

# Digital Photography 1

**Prepared by:  
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***Superintendent of Schools:*  
Marie C. Cirasella, Ed.D.**

**Approved by the Midland Park Board of Education on**

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## Digital Photography 1

**Course Description:** In Digital Photography students are expected to develop talent in and enjoyment of the creative arts. Digital Photography is a one semester specialized course that will provide interested students with insights and experiences in photographic composition, DSLR cameras, creative problem solving skills, and the ability to exercise critical judgments.

### Course Sequence:

**Unit 1: Photography Basics – 2 weeks**

**Unit 2: Copyrighting – 1 week**

**Unit 3: Composition – 3 weeks**

**Unit 4: Portrait Photography – 2 weeks**

**Unit 5: The Exposure Triangle – 3 weeks**

**Unit 6: Photoshop – 3 weeks**

**Unit 7: Famous Photographers/Final Portfolio – 4 weeks**

**Pre-requisite: None**

<b>Unit 1 - Overview</b>
<b>Content Area: Digital Photography</b>
<b>Unit Title: Photography Basics</b>
<b>Grade Level: 9-12</b>

**Unit Summary: Students will be introduced to the history of photography and compare film photography to digital photography. Discussion will take place about what photography is used for and why it is important. Students will learn the parts of the DSLR camera as well as specific functions for taking different types of photographs. This unit will conclude with students practicing photography skills as well as uploading and sharing photographs.**

### **Unit 1 - Standards**

<b>CPI#:</b>	<b>Statement:</b>
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#### **Performance Expectations (NJSLs)**

<b>1.1.12.D.1</b>	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.1.12.A.2</b>	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.A.4</b>	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

#### **Career Readiness, Life Literacies, and Key Skills**

<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.5</b>	Assess and modify a personal plan to support current interests and postsecondary plans.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

#### **Computer Science and Design Thinking**

<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
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#### **Companion Standards**

<b>NJLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>Interdisciplinary Connections</b>	
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>Cross Cultural Statements/Mandates</b>	
<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others
<b>Equity, Diversity and Inclusion</b>	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

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	Holocaust Law: Emphasis on each citizens responsibility to fight racism and hatred through discussion about the events on 9/11	
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Why do we take photographs and what do we use them for?</li> <li>• What types of careers are there in photography?</li> <li>• What are the similarities and differences between digital photography and film photography?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand how to use a DSLR camera and begin to demonstrate the ability to use specific functions.</li> <li>• Students will be able to explain how film photography and digital photography relate to each other.</li> </ul>	
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• recognize why we take pictures and the many ways in which we use photography.</li> <li>• explain the differences between digital and film photography.</li> <li>• discover what pixels are and how they come together to create the images we see.</li> <li>• understand the functions on their cameras and apply those specific functions to their individual photographs.</li> <li>• experiment with a DSLR camera.</li> <li>• demonstrate their ability to upload photographs and categorize them in folders.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments: Discussion, Q&amp;A, Observations, Projects, Critique</b> <b>Summative/Benchmark Assessment(s): Performance Tasks</b> <b>Alternative Assessments: Worksheets, critiques</b> <b>Resources/Materials : Visual examples, books, videos, posters, computer resources.</b>		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students – Rephrase questions, directions and explanations.</li> <li>• At-Risk Students – Provide extended time to complete tasks.</li> <li>• English Language Learners – Assign a buddy, same</li> </ul>		

language or English speaking.

• Gifted and Talented Students – Provide extension activities.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Why Photography ?</b>	<b>Students will recognize why we take pictures and the many ways in which we use photography.</b>	2 days
<b>History of photography</b>	<b>Students will be able to explain the differences between digital and film photography.</b>	1 day
<b>What is a pixel?</b>	<b>Students will discover what pixels are and how they come together to create the images we see.</b>	1 day
<b>Parts of the camera/Specific camera functions</b>	<b>Students will understand the functions on their cameras and apply those specific functions to their individual photographs.</b>	4 days
<b>Becoming familiar with</b>	<b>Students will experiment with their Canon T3 cameras</b>	2 days

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<b>a DSLR camera</b>	<b>by going on a scavenger hunt.</b>	
<b>Uploading and organizing photographs</b>	<b>Students will demonstrate their ability to upload their photographs and categorize them in folders.</b>	1 day

**Teacher Notes:**

**Additional Resources:**

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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**Unit 2 - Overview**

**Content Area: Digital Photography**

**Unit Title: Copyrighting**

**Grade Level: 9-12**

**Unit Summary: Students will explore copyrighting and learn how it applies to the work they will be doing as well as their future. Discussions will include what copyrighting is, why there are laws to protect against infringement, how to go about using copyrighted works, how to claim ownership, and where to look for copyright notices. In this unit students will also begin using Adobe Photoshop and learn how to create a unique watermark to stamp their photographs as a way of protecting their images.**

**Unit 2 - Standards**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

**1.2.12.A.2**

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

**1.4.12.B.2**

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

**1.4.12.B.3**

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers

**Career Readiness, Life Literacies, and Key Skills**

**9.2.12.CAP.4**

Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

**9.2.12.CAP.5**

Assess and modify a personal plan to support current interests and postsecondary plans.

<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
<b>Computer Science and Design Thinking</b>	
<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
<b>Companion Standards</b>	
<b>NJSLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJSLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Interdisciplinary Connections</b>	
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>Cross Cultural Statements/Mandates</b>	
<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others

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<b>Equity, Diversity and Inclusion</b>	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What does it mean to copyright a photograph and should I be copyrighting my work?</li> <li>• How do I navigate the Photoshop toolbar?</li> <li>• What is a watermark and how can I create a unique watermark to protect my work?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand how important it is to protect their work.</li> <li>• Students will gain a basic understanding of Adobe Photoshop which they will continue to build upon throughout the semester.</li> </ul>

**Unit Learning Targets/Objectives:***Students will...*

- discover what copyrighting means in relation to art and photography and explain why it is important.
- explore the many tools that are available for manipulating photographs in Photoshop.
- create a unique watermark that will show ownership of their photographs.
- utilize the crop tool to resize an image.

**Evidence of Learning****Formative Assessments: Discussion, Q&A, Observations, Projects, Critique****Summative/Benchmark Assessment(s): Performance Tasks****Alternative Assessments: Worksheets, critiques****Resources/Materials : Visual examples, books, videos, posters, computer resources.****Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is copyrighting ?	Students will discover what copyrighting means in relation to art and photography and explain why it is important.	1 day
The Photoshop Toolbar	Students will explore the many tools that are available for manipulating photographs in Photoshop.	2 days
Watermarking	Students will create a unique watermark that will show ownership of their photographs.	2 days
Cropping	Students will utilize the crop tool to resize an image.	1 day

**Teacher Notes:**



**Additional Resources:**

UDL Guidelines: Presentation Methods

UDL Guidelines: Action and Expression Methods

UDL Guidelines: Engagement Methods

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<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>
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**Unit 3 - Overview****Content Area: Digital Photography****Unit Title: Composition****Grade Level: 9-12**

**Unit Summary:** Students will be introduced to some basic rules of composition that they will continue to use throughout the semester. The rule of thirds, balance, leading lines, symmetry, background, depth and framing will all be individually explored. Students will become fluent in each area of composition before integrating multiple rules into an image to create more complex photographs. Students will explore high and low angles and discover how much a photograph can change when taken from a different perspective. Finally, students will learn how to use a technique called forced perspective to create an optical illusion.

**Unit 3 - Standards****CPI#:****Statement:****Performance Expectations (NJSL)****1.3.12.D.2**

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

**1.3.12.D.3**

Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

**1.3.12.D.5**

Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.

<b>1.4.12.A.1</b>	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.5</b>	Assess and modify a personal plan to support current interests and postsecondary plans.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
<b>Computer Science and Design Thinking</b>	
<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
<b>Companion Standards</b>	
<b>NJSLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJSLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Interdisciplinary Connections</b>	
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>Cross Cultural Statements/Mandates</b>	
<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others

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<b>Equity, Diversity</b>	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom
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and Inclusion		
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why do we use composition and when is it appropriate to use each technique?</li> <li>• What is forced perspective and how can I utilize this concept?</li> <li>• Why do we take photographs from varying angles?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand that many photographs should be thought about and planned whenever possible.</li> <li>• Using varying angles can really enhance photographs.</li> </ul>	
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• discover the rules of composition.</li> <li>• identify the rule of thirds and compose photographs demonstrating both the knowledge of third lines as well as the ability to balance a photograph.</li> <li>• recognize how line can influence a photograph and produce photographs that demonstrate their skill. • isolate the main subject of their photographs by placing natural frames around the edges. • distinguish between different elements in a scene to plan for an unobtrusive background and compose a shot with minimal distraction.</li> <li>• create depth in their photographs by including a foreground, middle ground and background.</li> <li>• discover the way symmetry can have a positive effect on their photographs.</li> <li>• explain what forced perspective is and how to take a photo that utilizes this concept.</li> <li>• demonstrate the ability to take photographs that show varying angles.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments: Discussion, Q&amp;A, Observations, Projects, Critique</b> <b>Summative/Benchmark Assessment(s): Performance Tasks</b> <b>Alternative Assessments: Worksheets, critiques</b> <b>Resources/Materials : Visual examples, books, videos, posters, computer resources.</b>		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students – Rephrase questions, directions and explanations.</li> <li>• English Language Learners – Assign a buddy, same language or English speaking.</li> <li>• At-Risk Students – Provide extended time to complete tasks.</li> <li>• Gifted and Talented Students – Provide extension activities.</li> </ul>		
<b>Suggested Pacing Guide</b>		
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Composition	Students will discover the rules of composition before exploring each individually.	1 day

<b>Rule of Thirds/Balance</b>	<b>Students will identify the rule of thirds and compose photographs demonstrating both the knowledge of third lines as well as the ability to balance a photograph.</b>	2 days
<b>Leading Lines</b>	<b>Students will recognize how line can influence a photograph and produce</b>	1 day

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	<b>photographs that demonstrate their skill.</b>	
<b>Framing</b>	<b>Students will be able to isolate the main subject of their photographs by placing natural frames around the edges.</b>	1 day
<b>Viewpoint</b>	<b>Students will experiment by taking photographs from a perspective vastly different than they typically do.</b>	1 day
<b>Background</b>	<b>Students will be able to distinguish between different elements in a scene to plan for an unobtrusive background and compose a shot with minimal distraction.</b>	1 day
<b>Depth</b>	<b>Students will create depth in their photographs by including a foreground, middle ground and background.</b>	1 day
<b>Symmetry</b>	<b>Students will discover the way symmetry can have a positive effect on their photographs.</b>	1 day

<b>Forced Perspective</b>	<b>Students will explain what forced perspective is and how to take a photo that utilizes this concept.</b>	3 days.
<b>High/Low Project</b>	<b>Students will demonstrate the ability to take photographs that show varying angles.</b>	3 days
<b>Teacher Notes:</b>		
<b>Additional Resources:</b>		

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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<b>Unit 4 - Overview</b>	
<b>Content Area: Digital Photography</b>	
<b>Unit Title: Portrait Photography</b>	
<b>Grade Level: 9-12</b>	
<b>Unit Summary: Students will discover artists who painted multiple self portraits and there will be discussion about the origination of the self portrait. Students will recognize the need for painted portraits and self portraits before the invention of the camera. Many different types of portraits will be discussed and students will be able to differentiate between a self portrait and a portrait. Photoshop will be used to manipulate photographs and emphasis will be placed on producing a professional portrait.</b>	
<b>Unit 4 - Standards</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Standards (NJSLs)</b>	

<b>1.1.12.D.2</b>	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
<b>1.2.12.A.2</b>	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
<b>1.3.12.D.1</b>	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
<b>1.3.12.D.2</b>	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>1.3.12.D.5</b>	Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.B.3</b>	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers,

#### **Career Readiness, Life Literacies, and Key Skills**

<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.5</b>	Assess and modify a personal plan to support current interests and postsecondary plans.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

#### **Computer Science and Design Thinking**

<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
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#### **Companion Standards**

<b>NJSLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJSLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and

	collaborate with others.
<b>Interdisciplinary Connections</b>	
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>Cross Cultural Statements/Mandates</b>	
<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others
<b>Equity, Diversity and Inclusion</b>	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>Amistad Law: Explore the work of Gordon Parks and James Van Der Zee, African American artists who photographed portraits depicting social, economic, and race issues.</p> <p>LGBT and Disabilities Law: Explore the work of Robert Mapplethorpe, an American photographer known for his celebrity portraits as well as his celebration of the queer community.</p>
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why do we take portraits?</li> <li>• What is the importance of portraits and self portraits throughout history?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Students will be able to differentiate between a portrait and a self portrait.</li> <li>• Students will apply rules of composition to portraits.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• discover a unique way to take a “selfie” before discussing the self-portrait throughout history.</li> <li>• create self portraits using reflective surfaces.</li> <li>• demonstrate their ability to take a professional portrait.</li> <li>• manipulate photographs in Adobe Photoshop to enhance facial features.</li> <li>• create self portraits that convey a true sense of themselves.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments: Discussion, Q&amp;A, Observations, Projects, Critique</b> <b>Summative/Benchmark Assessment(s): Performance Tasks</b> <b>Alternative Assessments: Worksheets, critiques</b> <b>Resources/Materials : Visual examples, books, videos, posters, computer resources.</b>	
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students – Rephrase questions, directions and explanations.</li> <li>• English Language Learners – Assign a buddy, same</li> <li>• At-Risk Students – Provide extended time to complete tasks.</li> </ul>	

language or English speaking.

• Gifted and Talented Students – Provide extension activities.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>The Selfie Project</b>	<b>Students will discover a unique way to take a “selfie”</b>	1 day

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	<b>before discussing the self portrait throughout history.</b>	
<b>Reflections</b>	<b>Students will create self portraits using reflective surfaces.</b>	2 days
<b>How to take a professional portrait</b>	<b>Students will demonstrate their ability to take a professional portrait.</b>	5 days
<b>Using Photoshop to touch up portraits</b>	<b>Students will manipulate photographs in Adobe Photoshop to enhance facial features.</b>	2 days
<b>Self Portraits</b>	<b>Students will create self portraits that convey a true sense of themselves.</b>	2 days

**Teacher Notes:**

**Additional Resources:**

UDL Guidelines: Presentation Methods

UDL Guidelines: Action and Expression Methods

UDL Guidelines: Engagement Methods



<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer interactions and supports</p>
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**Unit 5 - Overview**

**Content Area: Digital Photography**

**Unit Title: The Exposure Triangle**

**Grade Level: 9-12**

**Unit Summary: Students will begin to explore using the manual settings on their DSLR cameras. Students will become familiar with Aperture, Shutter Speed and ISO and discover how they work together to create the exposure triangle. Each concept will be introduced separately so that students can distinguish each one individually before integrating all three at once. Students will demonstrate their ability to take photographs using manual settings.**

**Unit 5 - Standards**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

**1.3.12.D.1**

Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

**1.3.12.D.3**

Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

**1.4.12.B.2**

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

**Career Readiness, Life Literacies, and Key Skills**

**9.2.12.CAP.4**

Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

**9.2.12.CAP.5**

Assess and modify a personal plan to support current interests and postsecondary plans.

**9.4.12.CI.1**

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

**Computer Science and Design Thinking**

<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
<b>Companion Standards</b>	
<b>NJSLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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<b>NJSLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Interdisciplinary Connections**

<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.

**Cross Cultural Statements/Mandates**

<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others
<b>Equity, Diversity and Inclusion</b>	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do aperture, shutter speed and ISO work together?</li> <li>• What are some ways shutter speed can be used to create unique photographs?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the manual setting on a camera to take high quality photographs.</li> <li>• Students will know when to use a fast shutter speed and when to use a slow shutter speed.</li> </ul>
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**Unit Learning Targets/Objectives:***Students will...*

- identify the effect shutter speed has on a photograph.
- apply the principles of shutter speed to their photography by using a slow shutter speed in the dark and creating light paintings.
- distinguish between shutter speed, aperture and ISO and discover how they work together when taking photographs.
- produce original photographs using Manual settings on their cameras.

**Evidence of Learning****Formative Assessments: Discussion, Q&A, Observations, Projects, Critique****Summative/Benchmark Assessment(s): Performance Tasks****Alternative Assessments: Worksheets, critiques****Resources/Materials : Visual examples, books, videos, posters, computer resources.****Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
- At-Risk Students – Provide extended time to complete tasks.
- English Language Learners – Assign a buddy, same language or English speaking.
- Gifted and Talented Students – Provide extension activities.

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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<b>What is shutter speed?</b>	<b>Students will be able to identify the effect shutter speed has on a photograph.</b>	1 day
<b>Light Painting</b>	<b>Students will apply the principles of shutter speed to their photography by using a slow shutter speed in the dark and creating light paintings.</b>	5 days
<b>Aperture and ISO</b>	<b>Students will distinguish between shutter speed, aperture and ISO and discover how they work together when taking photographs.</b>	3 days

<b>Shooting in Manual</b>	<b>Students will produce original photographs using Manual settings on their cameras.</b>	5 days
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**Teacher Notes:**

**Additional Resources:**

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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**Unit 6 - Overview**

**Content Area: Digital Photography**

**Unit Title: Photoshop**

**Grade Level: 9-12**

**Unit Summary: Students will become familiar with many different tools in Adobe Photoshop and learn how to manipulate their photographs in a variety of ways. Students will learn to cut an image out of a photograph and combine photographs together, how to incorporate text into a photograph, and how to change colors. The basic tools of Photoshop will be identified and utilized in each project.**

**Unit 6 - Standards**

<b>CPI#:</b>	<b>Statement:</b>
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**Performance Expectations (NJSL)**

<b>1.3.12.D.1</b>	Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
<b>1.3.12.D.3</b>	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.5</b>	Assess and modify a personal plan to support current interests and postsecondary plans.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

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<b>Computer Science and Design Thinking</b>	
<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
<b>Companion Standards</b>	
<b>NJSLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJSLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Interdisciplinary Connections</b>	
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>Cross Cultural Statements/Mandates</b>	
<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others

<b>Equity, Diversity and Inclusion</b>	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>LGBT and Disabilities Law: Explore the artwork of Andy Warhol, an openly gay artist who was a leading figure in the Pop Art movement.</p>
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How is Adobe Photoshop used to manipulate photographs?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Photographs can be manipulated and changed using Adobe Photoshop.</li> <li>• Adobe Photoshop can be used to create unrealistic photographs or enhance photographs.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• modify a photograph by cutting an image out using Adobe Photoshop.</li> <li>• apply knowledge of cutting photographs to create a surreal photograph.</li> <li>• demonstrate how to add text to a photograph.</li> <li>• discover patterns within their photographs when they rotate and flip their images to create a single mirror image.</li> <li>• manipulate a photograph to change the colors found in the original.</li> <li>• create a representative self portrait collage using photographs.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments: Discussion, Q&amp;A, Observations, Projects, Critique</b> <b>Summative/Benchmark Assessment(s): Performance Tasks</b> <b>Alternative Assessments: Worksheets, critiques</b> <b>Resources/Materials : Visual examples, books, videos, posters, computer resources.</b>	
<b>Modifications:</b>	

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<ul style="list-style-type: none"> <li>• Special Education Students – Rephrase questions, directions and explanations.</li> <li>• English Language Learners – Assign a buddy, same language or English speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• At-Risk Students – Provide extended time to complete tasks.</li> <li>• Gifted and Talented Students – Provide extension activities.</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
How to cut an image out of a Photograph	Students will modify a photograph by cutting an image out using Adobe Photoshop.	3 days

<b>Surreal Images</b>	<b>Students will apply knowledge of cutting photographs to create a surreal photograph.</b>	3 days
<b>Adding Text to a Photograph</b>	<b>Students will demonstrate how to add text to a photograph.</b>	1 day
<b>Rotating and flipping photographs</b>	<b>Students will discover patterns within their photographs when they rotate and flip their images to create a single mirror image.</b>	1 day
<b>Changing colors</b>	<b>Students will manipulate a photograph to change the colors found in the original.</b>	2 days
<b>Representative Self Portrait</b>	<b>Students will create a representative self portrait collage using photographs.</b>	3 days
<b>Teacher Notes:</b>		
<b>Additional Resources:</b>		

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary	Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place	Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants Provide tasks that allow for active participation, exploration and experimentation Create an accepting and supportive classroom climate Encourage and support opportunities for peer interactions and supports

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**Unit 7 - Overview**

**Content Area: Digital Photography**

<b>Unit Title: Famous Photographers/Final Portfolio</b>	
<b>Grade Level: 9-12</b>	
<b>Unit Summary: Students will research famous photographers and create a presentation about a photographer. Students will present this to the class so they may learn about many different artists.</b>	
<b>Unit 7- Standards</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
<b>1.2.12.A.1</b>	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.A.3</b>	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
<b>1.4.12.A.4</b>	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

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<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.5</b>	Assess and modify a personal plan to support current interests and postsecondary plans.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
<b>Computer Science and Design Thinking</b>	
<b>8.2.12.ED.6</b>	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
<b>Companion Standards</b>	
<b>NJLSA.SL1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>NJLSA.SL2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.



<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Interdisciplinary Connections

<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.
<b>6.1.12.History SE.2.a</b>	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
<b>6.1.12.History CA.2.a</b>	Research multiple perspectives to explain the struggle to create an American identity.

### Cross Cultural Statements/Mandates

<b>Social Awareness</b>	Recognize and identify the thoughts, feelings, and perspective of others
<b>Equity, Diversity and Inclusion</b>	<p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>Amistad Law: Explore the artwork of Florestine Perrault Collins, an African American woman who aimed to photograph other African Americans without showing any racial stereotypes</p> <p>Holocaust Law: Explore the artwork of Wilhelm Brasse, a photographer who captured images from the Holocaust.</p> <p>LGBT and Disabilities Law: Explore the artwork of Laurence Philomene, a non-binary chronically ill transgender whose struggles with identity are depicted in vulnerable images.</p>

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why do we study famous photographers?</li> <li>• What can we learn from famous photographers?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Famous photographers of the past influence the photography we use today.</li> <li>• Portfolios show artistic growth.</li> </ul>
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<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Compare different photographers and analyze how they differ from one another</li> </ul>
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<ul style="list-style-type: none"> <li>• Distinguish identifying characteristics of many different photographers.</li> <li>• Choose a photographer to research and develop an understanding of their identity as a photographer.</li> <li>• Create a presentation in order to teach others about a famous photographer.</li> </ul>
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**Evidence of Learning**

**Formative Assessments: Discussion, Q&A, Observations, Projects, Critique**

**Summative/Benchmark Assessment(s): Performance Tasks**

**Alternative Assessments: Worksheets, critiques**

**Resources/Materials : Visual examples, books, videos, posters, computer resources.**

**Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Researching photographers</b>	<b>Students will be able to compare different photographers and understand how they differ from one another.</b>	2 days
<b>Identifying Characteristics</b>	<b>Students will be able to develop an understanding of a specific photographer's identity.</b>	3 days
<b>Creating a Presentation</b>	<b>Students will create a presentation to teach the class about a photographer for which they have an understanding.</b>	5 days
<b>Creating the Final Portfolio</b>	<b>Students will assemble a final portfolio using a blog to convey their ideas, teach others, and organize their photography.</b>	10 days

**Teacher Notes:**

**Additional Resources:**

UDL Guidelines: Presentation Methods

UDL Guidelines: Action and Expression Methods

UDL Guidelines: Engagement Methods

<p>Present information through multiple media Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information Clarify vocabulary</p>	<p>Guide appropriate goal setting</p> <p>Ask questions to guide self-monitoring and reflection</p> <p>Post goals, objectives and schedules in an obvious place</p>	<p>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</p> <p>Provide tasks that allow for active participation, exploration and experimentation</p> <p>Create an accepting and supportive classroom climate</p> <p>Encourage and support opportunities for peer</p>
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		<p>interactions and supports</p>
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