgments and decisions

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

5.A.1 Understand both how and why media messages are constructed, and for what purposes

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

### Standards and Competencies

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-8.6 Identify a variety of flash units, flash meters, and flash accessories, and understand how they are used

C-8.7 Meter for flash and calculate exposure

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).

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-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## **Communication - Speaking and Listening**

### Comprehension and Collaboration (9-10)

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

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages

### Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

## **Health and Fitness**

## **Language**

## **Mathematics**

### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

5 - Use appropriate tools strategically.

## **Reading**

### CC: Reading for Literacy in Science and Technical Subjects

#### Craft and Structure (9-10)

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

#### Integration of Knowledge and Ideas (9-10)

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

## **Science**

### Life Science

#### Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

#### Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## **Social Studies**

## **Writing**

### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the



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

## 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 12 IMAGE QUALITY

Hours: 5

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Think creatively; Make judgments and decisions; analyze media

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions

### Standards and Competencies

C-9: Film Processing and Printing

C-9.2 Understand how silver based emulsions records light.

C-9.3 Understand the procedures used in processing black and white film.

C-9.4 Understand the effects of chemistry on the creation of the image.

C-9.6 Identify different types of printing papers and understand how they may be used to enhance a photograph.

C-9.7 Understand the importance of test strips, trial prints, and contact sheets how to evaluate them for quality.

C-9.8 Evaluate density and contrast in a print (using filters, graded paper)

C-9.11 Evaluate the characteristics of fine art print.

Standard WR 4: Problem Solving

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

WR-4.4 Conduct technical research to gather information necessary for decision-making

WR-4.6 Describe methods of researching and validating reliable information relevant to the problem

WR-4.7 Explain strategies used to formulate ideas, proposals and solutions to problems

WR-4.9 Implement and evaluate solution(s)

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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

## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

CC: Mathematical Practices (MP)

5 - Use appropriate tools strategically.

## Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

## Science

Life Science

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

Production and Distribution of Writing

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

Research to Build and Present Knowledge

## 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 13 DIGITAL CAMERA AND PHOTOGRAPHY

Hours: 20

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Work creatively with others; Collaborate with others

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

### 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

C-10.8 Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies

C-10.9 Demonstrate printing procedures using paper profiles, monitor calibration, media type.

C-10.10 Evaluate prints for quality and appearance for both color and B/W.

Standard WR 6: Teamwork and Cooperation

WR-6.1 Employ leadership skills to accomplish organizational goals and objectives.

WR-6.6 Offers/seeks suggestions, opinions, and information to team members.

WR-6.7 Listens to and considers the ideas of team members.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.  
4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 5 - Use appropriate tools strategically.

## Reading

### CC: Reading Informational Text

#### Key Ideas and Details (9-10)

3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the

#### Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By

#### 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

## Science

### Physical Science

#### Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

#### Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final

## Social Studies

## Writing

### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

#### 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.

#### Research to Build and Present Knowledge

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

## 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 14 DIGITAL EDITING AND PRINTING

Hours: 30

### Performance Assessment(s):

Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Work effectively in diverse teams; Work creatively with others; Analyze media; Apply technology effectively

1.B.1 Develop, implement and communicate new ideas to others effectively

5.A.1 Understand both how and why media messages are constructed, and for what purposes

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

6.A.2 Interpret information and draw conclusions based on the best analysis

### 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

C-10.8 Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies

C-10.9 Demonstrate printing procedures using paper profiles, monitor calibration, media type.

C-10.10 Evaluate prints for quality and appearance for both color and B/W.

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.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

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

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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

4.2. Demonstrates and analyzes the connections between the arts and other content areas.



- 4.3. Understands how the arts impact and reflect personal choices throughout life
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading Informational Text

Integration of Knowledge and Ideas (9-10)

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements

Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

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

**Science**

**Social Studies**

**Writing**

CC: Writing (9-10)

Text Types and Purposes

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

Production and Distribution of Writing

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

## 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 15 PRESENTATION AND FINISHING****Hours: 5****Performance Assessment(s):**

Technical presentations to teacher/advisory board members.  
An industry based rubric will be used.

**Leadership Alignment:**

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

21st Century Skills: Use systems thinking; make judgments and decision; create media products; apply technology effectively; manage goals and time

- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Interpret information and draw conclusions based on the best analysis
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
- 10.B.1.e Present oneself professionally and with proper etiquette

**Standards and Competencies**

- 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 6: Teamwork and Cooperation
  - WR-6.1 Employ leadership skills to accomplish organizational goals and objectives.
  - WR-6.7 Listens to and considers the ideas of team members.
  - WR-6.10 Treat everybody with respect and understanding

**Aligned to Washington State Standards****Arts**

- Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
- Arts 3.0 The student communicates through the arts.
- 3.1 Uses the arts to express feelings and present ideas.

**Communication - Speaking and Listening****Health and Fitness****Language****Mathematics****Reading**

CC: College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

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

### Craft and Structure

6 - Assess how point of view or purpose shapes the content and style of a text.

## Science

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

### 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.

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

### Research to Build and Present Knowledge

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

## 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