

Secaucus  
Board  
of Education

# Advanced Digital Photography/Portfolio

Course Code: 8221, 8312

*Fine Arts*



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*Born on August 2017*  
*Aligned to the NJSL Standards for Visual and Performing Arts (2014), Technology, ELA (2016), and 21st Century Life and Careers*  
*Adopted by the Secaucus Board of Education on August 24, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

## **Course Description**

*Prerequisite:* Digital Photography or teacher recommendation

Advanced students will build on their skills and style in photography. Use of digital cameras and photo-manipulation software (Photoshop) will be used to build upon students' prior knowledge of Photoshop. Students are expected to keep a sketchbook/portfolio for evaluation and are expected to be part of a group discussion to help develop their creative interpretation. Studio work will become increasingly student-directed as they build on their skills and subject preferences. A portfolio will be developed for evaluation. A DSLR (digital) camera and a flash drive are required.

## **Interdisciplinary Connections**

### **NJSLS – Technology:**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

### **NJSLS – Mathematics:**

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

**NJSLS – ELA:**

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Career Ready Practices:**

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

**Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

| <b>Domain: Art</b>   |  |  |
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| <b>Cluster: Photography -Unit I- The History of Photography/Modern Day Photography</b>   |  |  |
| <b>Standards: ARTS 1.2.12.D.4, ARTS 1.4.12.A.1, ARTS 1.4.12.A.2, ARTS 1.4.12.A.3,</b>  |  |  |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>  |
| <ul style="list-style-type: none"> <li>• What is the intended Meaning of Visual Images, Themes and Ideas in Photography?</li> <li>• How is photography an Art form?</li> <li>• How is photography able to influence people?</li> <li>• How has photography evolved?</li> </ul> | <p>Understanding how photography is present in our lives: how images affect an audience’s perception of events or substance is crucial to the student of photography</p> <p>In our world today, we are flooded with photographic images communicated thru both print and the digital/electronic media.</p> <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> | <p><b>I. The History of Photography/Modern Day Photography</b></p> <p><b>A. <u>Students will be introduced to the history of photography</u></b></p> <ol style="list-style-type: none"> <li>1. Correlation between science and photographic equipment             <ol style="list-style-type: none"> <li>a.) Chemistry</li> <li>b.) Industrialization</li> <li>c.) Optical advancements</li> </ol> </li> <li>2. Timeline of famous photographers</li> <li>3. Relationship between world events and the growth of photography.             <ol style="list-style-type: none"> <li>a.) Advances in technology</li> <li>b.) Political events</li> <li>c.) Cultural events</li> </ol> </li> </ol> <p><b>B. <u>Photography Themes throughout history.</u></b></p> <ol style="list-style-type: none"> <li>1. Portraiture</li> <li>2. Landscape</li> <li>3. Architecture</li> <li>4. Documentation of the social landscape</li> <li>5. Photojournalism</li> <li>6. Advertising</li> </ol> |
| <b>Content Statements</b>  |  |  |

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| <p>“One picture is worth a thousand words”.<br/>The technological advancements of the medium have evolved and changed the medium from artistic expression to a powerful communication tool.</p>   |  |  |
| <p><b>Assessments</b></p>   |  |  |
| <p>Classroom participation<br/>Class discussion.<br/>Timely completion of assigned work.</p>  |  |  |
| <p><b>Equipment Needed</b> - PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, epon photo printer</p> | <p><b>Teacher Resources:</b><br/><br/>GOOGLE docs<br/>www.showbie.com<br/>www.masters-of-photography.com<br/>www.youtube.com</p> |  |

| <b>Domain: Art</b>   |   |  |
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| <b>Cluster: Photography –Unit II- Advanced Photography</b>   |   |  |
| <b>Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2</b>   |   |  |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>  |
| <ul style="list-style-type: none"> <li>• How will students learn the terminology and vocabulary of digital photography, print and photo manipulation through computer software?</li> <li>• What is the student’s personal style?</li> <li>• How can they find or improve their style?</li> </ul> | <p>Using vocabulary and terminology specific to the photography experience is crucial to the students’ growth as both an artist and a technician.</p> | <p><b>II. <u>Advanced Photography</u></b></p> <p><b>A. <u>Using language of the photographer.</u></b></p> <ol style="list-style-type: none"> <li>1. Photography specific vocabulary             <ol style="list-style-type: none"> <li>a.) Photo Techniques</li> <li>b.) Digital Camera and equipment</li> <li>c.) Rules of Photography</li> </ol> </li> <li>2. Art related vocabulary             <ol style="list-style-type: none"> <li>a.) The Elements of Art</li> <li>b.) Principles of Design</li> <li>c.) Presentation Techniques</li> </ol> </li> <li>3. Technology terms and vocabulary             <ol style="list-style-type: none"> <li>a.) Digital Camera</li> <li>b.) Image-storage</li> </ol> </li> </ol> |
| <b>Content Statements</b>  |   |  |

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| <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> |  | <p>c.) Image-sharing</p> <p>d.) Photo manipulation software</p> |
| <p><b>Assessments</b></p>   |  |   |
| <p>Classroom participation<br/>Class discussion.<br/>Timely completion of assigned work.</p>  |  |   |
| <p><b>Equipment Needed</b> - PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, epson photo printer</p>        |  |   |

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| <b>Domain: Art</b>   |   |   |
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| <b>Cluster: Photography –Unit III- Digital Cameras and Equipment</b>   |   |   |
| <b>Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.3</b>   |   |   |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>   |
| <ul style="list-style-type: none"> <li>• How can the students learn the use and care of photography equipment?</li> <li>• What is the student’s personal style?</li> <li>• How can they find or improve their style?</li> <li>• What are the various camera types and special uses?</li> <li>• How does the photographer operate the camera controls?</li> </ul> | <p>Following classroom rules, prevents problems with community equipment.</p> <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> | <p><b>IV. <u>Digital Cameras and Equipment</u></b></p> <p><b>A. <u>Digital equipment</u></b></p> <ol style="list-style-type: none"> <li>1. Memory Cards</li> <li>2. Flash Drives for storage</li> <li>3. Computer software for photo manipulation</li> <li>4. Computer for storage</li> <li>5. Printers- Inkjet and Laser</li> <li>6. Tripods</li> <li>7. Lights</li> <li>8. Backdrops</li> <li>9. Camera battery and chargers</li> </ol> |
| <b>Content Statements</b>  |   |   |

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| <p>The camera is an extension of the human eye.<br/>There are common components in all cameras we use.</p>   |  |  |
| <p><b>Assessments</b></p>  |  |  |
| <p>Classroom participation<br/>Class discussion.<br/>Timely completion of assigned work.<br/>Periodic tests to assess information retainment<br/>Notebook/worksheets<br/>Tests: quarterly/midterm/final<br/>Portfolio/self-assessment</p>    |  |  |
| <p><b>Equipment Needed</b> - PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, Epson photo printer</p> |  | <p><b>Teacher Resources:</b><br/><br/>GOOGLE docs<br/><a href="http://www.showbie.com">www.showbie.com</a><br/><a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a><br/><a href="http://www.youtube.com">www.youtube.com</a></p> |

| <b>Domain: Art</b>  |  |  |
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| <b>Cluster: Photography –Unit IV- Cameras</b>   |  |  |
| <b>Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2</b>  |  |  |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>  |
| <ul style="list-style-type: none"> <li>• How will the students understand the differences between a traditional film and a digital camera?</li> <li>• What is the student’s personal style?</li> <li>• How can they find or improve their style?</li> </ul> | <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> <p>Every day and world events are now captured digitally as they take place. Photography and digital media have forever changed the dissemination of the news.</p> | <p><b>IV. <u>Cameras.</u></b></p> <p><b>A. Film-based, traditional</b></p> <ol style="list-style-type: none"> <li>1.) Review of History of Photography</li> <li>2.) Review of camera evolution</li> </ol> <p><b>B. Digital Cameras</b></p> <ol style="list-style-type: none"> <li>1.) Simple             <ol style="list-style-type: none"> <li>a.) Basic parts</li> </ol> </li> </ol> <p><b>C. Digital SLR</b></p> <ol style="list-style-type: none"> <li>1.) Advanced controls</li> <li>2.) Shutter speeds</li> <li>3.) Aperture</li> <li>4.) Lens</li> <li>5.) ISO</li> <li>6.) Resolution</li> </ol> |
| <b>Content Statements</b>   |  |  |

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| <p>The mechanical and practical differences between a traditional camera and a digital camera are the result of advancements in technology.</p>   |   |  |
| <p><b>Assessments</b></p>   |   |  |
| <p>Classroom participation<br/>           Class discussion.<br/>           Timely completion of assigned work.<br/>           Periodic tests to assess information retention<br/>           Notebook/worksheets<br/>           Tests: quarterly/midterm/final</p> |   |  |
| <p><b>Equipment Needed</b> - PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, Epson photo printer</p>                      | <p><b>Teacher Resources:</b></p> <p>GOOGLE docs<br/> <a href="http://www.showbie.com">www.showbie.com</a><br/> <a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a><br/> <a href="http://www.youtube.com">www.youtube.com</a></p> |  |

| <b>Domain: Art</b>  |  |   |
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| <b>Cluster: Photography –Unit V- Digital Photography</b>  |  |   |
| <b>Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2</b>  |  |   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>   |
| <ul style="list-style-type: none"> <li>• How will the students use their digital cameras in photography?</li> <li>• What is the student’s personal style?</li> <li>• How can they find or improve their style?</li> </ul> | <p>Science, (chemistry) and art (photography) are clearly connected. Advancements in science affect our lives in unexpected ways.</p> <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> <p>Capturing the photographic image thru artistic expression remains the same. The speed and output are what separate digital from traditional film photography.</p> | <p><b>V. <u>Digital Photography.</u></b></p> <p><b>A. <u>Using the camera controls.</u></b></p> <p><b>B. <u>Understanding the pixel and image capture process</u></b></p> <ol style="list-style-type: none"> <li>Resolution</li> <li>File sizes</li> </ol> <p><b>C. <u>Selecting a images to be printed based on quality</u></b></p> <ol style="list-style-type: none"> <li>Technical</li> <li>Artistic</li> </ol> <p><b>D. <u>Importing images to the computer</u></b></p> <ol style="list-style-type: none"> <li>Using the memory card</li> <li>Using a flash drive</li> </ol> <p><b>E. <u>Using available software</u></b></p> <ol style="list-style-type: none"> <li>Adjusting resolution and size</li> <li>Correcting levels of saturation</li> <li>Adjusting color</li> <li>Cropping the image</li> </ol> <p><b>F. <u>Storing the selected and manipulated images</u></b></p> <ol style="list-style-type: none"> <li>On a memory card</li> <li>On a flash drive</li> <li>On the Network</li> <li>On GOOGLE docs</li> </ol> <p><b>G. <u>Saving the selected and manipulated images</u></b></p> |

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| <p><b>Content Statements</b></p>  | <p>This is the introduction to digital cameras, images, and printing the photos..</p> | <ul style="list-style-type: none"> <li>a. PSD files</li> <li>b. JPEG files</li> <li>c. Submitting work digitally through SHOWBIE</li> </ul> <p><b>H. <u>Setting up the printer</u></b></p> <ul style="list-style-type: none"> <li>a. Selecting paper types</li> <li>b. Selecting optimum output formats and sizes</li> <li>c. Printing the photograph</li> </ul> <p><b>I. <u>Review and Critique</u></b></p> <p><b>J. <u>Print and Matte selected images</u></b></p> |
| <p><b>Assessments</b></p>   |   |  |
| <p>Classroom participation<br/>         Class discussion.<br/>         Timely completion of assigned work.<br/>         Periodic tests to assess information retainment<br/>         Notebook/worksheets<br/>         Tests: quarterly/midterm/final<br/>         Portfolio/self-assessment</p> |   |  |
| <p><b>Equipment Needed</b> – PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, epson photo printer</p>  |   | <p><b>Teacher Resources:</b></p> <p>GOOGLE docs<br/> <a href="http://www.showbie.com">www.showbie.com</a><br/> <a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a><br/> <a href="http://www.youtube.com">www.youtube.com</a></p>  |

| <b>Domain: Art</b>   |   |  |
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| <b>Cluster: Photography –Unit VI- Advanced Tools in Photo Manipulation Software</b>  |   |  |
| <b>Standards: ARTS 1.3.12.D.2, ARTS 1.3.12.D.4, ARTS 1.3.12.D.5, ARTS 1.4.12.A.2, Tech 8.1.12.A.1</b>                                    |   |  |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>  |
| <ul style="list-style-type: none"> <li>How will the students use their computer software in photography to manipulate images?</li> </ul> | <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> | <p>VI. <b><u>Photo manipulation software</u></b></p> <ul style="list-style-type: none"> <li><b><u>Adobe Photoshop</u></b></li> <li><b><u>Importing images to the computer</u></b> <ul style="list-style-type: none"> <li>Using a memory card</li> <li>Using a flash drive</li> </ul> </li> <li><b><u>Selecting and Opening a File</u></b> <ul style="list-style-type: none"> <li>Becoming familiar with the basic program tools</li> <li>Becoming familiar with the layer palette</li> <li>Becoming familiar with adjustment tool locations</li> </ul> </li> <li><b><u>Adjusting a File-Basic</u></b> <ul style="list-style-type: none"> <li>Adjusting resolution and size of image</li> <li>Adjusting saturation, color and hue of image</li> <li>Desaturating an image</li> <li>Cropping an image</li> <li>Dragging one image (file) into another for manipulation</li> <li>Adjusting layers- positioning</li> </ul> </li> <li><b><u>Adjusting a File-Intermediate</u></b> <ul style="list-style-type: none"> <li>Adjusting opacity</li> <li>Adjusting levels and curves</li> <li>using the lasso tool, eraser tool, magic wand tool</li> </ul> </li> <li><b><u>Adjusting a File-Advanced</u></b></li> </ul> |
| <b>Content Statements</b>  | <p>Every day and world events are now captured digitally as they take place. Photography and digital media have forever changed the dissemination of the news.</p>  |  |
| <p>This is the introduction to the computer program Adobe Photoshop, the industry standard in photography.</p>                           | <p>Capturing the photographic image thru artistic expression remains the same. The speed and output are what separate digital from traditional film photography.</p>  |  |

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| <p><b>Assessments</b></p>   | <ul style="list-style-type: none"> <li>○ Adding Blurs and Noise</li> <li>○ Adding Vignettes</li> <li>○ Adjusting layers- hiding</li> <li>○ Adding layer masks</li> <li>● <u>Saving a File</u> <ul style="list-style-type: none"> <li>○ PSD files versus JPEG files</li> </ul> </li> </ul>    |
| <p>Classroom participation<br/>         Class discussion.<br/>         Timely completion of assigned work.<br/>         Periodic tests to access information retainment<br/>         Notebook/worksheets<br/>         Tests: quarterly/midterm/final<br/>         Portfolio/self-assessment</p> | <p><b>Teacher Resources:</b></p> <p>GOOGLE docs<br/> <a href="http://www.showbie.com">www.showbie.com</a><br/> <a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/>         Adobe Lightroom</p> |
| <p><b>Equipment Needed</b> – PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, epson photo printer</p>  |  |

| <b>Domain: Art</b>  |  |   |
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| <b>Cluster: Photography –Unit VII- Career Opportunities in Photography</b>  |  |   |
| <b>Standards: ARTS 1.3.12.D.4, Career 9.1.12.B.1, Career 9.1.12.B.2, Career 9.1.12.B.3, Career 9.1.12.B.4, Tech 8.1.12.D.1, Tech 8.1.12.A.2</b>   |  |   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>   |
| <ul style="list-style-type: none"> <li>• How can the students use photography in their future?</li> <li>• What is the student’s personal style? How can they find or improve their style?</li> <li>• How can you keep the Art of Photography in your life?</li> <li>• What are the pros and cons of social media and the internet regarding photography?</li> </ul> | <p>A person can include photography in their lives and still make other career choices.</p> <p>A person can become a professional photographer although it is a difficult field to survive in.</p> <p>Assignments are directed toward the refinement of technical and formal skills and the development of personal approach to subject matter and content. Students will have an opportunity to expand their repertoire of equipment and methods.</p> | <p><b>VII. <u>Career Opportunities in Photography</u></b></p> <p><b>A. <u>Professional Venues</u></b></p> <ol style="list-style-type: none"> <li>1. Commercial</li> <li>2. Portrait Studio</li> <li>3. Photojournalist</li> <li>4. Fashion</li> <li>5. Fine Art</li> <li>6. Technical</li> <li>7. Social Media</li> </ol> <p><b>B. <u>Protecting Your Work</u></b></p> <ol style="list-style-type: none"> <li>1. Watermarks</li> <li>2. Branding</li> <li>3. Copyrights</li> <li>4. Plagiarism</li> </ol> <p><b>C. <u>Hobbyist</u></b></p> <ol style="list-style-type: none"> <li>1. Casual</li> <li>2. Dedicated</li> </ol> <p><b>D. <u>Personal and Professional website created as Final Portfolio</u></b></p> |
| <b>Content Statements</b>   |  |   |

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| <p>Discussion of career versus recreational photography.</p>  |  |   |
| <p><b>Assessments</b></p>   |  |   |
| <p>Classroom participation<br/>                 Class discussion.<br/>                 Guest Speakers- professional photographer<br/>                 Periodic tests to assess information retention<br/>                 Notebook/worksheets<br/>                 Tests: quarterly/midterm/final<br/>                 Portfolio/self-assessment<br/>                 Create personal, professional website of student's work</p> |  |   |
| <p><b>Equipment Needed</b> - PC computers, Projection Board, Internet access, digital cameras, digital camera cards, flash drives, relevant websites of photographers and photographs, SHOWBIE website, Google Docs, Epson photo printer</p>  |  | <p><b>Teacher Resources:</b></p> <p>GOOGLE docs<br/> <a href="http://www.showbie.com">www.showbie.com</a><br/> <a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.wix.com">www.wix.com</a></p> |