

Digital Photography 2

**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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Born on July 18, 2022

Digital Photography 2

Course Description:

Digital Photography 2 is a course that utilizes cameras, computers, and photo printers to explore technical, artistic and commercial aspects of photography. Students will be encouraged to be independent and creative. At the conclusion of this course, students will prepare a portfolio and they will exhibit their work in a show.

Course Sequence:

- Unit 1: Camera Proficiency - 4 weeks
- Unit 2: Photojournalism and Publication - 4 weeks
- Unit 3: Portrait Photography - 3 weeks
- Unit 4: Creative Photography - 6 weeks
- Unit 5: Portfolio and Presentation - 2 weeks

Pre-requisite: Digital Photography 1

Unit #1 - Overview
Content Area: Digital Photography 2

Unit Title: Camera Proficiency	
Grade Level: 10-12	
Unit Summary: Students will review camera parts, functions, and composition. Skills and techniques will be refined. Students will be introduced to more open ended and creative projects. A portfolio of work will be kept organized throughout the course.	
Unit #1 - Standards	
CPI#:	Statement:
Performance Expectations (NJSL)	

1.1.12.D.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.1.12.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.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.
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., 1.1.12.prof.CR3a)
Computer Science and Design Thinking	
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	

NJSLSA.SL 1	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.
NJSLSA.SL 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Interdisciplinary Connections	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.History SE.2.a	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
Cross Cultural Statements/Mandates	

Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	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
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<p>Unit Essential Question(s): What are the basics of exposure? What are the elements and principles of design? How is photography used as a form of communication and as art? How can photographs be organized into a portfolio?</p>	<p>Unit Enduring Understandings: Students will understand how to use all functions of their cameras. Students will be able to apply the elements and principles of design to their photographs. Students will be able to explain how photography is used as a form of communication and a form of art.</p>
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<p>Unit Learning Targets/Objectives: <i>Students will...</i> Explain the differences between Tv, Av, and Manual Mode on the camera. Demonstrate proper use of each setting on the camera. Differentiate between small and large depth of field. Apply the elements and principles of design to photographs. Discuss ways that photography is used for both communication and art. Create an organized portfolio of work that illustrates the lasting impact of 9/11.</p>
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Evidence of Learning

<p>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</p>
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<p>Modifications:</p> <ul style="list-style-type: none"> ● Special Education Student/504 - Rephrase questions, directions and explanations. ● English Language Learners - Assign a buddy, same 	<ul style="list-style-type: none"> ● At-Risk Students - Provide extended time to complete tasks. ● Gifted and Talented Students- Provide extension
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language or English speaking.

activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Camera Parts Review	Students will be able to explain what each function on the camera is for and demonstrate how to use each effectively.	5 days
Elements of Design	Students will experiment with camera functions and create photographs that demonstrate the elements and principles of design	7 days
Photography as Communication and Art	Students will discover ways that photography is used as both an art	5 days

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	form and as a form of communication.	
Portfolio Preparation	Students will begin to prepare a portfolio of their work to be used personally and professionally.	3 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</p> <p>Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information</p> <p>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 #2 - Overview

Content Area: Digital Photography 2

Unit Title: Photojournalism and Publication

Grade Level: 10-12

Unit Summary: Students will research and explore the topic of photojournalism. We will discuss the history of photojournalism and discover how it has evolved throughout the years. Students will also learn about other areas of photo publication.

Unit #2 - Standards

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards

1.1.12.D.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.1.12.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.A.2

Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.4

Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.

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., 1.1.12.prof.CR3a)

Computer Science and Design Thinking

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

NJSLSA.SL1	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.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Cross Cultural Statements/Mandates	
Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. Diversity Learning: Explore the work of Tay Kay Chin, a photojournalist who founded Southeast Asia's first photography workshop.

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<p>Unit Essential Question(s): What is photojournalism? How has photojournalism evolved over time? What are some other areas of publication that use photography?</p>	<p>Unit Enduring Understandings: Students will understand what photojournalism is. Students will be able to describe how photojournalism has changed and evolved throughout time. Students will be able to apply photography to their own publications.</p>
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Unit Learning Targets/Objectives:*Students will...***Explain what photojournalism is and what it is used for.****Describe how photojournalism has changed and evolved.****Discover other areas of publication that use photography.****Apply photography to publications.****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 Student/504 - 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 Photojournalism - History and Evolution	Students will be able to explain what photojournalism is and what it is used for.	5 days
Photojournalism Today	Students will discover ways that photojournalism is used today.	2 days
Documentary	Students will produce a series of photographs documenting an event.	5 days
Photo Publication	Students will explore other areas of publication that use photography.	3 days
Magazine Cover	Students will create a magazine cover that combines	5 days

	photography and typography.	
Teacher Notes:		
Additional Resources:		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> Present information through multiple media Provide background knowledge Offer alternatives for visual information Offer alternatives for auditory information Clarify vocabulary 	<ul style="list-style-type: none"> Guide appropriate goal setting Ask questions to guide self-monitoring and reflection Post goals, objectives and schedules in an obvious place 	<ul style="list-style-type: none"> 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

Unit #3 - Overview
Content Area: Digital Photography 2
Unit Title: Portrait Photography
Grade Level: 10-12

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Unit Summary: Students will review the basics of portrait photography that they learned in Digital Photography 1. We will expand more creatively and students will experiment with studio portraits, on location portraits, split lighting, and finally explore what it would be like to have a photography business.	
Unit #3 - Standards	
CPI#:	Statement:
Performance Expectations (NJSLs)	
1.1.12.D.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.1.12.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.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues

	to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.
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	
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	

NJSLSA.SL1	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.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.History SE.2.a	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
Cross Cultural Statements/Mandates	
Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. 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.
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Unit Essential Question(s): What are some basic rules of portrait photography? What do you need to know about shooting portraits on location?	Unit Enduring Understandings: Students will understand how to take portraits. Students will be able to shoot portraits both on location and in the studio.
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What are the differences between shooting in a studio and shooting on location? What are some techniques you can use when taking portraits? What would you need to know if you were starting your own photography business?	Students will be able to experiment with various techniques for shooting portraits. Students will identify important aspects of owning their own photography business.
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Unit Learning Targets/Objectives: <i>Students will...</i> Understand how to compose a portrait. Experiment with shooting portraits both on location and in the studio. Produce a series of portraits. Demonstrate various lighting techniques. Identify key aspects to owning a photography business.	
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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	
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Modifications: <ul style="list-style-type: none"> ● Special Education Student/504 - Rephrase questions, directions and explanations. ● English Language Learners - Assign a buddy, same language or English speaking. 	<ul style="list-style-type: none"> ● At-Risk Students - Provide extended time to complete tasks. ● Gifted and Talented Students- Provide extension activities
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Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Portrait Review	Students will be able to recall important aspects of composing portraits.	2 days

On Location Portraits	Students will experiment shooting portraits on location.	4 days
Studio Portraits	Students will demonstrate how to take photos in the studio and compare and contrast on location portraits vs. studio portraits.	5 days
Split Lighting	Students will experiment shooting a portrait using split lighting.	4 days
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</p> <p>Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information</p> <p>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 #4 - Overview
Content Area: Digital Photography 2
Unit Title: Creative Photography
Grade Level: 10-12

Unit Summary: Students will review the basics of Adobe Photoshop and learn a variety of new Photoshop techniques and ways to manipulate their photos. Students will also learn techniques for taking unique photographs without using any computer manipulation.

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Unit #4 - Standards

CPI#:

Statement:

Performance Expectations (NJSLS)

1.1.12.D.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.1.12.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.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.

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

8.2.12.ED.6	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

NJSLSA.SL1	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.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Interdisciplinary Connections	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.History SE.2.a	Construct Responses to arguments in support of new rights and roles for women and arguments explaining the reasons against them.
Cross Cultural Statements/Mandates	
Social Awareness	Recognize and identify the thoughts, feelings, and perspective of others
Equity, Diversity and Inclusion	Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom. LGBT and Disabilities Law: Explore the artwork of Andy Warhol, an openly gay artist who was a leading figure in the Pop Art movement.

Unit Essential Question(s): What are some essential tools we use in Photoshop? How can we use Photoshop to manipulate photos? How can we use our cameras creatively?	Unit Enduring Understandings: Students will recall the basic tools that they've used in Photoshop. Students will be able to use Photoshop to manipulate photographs.
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	Students will be able to take creative photos using their cameras.
Unit Learning Targets/Objectives: <i>Students will...</i> Recall tools that they've used in Photoshop and identify what they are used for. Demonstrate how to use specific tools in Photoshop. Produce creative photographs using only the camera.	
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: <ul style="list-style-type: none"> ● Special Education Student/504 - 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)
Adobe Photoshop Review	Students will be able to recall tools in Photoshop and describe and demonstrate what they are used for.	3 days
Collage	Students will be able to create a digital collage using photographs.	8 days
David Hockney Photomontage	Students will construct a photo montage in the style of David Hockney	5 days
Social and Political poster	Students will be able to illustrate their views on a social or political issue of their choosing	5 days
Triptych	Students will produce three photos with a common theme and use Photoshop to put them together.	4 days
Text Portrait	Students will create a template of words that will be used to make a portrait.	5 days
Wood Print	Students will be able to produce a photograph printed on wood.	3 days

Teacher Notes:

Additional Resources:

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UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<p>Present information through multiple media</p> <p>Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information</p> <p>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>

Unit #5 - Overview

Content Area: Digital Photography 2

Unit Title: Portfolio and Presentation

Grade Level: 10-12

Unit Summary: Students will complete a portfolio of their work that is both digital and printed. Students will curate an art show that displays their work and present it.

Unit # - Standards

CPI#:	Statement:
Performance Expectations (NJSLS)	
1.1.12.D.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.1.12.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.

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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.
21st century themes and skills (standard 9)	
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	
8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)
Companion Standards	

NJSLSA.SL1	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.
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

Unit Essential Question(s): How is a portfolio presented professionally? What photos are included in a portfolio? What are some methods of digitally producing a portfolio? How is an art show curated?	Unit Enduring Understandings: Students will understand how to present their photography portfolios to look professional. Students will be able to produce a digital and printed portfolio. Students will be able to curate an art show.
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Unit Learning Targets/Objectives:*Students will...*

- Explain how to present a professional portfolio.**
- Demonstrate appropriate photos in their portfolios.**
- Differentiate between a digital portfolio and a printed portfolio.**
- Work together to curate an art show.**

Evidence of Learning

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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 Student/504 - 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)
Portfolios - choosing the right photos.	Students will be able to identify which photos they should use in their portfolios and create a portfolio of their work.	5 days
Curating an art show	Students will work together to produce an art show .	5 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</p> <p>Provide background knowledge</p> <p>Offer alternatives for visual information</p> <p>Offer alternatives for auditory information</p> <p>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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