



Spokane Public Schools

Digital Photography, 2D Studio Art AP Photography, Digital Photography Advanced

Course: Digital Photography, 2D Studio Art AP Photography, Digital Photography Advanced	Total Framework Hours up to: 540 hours
CIP Code: 500406 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 4/8/2015
Career Cluster: Visual Arts	Cluster Pathway: Arts, AV Technology & Communications

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Camera checkout procedure/parent signature for equipment use

Acceptable use policy when using school computer and using internet

Leadership Alignment:

- Students will use and manage information when performing appropriate internet use, managing files and work flow.
- Students will apply technology effectively when performing safety procedures.
- Students will manage projects and produce results when learning this unit.
- Students will guide and lead others by allowing upcoming students to view their work for inspiration and being responsible when checking out equipment to use.
- Students will be responsible to others when attending gallery shows and when working all assignments.

Standards and Competencies

Standard/Unit: C-6 Demonstrate Health and Safety Practices

Competencies

Total Learning Hours for Unit: 20 hours

- C-6.1 Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)
- C-6.2 Read chemical, product, and equipment labels to determine appropriate health and safety conditions
- C-6.3 Identify, describe and demonstrate personal, shop and job site safety practices and procedures
- C-6.4 Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus
- C-6.5 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics
- C-6.6 Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits
- C-6.7 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom
- C-6.8 Describe safety practices and procedures to be followed when working with and around electricity
- C-6.9 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling
- C-6.10 Demonstrate proper workspace cleaning procedures

Aligned Washington State Standards	
Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>RST 1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>RST 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST 9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p>
Science	
Social Studies	
Speaking and Listening	<p>SL 1 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 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 perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and arrangement of formal and informal tasks.</p> <p>SL 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Writing	

COMPONENTS AND ASSESSMENTS
<p>Performance Assessments: Timeline Project – Graphic Illustration Historical Figure Research -- Paper Historical billboard – Graphic Illustration Historical Collage – Graphic Illustration</p>
<p>Leadership Alignment: The student will <u>implement innovations</u> when researching different ideas and techniques that have changed as modern day digital imaging has evolved. Students will <u>access and evaluate information</u> through self-evaluation and when attending community galleries and Festival of the Arts</p>

Standards and Competencies		
Standard/Unit: C-9 Survey of History of Photography		
Competencies		Total Learning Hours for Unit: 10 hours
C-9.1 Identify significant discoveries, developments, and inventions in the history of photography C-9.2 Understand the chronology of the development and popularization of photography C-9.3 Understand the significance of early documentary photography and its social, political, and scientific impact C-9.4 Identify the historically important figures and sponsoring individuals and agencies C-9.5 Distinguish between various movements, styles, and trends in the history of photography C-9.6 Identify the work of major photographers of the 19th and 20th centuries		
Aligned Washington State Standards		
Arts	2.1 Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure. 1.3 Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures, and times. 1.4 Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances. 4.4 Compares, analyzes, and evaluates how the specific attributes of artworks, presentations, and performances shape/influence and reflect cultures, traditions, place, and history.	
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	9-12 RST 1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. 9-12 RST 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 9-12 RST 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
Science		
Social Studies		
Speaking and Listening	9-12 SL 1 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-	

	<p>reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>9-12 SL 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 perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>9-12 SL 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>9-12 SL 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
<p>Writing</p>	<p>9-12 WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>9-12 WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-12 WHST 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>9-12 WHST 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

COMPONENTS AND ASSESSMENTS		
Performance Assessments: Summative portfolio is the final assessment for the semester		
Leadership Alignment: Students will <u>think creatively</u> when working in a team setting and working with special needs students. Students will also <u>think creatively</u> when experimenting with different layout designs, camera settings, and during portfolio a shoots and compilation. Students will <u>collaborate with others</u> when planning in groups for work with special needs students, and when working in teams to create desired images for product assignment. Students will <u>manage goals and time</u> when working as teams to prepare AP portfolio submission Students will <u>adapt to change</u> when working in a team setting and working with special needs students. Students will <u>be responsible to others</u> when working in a team setting, working with special needs students and when caring for equipment.		
Standards and Competencies		
Standard/Unit: C-10 Careers (may include instructional worksite hours for advanced)		
Competencies		Total Learning Hours for Unit: 80 hours
C-10.1 Students will be aware of the many jobs and careers in the photography industry and the requirements and skills needed to get those jobs C-10.2 Be aware of portfolios strategies that are audience specific C-10.3 Create a portfolio of work		
Aligned Washington State Standards		
Arts	1.4	Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.
	4.2	Analyzes and evaluates the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at proficient and advanced levels.
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	9-12 RST 1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	9-12 RST 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	9-12 RST 3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	9-12 RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	9-12 RST 8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with

	<p>diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>9-12 SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>9-12 SL 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Writing	<p>9-12 WHST 1 Write arguments focused on discipline-specific content.</p> <p>9-12 WHST 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>9-12 WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Maintain ethical practices in projects and classroom practices.

Leadership Alignment:

Students will **adapt to change** when working in a team setting and working with special needs students.

Students will **manage goals and times** when working in a team setting and working with special needs students and when working as teams to prepare AP portfolio submission

Students will **manage goals and time** when working as teams to prepare AP portfolio submission

Students will **work independently** when working in a team setting and working with special needs students.

Students will **be self-directed learners** when meeting deadlines such as AP portfolios for submission to college board.

Standards and Competencies

Standard/Unit: C-11 Business Practices (may include instructional work site hours for advanced)

Competencies

Total Learning Hours for Unit: 40 hours

C-11.1 Understand legal practices such as copyright, work for hire and royalties

C-11.2 Speak about photographs and present your work to agencies and galleries

C-11.3 Understand business ethics

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	<p>9-12 RST 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>

	9-12 RST 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 9-12 RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 9-12 RST 9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	
Social Studies	
Speaking and Listening	9-12 SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 9-12 SL 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 SL 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Critically analyze your own work as well as others and present positive feedback to improve performance.

Leadership Alignment:

Students will **work creatively with others** when brainstorming with the class and when shooting. Students will set up and change shoot to reach desired goal and effect, then note those changes and the reason for the change on Community Display projects: Kress Gallery, Spokane Airport, SPS District Office

Students will **work effectively in diverse teams** when producing Cultural Diversity Campaign posters

Students will **reason effectively** when performing a classroom critique and self-evaluation.

Students will **make judgments and decisions** when performing a classroom critique and self-evaluation. Students will also **make judgments and decisions** when choosing direction for different styles of shoots and how to create one.

Students will **be flexible** when performing a classroom critique and self-evaluation.

Standards and Competencies

Standard/Unit: C-12 Critical Analysis

Competencies

Total Learning Hours for Unit: 30 Hours

C-12.1 Be able to discuss and debate the possible intention of various photographs

C-12.2 Use reflection in evaluation to your own work

C-12.3 Encourage and accept critical assessment

C-12.4 Respond actively and positively to critical support

Aligned Washington State Standards

Arts	1.1 Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary. 2.2 Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the performance process structure.
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	2.3	Experiences, practices, analyzes, evaluates, and applies a responding process structure to an arts performance and/or presentation.
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	9-12 RST 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	9-12 RST 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	9-12 RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	9-12 RST 8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	9-12 RST 9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-12 SL 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	9-12 SL 4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	9-12 SL 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1	Write arguments focused on discipline-specific content.
	9-12 WHST 4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Student demonstration and production examples

Leadership Alignment:

Students **implement innovations** when using advanced camera operations such as: depth of field, Marco, and portrait photo. Also, students will **implement innovations** when learning the history and changes to modern day digital imaging.

Students **use and manage information** when using advanced camera operations such as: depth of field, Marco, and portrait photo.

Students **create media products** when using advanced camera operations such as: depth of field, Marco, and portrait photo.

Students **apply technology effectively** when using advanced camera operations such as: depth of field, Marco, and portrait photo.

Students **produce results** when using advanced camera operations such as: depth of field, Marco, and portrait photo.

<i>Standards and Competencies</i>		
Standard/Unit: C-13 Advanced Camera Operations		
Competencies		Total Learning Hours for Unit: 20 hours
C-13.1 Identify various parts and controls of a SLR camera (film and/or digital) C-13.2 Understand the basic principles of how to operate either a manual or automatic SLR camera C-13.3 Understand the basic guidelines for making successful photographs C-13.4 Know and use the vocabulary necessary to identify and learn to use the parts of the camera C-13.5 Identify different camera formats and their advantages and disadvantages C-13.6 Identify special purpose cameras C-13.7 Know and articulate the advantage of total camera mastery		
<i>Aligned Washington State Standards</i>		
Arts		
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	9-12 RST 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	9-12 RST 3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	9-12 RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	9-12 RST 9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-12 SL 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	9-12 SL 4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	9-12 SL 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing		

COMPONENTS AND ASSESSMENTS		
Performance Assessments: Tabletop photography project Depth of field handout Aperture diagram study Manual mode operations - demonstration		
Leadership Alignment: Students will <u>apply technology effectively</u> when using shutter speed and aperture to control exposure, avoiding or controlling blur in images, and conveying motion in a still photograph.		
Standards and Competencies		
Standard/Unit: C-14 Functions of a Lens		
Competencies		Total Learning Hours for Unit: 20 hours
C-14.1 Understand the differences between lenses of different focal lengths for different cameras C-14.2 Identify special purpose lenses C-14.3 Be familiar with both methods of focusing (manually and automatically) C-14.4 Understand the relationship between f/stop (aperture) and depth of field C-14.5 Understand the relationship between focal length and perspective C-14.6 Work effectively in close-up situations C-14.7 Know how to purchase lenses for a variety of purposes and care for them properly		
Aligned Washington State Standards		
Arts		
Educational Technology		
Health and Fitness		
Language		
Math	9-12 MP 2 9-12 MP 4 9-12 HSN-Q.A.1 9-12 HAS-CED.A.2	Reason abstractly and quantitatively. Model with mathematics. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 9-12 RST 3 9-12 RST 4 9-12 RST 7 9-12 RST 9	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Science	
Social Studies	
Speaking and Listening	9-12 SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 9-12 SL 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 SL 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1 Write arguments focused on discipline-specific content. 9-12 WHST 4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Music Video (Windows Movie Maker) PowerPoint Presentation Web photo album Before/After Photo Restoration	
Leadership Alignment: Students will <u>apply technology effectively</u> when using shutter speed and aperture to control exposure, avoiding or controlling blur in images, and conveying motion in a still photograph.	
<i>Standards and Competencies</i>	
Standard/Unit: C-15 Exposure Control	
Competencies	Total Learning Hours for Unit: 20 hours
C-15.1 Understand the relationship between the shutter and light C-15.2 Understand how to convey motion in a still photograph C-15.3 Understand how the aperture of the camera works in relation to light C-15.4 Understand the concept of depth of field and how to control it C-15.5 Understand the trade-off between aperture and shutter choice C-15.6 Understand how to use shutter speed and aperture to control exposure C-15.7 Understand how to use a camera and avoid or control blur in your images	
<i>Aligned Washington State Standards</i>	
Arts	
Educational Technology	
Health and Fitness	
Language	
Math	9-12 MP 2 Reason abstractly and quantitatively. 9-12 MP 4 Model with mathematics. 9-12 HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and

	9-12 HAS-CED.A.2	interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 9-12 RST 3 9-12 RST 4 9-12 RST 7 9-12 RST 9	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1 9-12 SL 2 9-12 SL 4 9-12 SL 5	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1 9-12 WHST 4	Write arguments focused on discipline-specific content. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <u>Use one or more of the following:</u> <ul style="list-style-type: none"> • Shutter Speed/Aperture/DOF Assignment • Painting with Light • Ghosting/Multiple Exposure Assignment • Stopping the Action 	
Leadership Alignment: Students will <u>solve problems</u> with lighting techniques when: in a team situation, working in the studio with others, portrait metering, product metering, and gallery set up.	
Standards and Competencies	
Standard/Unit: C- 16 Advanced Light Meters and Exposure	

Competencies		Total Learning Hours for Unit: 20 Hours
C-16.1 Understand the concept of equivalent exposures and how to achieve and apply them C-16.2 Understand how exposure meters work C-16.3 Use in-camera exposure meters C-16.4 Understand how automatic exposure systems operate C-16.5 Understand how to meter different scenes C-16.6 Be able to deal with hard-to-meter scenes C-16.7 Understand how to bracket a scene C-16.8 Know and apply metering and exposure processes using different lighting styles C-16.9 Use different lighting techniques to accomplish specific purposes C-16.10 Know and apply metering skills for a variety of photographic situations		
<i>Aligned Washington State Standards</i>		
Arts		
Educational Technology		
Health and Fitness		
Language		
Math	9-12 MP 2 9-12 MP 4 9-12 HSN-Q.A.1 9-12 HAS-CED.A.2	Reason abstractly and quantitatively. Model with mathematics. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 9-12 RST 3 9-12 RST 7 9-12 RST 9	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1 9-12 SL 2 9-12 SL 4 9-12 SL 5	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing		

COMPONENTS AND ASSESSMENTS		
<p>Performance Assessments: Unit Common Assessments</p> <p>Composition Project Rubric: Balance Exposure Focus Mergers Subject Emphasis Focus/Sharpness</p> <p>Student Critique</p> <p>Visual treasure hunt Portfolio entry that demonstrates knowledge of rules of composition</p> <p>PowerPoint presentation to represent each element of art</p>		
<p>Leadership Alignment: Students will <u>reason effectively</u> when performing a visual treasure hunt, student critique, and composing a project rubric. Students will <u>make judgments and decisions</u> when performing a visual treasure hunt, student critique, and composing a project rubric. Students will also make judgments and decisions when working on different styles of shooting, and deciding which style to go with to achieve desired effect. Students will practice <u>Critical Thinking and Problem Solving</u> when they <u>Reason Effectively</u> to plan a ns set up Student Community Gallery Show</p>		
Standards and Competencies		
Standard/Unit: C-17 Design Elements/Principles		
Competencies		Total Learning Hours for Unit: 50 hours
C-17.1 Understand the impact that framing and cropping has on an image C-17.2 Understand how to use the “rule of thirds” C-17.3 Understand how to use contrast to enhance your images C-17.4 Understand how points of view can affect the interpretation of an image C-17.5 Identify some “rules of thumb” employed by photographers involved in portraiture and landscape including managing motion, balance, and tension C-17.6 Speak about photographs and present your work to agencies and galleries C-17.7 Compose for specific audiences C-17.8 Evaluate photography from an artistic perspective and vocabulary Arts 1.1 to 1.1.6 Applies, analyzes, and creates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art. Arts 1.1.7 Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.		
Aligned Washington State Standards		
Arts	1.1	Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.
	1.2	Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts.

	2.1	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.
	3.1	Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.
	4.1	Analyzes and evaluates arts presentations and performances that integrate two or more arts disciplines (dance, music, theatre, and visual arts) at proficient and advanced levels.
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	9-12 RST 2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	9-12 RST 3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	9-12 RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	9-12 RST 9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-12 SL 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	9-12 SL 4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	9-12 SL 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing		

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Unit Common Assessments:

Use one or more of the following:

- Shutter Speed/Aperture/DOF Assignment
- Painting with Light
- Ghosting/Multiple Exposure Assignment
- Stopping the Action

Leadership Alignment:

Students will **solve problems** when working with lighting techniques such as: trouble shooting hardware, software, and techniques.

Students will **collaborate with others** when working on lighting techniques such as portrait assignments and movie posters. Students will also **collaborate with others** when creating desired images.

Students will **create media products** when working in the studio with others, and advertising for and setting up galleries.

Students will **apply technology effectively** when working with lighting techniques such as: outdoor photo shoot with available light, on-camera flash and fill light, and when using diffusers and bounce cards.

Standards and Competencies

Standard/Unit: A-1 Lighting**Competencies****Total Learning Hours for Unit: 20 Hours**

A-1.1 Understand the basic concepts of degree of diffusion and direction of light

A-1.2 Shoot effectively with available light

A-1.3 Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses

A-1.4 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.

A-1.5 Identify a variety of flash units, flash meters, and flash accessories, and understand how they are used

A-1.6 Meter for flash and calculate exposure

A-1.7 Arrange lightening for portraits and reflective objects, and to enhance the appearance of textured surfaces

A-1.8 Understand the theory of light and qualities of light such as electromagnetic spectrum, variances, reflectance, and physical properties of light

Aligned Washington State Standards

Arts**Educational Technology****Health and Fitness****Language****Math**

9-12 MP 2

Reason abstractly and quantitatively.

9-12 MP 4

Model with mathematics.

9-12 HSN-Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

9-12 HAS-CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Reading

9-12 RST 2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

9-12 RST 3

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

9-12 RST 4

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

9-12 RST 7

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

9-12 RST 9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding

	of a process, phenomenon, or concept, resolving conflicting information when possible.	
Science		
Social Studies		
Speaking and Listening	9-12 SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-12 SL 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	9-12 SL 4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	9-12 SL 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1	Write arguments focused on discipline-specific content.
	9-12 WHST 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS		
Performance Assessments: Unit Common Assessments: Final Portfolio Assessment (photo Finishing Rubric)		
Leadership Alignment: Students will <u>analyze media</u> when using advanced image editing such as: photo manipulation and ethics in photography. Students will also <u>analyze media</u> when attending community events such as: Festival of the Arts. Students will <u>create media products</u> when practicing photo restoration and before/after image manipulation. Students will <u>manage projects</u> when creating portfolio such as: meeting project deadlines, and completing/submitting AP portfolios. Students will <u>produce results</u> when completing their portfolios, gallery shows, and Community Photo Restoration project		
Standards and Competencies		
Standard/Unit: A-2 Image Quality		
Competencies		Total Learning Hours for Unit: 30 hours
A-2.1 Use different types of digital cameras (resolution issues) appropriate for the assignment A-2.2 Control image quality using color control, and other digital techniques		
Aligned Washington State Standards		
Arts		
Educational Technology		
Health and Fitness		
Language		

Math	9-12 MP 2 Reason abstractly and quantitatively. 9-12 MP 4 Model with mathematics. 9-12 HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 9-12 HAS-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 9-12 RST 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 9-12 RST 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 9-12 RST 9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science	
Social Studies	
Speaking and Listening	9-12 SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 9-12 SL 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 SL 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1 Write arguments focused on discipline-specific content. 9-12 WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Student demonstration and production samples

Leadership Alignment:

Students will **analyze media** when working with camera operations.

Students will **create media products** using an array of camera operations.

Students will **apply technology effectively** when using different camera operations.

Students will **work independently** when tracking their chart on power school, and tracking feedback through different projects.

Students will **be self-directed learners** when learning and applying camera functions.

Students demonstrate **Productivity and Accountability** when they **Manage Projects and Produce Results** for gallery shows and Community Phot Restoration project

Standards and Competencies		
Standard/Unit: A-6 Digital Camera and Photography		
Competencies		Total Learning Hours for Unit: 60 hours
A-6.1 Identify the basic features of digital cameras and know how to use them A-6.2 Understand the composition of a digital image and the factors that affect its quality and file size A-6.3 Understand how digital images are transferred to a computer for storage and manipulation A-6.4 Understand the differences between normal-focal length for digital camera lenses and traditional camera lenses A-6.5 Understand how to make adjustments for contrast, color balance and exposure using a digital camera A-6.6 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 A-6.7 Understand how to use scanners A-6.8 Work with histograms to create better images A-6.9 Understand color management A-6.10 Understand how to store digital images		
Aligned Washington State Standards		
Arts	1.2 Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts. 1.4 Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances. 3.3 Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.	
Educational Technology		
Health and Fitness		
Language		
Math	9-12 MP 2 Reason abstractly and quantitatively. 9-12 MP 4 Model with mathematics. 9-12 HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 9-12 HAS-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	
Reading	9-12 RST 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 9-12 RST 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 9-12 RST 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 9-12 RST 9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
Science		

Social Studies	
Speaking and Listening	9-12 SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	9-12 SL 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	9-12 SL 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1 Write arguments focused on discipline-specific content.
	9-12 WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Unit Common Assessments:

Use one or more of the following:

Magazine Cover Design

Before/After fashion photographs

Mr. Potato Head Project

Extreme Makeover/Photo Retouching

Leadership Alignment:

Students will **think creatively** when image editing and experimenting with different styles of shoots and camera settings.

Students will **work creatively with others** when working on image editing and changing a shoot to reach a goal/effect.

Students will **manage projects** when submitting image editing projects.

Students will **produce results** when submitting image editing projects.

Standards and Competencies

Standard/Unit: A-7 Advanced Digital Editing and Printing

Competencies

Total Learning Hours for Unit: 40 hours

A-7.1 Understand how to prepare a computer to correctly display digital images.

A-7.2 Adjust portions or complete images using software tools

A-7.3 Use other techniques including filters to readjust or sharpen images

A-7.4 Edit image using software including: burning, dodging, levels, masks, importance and benefits of using layers, retouching

A-7.5 Understand the ethics of altering images.

A-7.6 Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies

A-7.7 Know and apply proficient editing techniques to improve images and achieve efficient workflow

A-7.8 Monitor and explain the necessity to observe ethics in editing photographs

Aligned Washington State Standards		
Arts		
Educational Technology		
Health and Fitness		
Language		
Math	9-12 MP 2 9-12 MP 4 9-12 HSN-Q.A.1 9-12 HAS-CED.A.2	Reason abstractly and quantitatively. Model with mathematics. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 9-12 RST 3 9-12 RST 4 9-12 RST 7 9-12 RST 9	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Science		
Social Studies		
Speaking and Listening	9-12 SL 1 9-12 SL 2 9-12 SL 4 9-12 SL 5	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing	9-12 WHST 1 9-12 WHST 4	Write arguments focused on discipline-specific content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS
Performance Assessments: Unit Common Assessments: Final Portfolio Assessment (photo Finishing Rubric)

Leadership Alignment:

Students will **think creatively** when producing their concentration portfolios and when reviewing previous students work to help create their own desired effect in a shoot.

Students will **collaborate with others** when producing their concentration portfolio and when working in teams to create desired images.

Students will **manage goals and time** when producing their concentration portfolio and meeting specific deadlines.

Students will **work independently** when producing their concentration portfolio.

Students will **be self-directed learners** when producing their concentration portfolio.

Students will **interact effectively with others** when producing their concentration portfolio and when attending the WSHS competition.

Students will **work effectively in diverse teams** when producing their concentration portfolio and when setting up their gallery display design.

Students will **manage projects** when producing their concentration portfolio.

Students will **guide and lead others** when producing their concentration portfolio and letting other students view their work for inspiration.

Standards and Competencies

Standard/Unit: A-8 Presentation/Finishing (may include instructional worksite hours for advanced)

Competencies

Total Learning Hours for Unit: 80 hours

A-8.1 Students will use proper spotting and mounting techniques

A-8.2 Spot prints to correct flaws and improve their overall appearance prior to display

A-8.3 Identify the equipment and supplies used in matting and mounting photographs

A-8.4 Understand how the use of different mats will impact the appearance and longevity of your photographs

A-8.5 Cut and produce mats in a number of styles

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	9-12 MP 2 Reason abstractly and quantitatively. 9-12 MP 4 Model with mathematics. 9-12 HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 9-12 HAS-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Reading	9-12 RST 2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 9-12 RST 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 9-12 RST 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 9-12 RST 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 9-12 RST 9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Science	
Social Studies	
Speaking and Listening	<p>9-12 SL 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-12 SL 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>9-12 SL 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>9-12 SL 5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
Writing	<p>9-12 WHST 1 Write arguments focused on discipline-specific content.</p> <p>9-12 WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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