

## CTE/ROP Photography 1, 2

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length:</b> 2 Semesters	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b>	<b>Grade Level:</b> 10, 11, 12
<b>SDCOE Course Number:</b>	<b>SDCOE Total Hours:</b>
<b>CBEDS Number/Title:</b>	<b>Year of Implementation:</b>
<b>Course Pre-requisites:</b> None	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Arts, Media, and Entertainment	<b>CTE Pathway(s):</b> Visual & Performing Arts
<b>Job Titles:</b> Photographer, Photojournalist, Newspaper Photographer, Newspaper Photojournalist, Advertising Photographer, News Photographer, Photo Editor, Sports Photographer, Studio Photographer	
<b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media, and Entertainment	
<b>Required Textbooks:</b> None	
<b>Course Description:</b> This course provides training in the fundamentals of the art and technique of black and white photography. Students learn to use various types of cameras, from 35mm to digital as they take their own photographs, develop film and print their own pictures in the photo enlarging lab. Areas that may be covered include studio and product photography, digital photography, special effects in the lab as well as on the computer, and image retouching. Students develop an aesthetic appreciation of photography through the introduction of principles of design and composition. Career opportunities are presented. Photography meets the fine arts graduation requirement and the UC "f" requirement.	

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### **Semester 1**

Unit 1: Basic Production Skills  
Unit 2: Introduction to Equipment  
Unit 3: Introduction to the Art of Photography  
Unit 4: Art/Design Skills  
Unit 5: Photographic Business Practices  
Unit 6: Safety  
Unit 7: Technical Skills  
Unit 8: Traditional Photography  
Unit 9: Color Correcting

### **Semester 2**

Unit 1: Studio Photography  
Unit 2: Introduction to Computer Operation  
Unit 3: Digital Equipment  
Unit 4: Computer Use and Applications  
Unit 5: Digital Imaging and Photography  
Unit 6: Web Page Design  
Unit 7: Panoramic Vrs  
Unit 8: Introduction to Video  
Unit 9: Presentation  
Unit 10: Competitions and Exhibits  
Unit 11: Occupational Knowledge and Skills  
Unit 12: Work Place Skills and Behavior  
Unit 13: Job Acquisition Skills/ Lifelong Learning Opportunities  
Unit 14: On-the-Job Training/Community Classroom

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<u>Semester 1 - Unit 1 – Basic Production Skills (5 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>1A</b> - Demonstrates appropriate human relations skills</p> <p><b>1B</b> – Demonstrates language and math skills necessary for photography, studio digital photography and design production</p> <p><b>1C</b> - Demonstrates knowledge and concern for photographic production and production values</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/LT/</b>  <b>(9.5)</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p><b>*AME/TC/</b>  <b>(4.6)</b> Know how technology and the arts are interrelated in the development of presentations and productions.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/M/</b>  <b>(2.3)</b> Multiply, divide, and simplify rational numbers by using exponent rules.</p>	<p><b>A:</b> Human Relation skills</p> <p><b>B:</b> Language and Math skills</p> <p><b>C:</b> Photographic production and Production values</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 1 - Unit 2 – Introduction to Equipment (3 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>2A</b> - Demonstrates knowledge of utilizing Single Lens Reflex cameras</p> <p><b>2B</b> - Demonstrates knowledge of utilizing Point &amp; Shoot cameras</p> <p><b>2C</b> - Demonstrates knowledge and function of Photo Labs</p> <p><b>2D</b> - Demonstrates skill utilizing Computer</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/T/</b>  <b>(4.1)</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/M/</b>  <b>(2.3)</b> Multiply, divide, and simplify rational numbers by using exponent rules.</p>	<p><b>A:</b> Input            1.Single Lens Reflex cameras            2.Point &amp; Shoot cameras</p> <p><b>B:</b> Output            1.Photo Labs            2.Computer  <b>a.</b> Image Editing software programs</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 1 – Unit 3 – Introduction to the Art of Photography (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>3A</b> - Demonstrates an understanding of Historic and Cultural content in art and design.</p> <p><b>3B</b> - Demonstrates understanding of art, design and digital terminology.</p> <p><b>3C</b> - Learns to critique their own work as well as work of others.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/T/</b>  <b>4.4</b> Understand digital applications appropriate to specific media and projects.  <b>4.5</b> Know the key technological skills appropriate for occupations in the arts industry.</p> <p><b><u>Core Academic:</u></b>  <b>*VAPA/VA/PR/HCC/</b>  <b>(3.3)</b> Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.  <b>*VAPA/VA/PR/AV/</b>  <b>(4.3)</b> Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.  <b>*VAPA/VA/ADV/AP</b>  <b>(1.3)</b> Analyze their works of art as to personal direction and style</p>	<p><b>A:</b> History of Photography            1. Film to Filmless            2.</p> <p><b>B:</b> Editorial Photography vs. Art Photography            1. Product and Purpose            2. Photography as a means of non-verbal communication</p> <p><b>C:</b> California Visual Arts Framework            1: Artistic Perception, Creative Expression, Historical and Cultural Expression, Aesthetic Valuing, Connections and Applications            2: Self Reflection, Critiques, and Evaluation</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 1 - Unit 4 – Art/Design Skills (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>4A</b> - Understands the language of art and its relationship to the art of photography</p> <p><b>4B</b> - Demonstrates an understanding of Composition and Design</p> <p><b>4C</b> - Demonstrates an understanding of Value, Perspective, Lighting, Form and Scale</p> <p><b>4D</b> - Demonstrates knowledge of Form and Function</p> <p><b>4E</b> - Demonstrates an understanding of Color Theory and photography</p> <p><b>4F</b> - Applies Rule of Thirds when taking photographs</p> <p><b>4G</b> - Avoids distracting backgrounds when taking photographs</p> <p><b>4H</b> - Understands types of balance- symmetrical, asymmetrical and radial</p> <p><b>4I</b> - Demonstrates an understanding of the importance of good design in photographic studio</p> <p><b>4J</b> - Evaluates their own work and the work of others, based on composition and design qualities</p> <p><b>4K</b> - Applies aesthetic knowledge to the creation of unique and original photographs</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>(B1.6)</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.</p> <p><b><u>Core Academic:</u></b>  <b>*VAPA/VA/PR/CE/</b>  <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).  <b>(2.1)</b> Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.  <b>*VAPA/VA/PR/AV/</b>  <b>(4.3)</b> Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.</p>	<p><b>A:</b> Principles of Composition and Elements of Design</p> <ol style="list-style-type: none"> <li>1. Composition Vocabulary</li> <li>2. Application of Principles of Composition and Elements of Design               <ol style="list-style-type: none"> <li>a. Unity, Balance, Emphasis, Movement, Variety, Contrast, Repetition</li> <li>b. Line, Shape, Form, Space, Texture, Color, Value</li> </ol> </li> </ol> <p><b>B:</b> Form and Function</p> <ol style="list-style-type: none"> <li>1. Visual Communication— Photography that tells a story</li> <li>2. Photography that expresses a mood</li> <li>3. Photogram Design</li> </ol> <p><b>C:</b> Color Theory</p> <ol style="list-style-type: none"> <li>1. Color, Value, Tonal Range</li> </ol>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 1 - Unit 5 – Careers in Photography (5 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>5A</b> - Demonstrates an understanding of business marketing through research and observation</p> <p><b>5B</b> - Demonstrates an understanding of the role of the photo stylist and other career positions on real world photography projects</p> <p><b>5C</b> - Demonstrates an understanding of product and purpose</p> <p><b>5D</b> - Creates a photographic business plan</p>	<p><b><u>Career Technical Education:</u></b>  <b>*MPD/CPM/</b>  <b>(3.4)</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>(3.1)</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.2S/IE/G9-12/</b>  <b>(1.d)</b> Formulate explanations by using logic and evidence.</p>	<p><b>A:</b> Photographer, Photo Stylist, Advertising</p> <p><b>B:</b> Digital Color Correcting and Digital Repair</p> <p><b>C:</b> Video, Movie Special Effects, Freelance</p> <p><b>D:</b> Niche Photography – Market and Specialty Photography            1. Medical and scientific photography            2. Stock photography</p> <p><b>E:</b> Job Search            1. Resume            2. Portfolio Presentation</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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Semester 1 - Unit 6 – Opportunities in Education ( 5 hours)			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>A</b> – Demonstrates knowledge of all aspects of Colleges, Universities, Trade schools, private schools.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.3HSS/HREPV/G9-12/</b>  <b>(4)</b> Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>	<p><b>A:</b> Community Colleges and Universities</p> <p><b>B:</b> Private Art Schools</p> <p><b>C:</b> Trade Schools</p> <p><b>D:</b> Online Resources</p> <p><b>E:</b> Other (Organizations, User Groups, etc)</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>



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<u>Semester 1 - Unit 7 – Safety (1 hour)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>6A</b> - Demonstrates proper use of hardware and software</p> <p><b>6B</b> - Demonstrates safe production practices</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/HS/</b>  <b>6.1</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.3</b> Know how to take responsibility for a safe and healthy work environment.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/MG/G7/</b>  <b>(1.3)</b> Determine when and how to break a problem into simpler parts</p>	<p><b>A:</b> Safe Equipment Operations            1. Wet and Dry Areas            2. Chemicals</p> <p><b>B:</b> Safe Production Environment</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>



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<u>Semester 1 - Unit 9 – Traditional Photography (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>8A</b> - Demonstrates proper methods of developing film and printing photographs</p> <p><b>8B</b> - Knows times and sequences of chemicals, and what each chemical does</p> <p><b>8C</b> - Knows a variety of creative darkroom techniques, such as solarization, texture screens, toning</p> <p><b>8D</b> - Knows how to make adjustments to contrast in the darkroom as well as with Photoshop, Light room and/or ACR</p> <p><b>8E</b> - Understands photographic contrasts and types of lighting Uses filters to adjust print contrast and grain focusers to aid in focusing the image</p> <p><b>9A</b> - Demonstrates an understanding of Adjustment layers and the History palette for color correcting images</p> <p><b>9B</b> - Knows how to correct defects on photographic prints using spot tone dyes as well as computer digital techniques</p> <p><b>9C</b> - Knows how to color correct color and black and white images using computer digital techniques</p> <p><b>9D</b> - Knows how to digitally remove wrinkles and</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PSCT/</b>  <b>(5.5)</b> Understand the application of research and analysis skills to the creation of content.  <b>*AME/TKS/</b>  <b>(10.10)</b> Use technical applications in the creative process, where appropriate.  <b>*MPD/GATP/</b>  <b>A3.2</b> Produce line, halftone, and special-effect images required for graphic art reproduction products.  <b>A8.1</b> Understand current photographic technologies, processes, and materials used in the graphic arts.  <b><u>Core Academic:</u></b>  <b>*VAPA/VA/PR/CE/</b>  <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).</p>	<p><b>A:</b> Photograph workflow</p> <p><b>B:</b> Developing Film/Digital Formats: Raw, jpg, tiff</p> <p><b>C:</b>Enlarging Photographs/Digital Size, Resolution, Resampling, and Printing</p> <p><b>D:</b> Controlling Contrast</p> <p><b>E:</b> Retouching</p> <p><b>F:</b> Color Correcting 1. Color Management\</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 1 – Studio Photography (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>10A</b> - Demonstrates an understanding of studio lighting, lighting ratios, and lighting equipment</p> <p><b>10B</b> - Demonstrates the ability to make adjustments/corrections on the computer and modify the studio lighting accordingly</p> <p><b>10C</b> - Demonstrates an understanding of the use of props and poses</p> <p><b>10D</b> - Demonstrates an understanding of producing images for specific purposes, such as advertising</p> <p><b>10E</b> - Knows how to digitally enhance studio photographs</p> <p><b>10F</b> - Demonstrate the use of White Balance for color accuracy</p> <p><b>11A</b> - Demonstrates understanding of natural and artificial light, props, etc. in interior and exterior on location settings</p>	<p><b><u>Career Technical Education:</u></b>  <b>*MPD/IGTP/</b>  <b>(B3.1)</b> Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry.  <b>(B3.2)</b> Produce black-and-white and color images under natural and studio lighting conditions.  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>*MPD/GATP/</b>  <b>(A3.2)</b> Produce line, halftone, and special-effect images required for graphic art reproduction products.  <b>(A8.1)</b> Understand current photographic technologies, processes, and materials used in the graphic arts.  <b><u>Core Academic:</u></b>  <b>*VAPA/VA/PR/CE/</b>  <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).</p>	<p><b>A:</b> Studio Lighting with Modifiers</p> <p><b>B:</b> Lighting Set-ups and Remote Triggering Devices</p> <p><b>C:</b> Editorial Portraits</p> <p><b>D:</b> Commercial Product Photography</p> <p><b>E:</b> Metering – using handheld light meters</p> <p><b>F:</b> White Balance</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 2 – Introduction to Computer Operations (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>12A</b> - Understand methods of submitting computer generated work to the teacher</p>	<p><b><u>Career Technical Education:</u></b>  <b>*MPD/GATP/</b>  <b>(8.1)</b> Understand current photographic technologies, processes, and materials used in the graphic arts.  <b>*IT/MSSVP/</b>  <b>(B1.3)</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>(B3.2)</b> Know how to identify and integrate various types of peripherals and hardware to meet project requirements.  <b>(B3.4)</b> Understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.1R/RC/G9-10/</b>  <b>(2.5)</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>	<p><b>A:</b> Macintosh</p> <p><b>B:</b> Windows</p> <p><b>C:</b> Networks                      1. eBackpack, Web Galleries, Servers</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 3 – Digital Equipment (5 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>13A</b> - Demonstrates an understanding of input devices, resolution, and output</p> <p><b>13B</b> - Demonstrates an understanding of a variety of output devices such as computer monitors, printers, CD-ROM, and DVD</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>(B3.4)</b> Understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.  <b>(B3.2)</b> Know how to identify and integrate various types of peripherals and hardware to meet project requirements.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/C/2.1R/RC/G9-10/</b>  <b>(2.6)</b> Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p>	<p><b>A:</b> Input Devices            1. Flatbed Scanners            2. Negative/Slide Scanners            3. Digital Cameras</p> <p><b>B:</b> Computers</p> <p><b>C:</b> Output Devices            1. Inkjet Printers            2. Color Laser Printers</p> <p><b>D:</b>Digital cameras</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>





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<u>Semester 2 - Unit 5 – Digital Imaging and Photography (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>15A</b> - Demonstrates an advanced understanding of photo manipulation software</p> <p><b>15B</b> - Knows a variety of creative techniques to digitally alter their photographs</p> <p><b>15C</b> - Demonstrates a knowledge of design considerations</p> <p><b>15D</b> - Demonstrates the understanding of color, composition and design as it relates to traditional and digital photography and digital imaging</p> <p><b>15E</b> - Demonstrates a knowledge of terminology, techniques, software and hardware related to photography, studio photography, digital photography, and digital imaging</p>	<p><b><u>Career Technical Education:</u></b>  <b>*MPD/IGTP/</b>  <b>(B5.1)</b> Understand current integrated graphic multimedia technologies, characteristics, processes, procedures, and systems.  <b>*MPD/IGTP/</b>  <b>(B3.1)</b> Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry.  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b><u>Core Academic:</u></b>  <b>*VAPA/VA/PR/CE/</b>  <b>(2.1)</b> Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p>	<p><b>A:</b> Manipulating Images</p> <ol style="list-style-type: none"> <li>1. Seamless Montage</li> <li>2. Collage</li> <li>3. CD Covers/Posters</li> <li>4. Advertising photography</li> </ol> <p><b>B:</b> Repairing, Retouching, and Color Correcting</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 6 – Web Page Design ( 10 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>A</b> – Demonstrates knowledge of web page applications and design.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/T/</b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*AME/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.4VAPA/VA/ADV/G9-12/</b>  <b>(5.3)</b> Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).</p>	<p><b>A:</b> Maintenance of Art Dept. Web Page</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 7 – Panoramic Vrs ( 3 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>A</b> – Understands practical uses of real estate and business applications.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/C/2.1R/RC/G9-10/</b>  <b>(2.1)</b> Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p><b>A:</b> Practical Uses            1. Real Estate            2. Business Applications</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 8 – Introduction to Video ( 10 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>16A</b> – Demonstrates ability to use software such as Imovie.</p> <p><b>16B</b> – Understands the way DSLR video works.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/T/</b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.4VAPA/MU/ADV/G9-12/</b>  <b>(5.1)</b> Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p>	<p><b>A:</b> iMovies and/or other movie-making software</p> <p><b>B:</b> DSLR Video</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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<u>Semester 2 - Unit 9 – Presentation ( 10 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>17A</b> - Knows how to spray mount photographs to matboard</p> <p><b>17B</b> - Knows how to dry mount photographs to matboard</p> <p><b>17C</b> - Knows how to use the mat cutter to create window mats</p>	<p><b><u>Career Technical Education:</u></b>  <b>*MPD/GATP/</b>  <b>(A8.1)</b> Understand current photographic technologies, processes, and materials used in the graphic arts.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.4VAPA/TH/ADV/G9-12/</b>  <b>(5.3)</b> Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p>	<p><b>A:</b> Critiquing of Images</p> <p><b>B:</b> Final Portfolio</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 10 – Competitions and Exhibits (5 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>18A</b> - Demonstrates an understanding of how to create high quality digital/photographic images</p> <p><b>18B</b> - Selects appropriate images for competition</p> <p><b>18C</b> - Demonstrates an understanding of image visual impact</p> <p><b>18D</b> - Demonstrates an understanding of image mounting and matting for competition</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PMAP/</b>  <b>(C2.1)</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.</p> <p><b><u>Core Academic:</u></b>  <b>VAPA/VA/CE/ADV/</b>  <b>(2.1)</b> Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.  <b>(2.3)</b> Assemble and display objects or works of art as a part of a public exhibition.</p>	<p><b>A:</b> Digital/photographic images</p> <p><b>B:</b> Images</p> <p><b>C:</b> Image visual impact</p> <p><b>D:</b> Image mounting and matting for competition</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 11 – Occupational Knowledge And Skills (8 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>1A</b> - Accessing and utilizing technology and information</p> <p><b>1B</b> - Practicing occupational safety standards</p> <p><b>1C</b> - Thinking critically and solving problems effectively</p> <p><b>1D</b> - Using basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills</p> <p><b>1E</b> - Attaining a comprehensive understanding of all aspects of industry the individual is preparing to enter</p> <p><b>1F</b> - Applying knowledge to real world problems and situations</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/HS/</b></p> <p><b>(6.1)</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.</p> <p><b>(6.2)</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><b>*AME/CMP/</b></p> <p><b>(3.2)</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/A/1.1M/NS/G7/</b></p> <p><b>(2.2)</b> Add and subtract fractions by using factoring to find common denominators.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b></p> <p><b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><b>*AME/A/1.3HSS/ECON/G12/</b></p> <p><b>(12.2.7)</b> Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p> <p><b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p><b>A:</b> Technology and Information</p> <p><b>B:</b> Occupational Safety Standards</p> <p><b>C:</b> Solving problems</p> <p><b>D:</b> Basic Skills</p> <p>1. Reading</p> <p>2. Writing</p> <p>3. Mathematics</p> <p>4. Listening and Speaking</p> <p><b>E:</b> Aspects of Industry</p> <p><b>F:</b> Real World Problem Situations</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 12 – Workplace Skills and Behavior (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>2A</b> - Consistently arrive on time to class and work site prepared to begin assignments.</p> <p><b>2B</b> - Notifies instructor per course syllabus if unable to report to class.</p> <p><b>2C</b> - Demonstrates professionalism in appearance and behavior.</p> <p><b>2D</b> - Participates in a positive manner, in classroom discussion and activities.</p> <p><b>2E</b> - Prioritizes and organizes both work site and classroom assignments so they are completed in a timely manner as instructed.</p> <p><b>2F</b> - Applies appropriate problem solving skills during the performance of work site and classroom</p> <p><b>2G</b> - Communicates effectively and appropriately.</p> <p><b>2H</b> - Demonstrates sensitivity to diversity and sexual harassment issues.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/RF/</b>  <b>(7.1)</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>*AME/PSCT/</b>  <b>(5.1)</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>(5.3)</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*AME/ELR/</b>  <b>(8.3)</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>*AME/LT/</b>  <b>(9.5)</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>	<p><b>A:</b> Arriving on time 1. Notifications</p> <p><b>B:</b> Professionalism</p> <p><b>C:</b> Classroom Discussions and Activities</p> <p><b>D:</b> Organization Skills</p> <p><b>E:</b> Problem Solving Skills</p> <p><b>F:</b> Effective Communication</p> <p><b>G:</b> Diversity and Sexual Harassment Issues</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>



## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 13 – Job Acquisition Skills/ Lifelong Learning Opportunities (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>3A</b> - Completes an appropriate cover letter, resume and job application.</p> <p><b>3B</b> - Demonstrates knowledge of job interview techniques.</p> <p><b>3C</b> - Demonstrates awareness of the need for continuous education and learning.</p> <p><b>3D</b> - Demonstrates appropriate methods of delivering electronic resumes, such as the internet, CD-ROM, and videotape.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>(3.2)</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>(3.6)</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(2.5)</b> Write documents related to career development, including simple business letters and job applications:  <b>a.</b> Present information purposefully and succinctly and meet the needs of the intended audience.  <b>b.</b> Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).  <b><u>Core Academic:</u></b>  <b>*AME/C/2.4LS/SA/G9-10/</b>  <b>(2.3)</b> Apply appropriate interviewing techniques:  <b>a.</b> Prepare and ask relevant questions.  <b>b.</b> Make notes of responses.  <b>c.</b> Use language that conveys maturity, sensitivity, and respect.  <b>d.</b> Respond correctly and effectively to questions.  <b>e.</b> Demonstrate knowledge of the subject or organization.  <b>f.</b> Compile and report responses.  <b>g.</b> Evaluate the effectiveness of the interview.</p>	<p><b>A:</b> Cover Letter</p> <p><b>B:</b> Job Application</p> <p><b>C:</b> Job Interview Techniques</p> <p><b>D:</b> Continuing Education and Learning</p> <p><b>E:</b> Methods of Delivering</p> <ol style="list-style-type: none"> <li>1. Electronic Resumes               <ol style="list-style-type: none"> <li>a. Internet</li> <li>b. Cd-Rom</li> <li>c. Videotape</li> </ol> </li> </ol>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Photography 1, 2

<u>Semester 2 - Unit 14 – On-the-Job-Training/Community Classroom (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>A</b> - The student participated in on-the-job training at a work site directly related to this field of study and completed the following number of hours:</p> <ol style="list-style-type: none"> <li>1. 70 hours of on-the-job training.</li> <li>2. 75-99 hours of on-the-job training.</li> <li>3. 100-124 hours of on-the-job training.</li> <li>4. 125-149 hours of on-the-job training.</li> <li>5. 150-174 hours of on-the-job training.</li> <li>6. 175-199 hours of on-the-job training.</li> <li>7. 200-249 hours of on-the-job training.</li> <li>8. 250-300 hours of on-the-job training.</li> </ol>	<p><b><u>Career Technical Education:</u></b>  <b><u>*AME/LT/</u></b>  <b>(9.2)</b> Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.  <b>(9.3)</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b><u>*AME/RF/</u></b>  <b>(7.1)</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor  <b>(7.3)</b> Understand the need to adapt to varied roles and responsibilities.  <b><u>Core Academic:</u></b>  <b><u>*AME/C/2.4LS/LSSA/G11-12/</u></b>  <b>(1.1)</b> Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).</p>	<p><b>A:</b> On the Job Training</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>