



Park Hill School District

Building Successful Futures • Each Student • Every Day

Topics Photojournalism Curriculum

Course Description: Students learn camera handling, f-stops, shutter speeds, depth of field, and composition. Students learn how to process film and print images in the first unit only. All other units are digital and will be completed on the computer. Students will photograph “A Day in the Life of” at a selected location during a one-day field trip. Other assignments include portrait, sports, and a variety of composition shots. Because this is a journalism class, deadlines are enforced.

Scope and Sequence:

| Timeframe | Unit | Instructional Topics |
|-----------|----------------------------|---|
| 2 weeks | History of Photojournalism | Topic 1: Important Players and Events Topic 2: Law and Ethics Topic 3: 21st Century Photojournalism |
| 6-7 weeks | Basics of Photojournalism | Topic 1: Composition and Exposure Topic 2: Captions and Headlines Topic 3: Types of Photos |
| 4-5 weeks | The Digital Darkroom | Topic 1: Design Topic 2: Editing Topic 3: Publishing |
| 2 weeks | Portfolio/Assessment | Topic 1: Final Portfolio Topic 2: Peer Critiques |

Unit 1: History of Photojournalism

Subject: Photojournalism

Grade: 9-12

Name of Unit: History of Photojournalism

Length of Unit: 2 weeks

Overview of Unit: Students will learn the foundations of photojournalism including but not limited to the history, major people and events, law and ethics and how developing technologies have contributed to the profession as it stands today.

Priority Standards for unit:

- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- ISTE-EMPOWERED LEARNER.1.A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-DIGITAL CITIZEN.2.A Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-DIGITAL CITIZEN.2.B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2.C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE - KNOWLEDGE CONSTRUCTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Supporting Standards for unit:

- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|--|------------------------------------|-----------------------|
| the meaning of the work (subject, theme, symbolism, message communicated) | Interpret | Understand | 2 |
| the work from various perspectives | Judge | Evaluate | 3 |
| personal learning goals, develop strategies leveraging technology to achieve them | Articulate | Understand | 1 |
| on the learning process itself to improve learning outcomes. | Reflect | Evaluate | 3 |
| the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. | Recognize | Understand | 2 |
| their digital identity and reputation and are aware of the permanence of their actions in the digital world. | Manage | Apply | 1 |
| positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. | Engage in | Apply | 2 |
| of and respect for the rights and obligations of using and sharing intellectual property | Demonstrate an understanding | Understand | 2 |
| effective research strategies to locate information and other resources for their intellectual or creative pursuits. | Plan | Apply | 3 |
| effective research strategies to locate information and other resources for their intellectual or creative pursuits. | Employ | Apply | 4 |
| real-world issues and problems | Explore | Understand | 2 |
| ideas and theories | Develop | Create | 2 |
| answers and solutions | Pursue | Evaluate | 3 |

Essential Questions:

1. How has the past influenced photojournalism today?
2. Why is it important for photojournalists to understand law and ethics?
3. How has developing technologies changed photojournalism?

Enduring Understanding/Big Ideas:

1. Photojournalism's unique and complicated history has impacted the current profession through a multitude of events and prominent figures.
2. Photojournalists need to know their rights and responsibilities in order to make professional decisions individually and for a larger whole.
3. The evolution of technology and emergent media platforms require photojournalists to constantly assess their digital literacy/citizenry and reconsider their audience and purpose.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|---|
| News Manipulation Social Media Bill of Rights The 1st Amendment Freedom of the Press Freedom of Speech | Journalism Photojournalism Code of Ethics Pulitzer Prize |

Resources for Vocabulary Development:

Journalism Education Association (JEA) Curriculum

Topic 1: Important Players and Events

Engaging Experience 1

Title: A Timeline of History

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Detailed Description/Instructions: Students will be given a strip of paper with an event or person that played a crucial role in the development of photojournalism in America. Students will try to put themselves in order based on their strip of paper. After students line up and double check their timeline, they will be paired up to further research a specific event or person. Each pair will present their findings in some type of digital format to the rest of the class. Students will take notes from each presentation to construct a final timeline.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: And the Winner Goes to...

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives.

Detailed Description/Instructions: Students will watch a video introducing them to the prestigious Pulitzer Prize award in particular the area of photography. Students will learn the criteria for choosing photographs. The teacher will display three photographers and their award-winning photography. Students will think-pair-share what elements of the photo deserved the award. Each student will be assigned a photographer and his or her photo in which to do a mini-research project. Students will explore the biography of the photography, the background or context of the photo and any public response. Students will present their findings digitally to the whole class. Alternative option for time: present in small groups and choose one student from each group to present to the larger group.

Bloom's Levels: Apply and Understand; **Webb's DOK:** 2 and 3

Topic 2: Law and Ethics

Engaging Experience 1

Title: Freedoms and Responsibilities

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will be introduced to the Bill of Rights through a brief video and a few notes. The focus will be on the First Amendment. The students will engage in a jigsaw activity where small groups tackle each right listed in the First Amendment and conduct preliminary research. The following are all the requirements:

- Define the right in your own terms
- Provide two situations/cases where this right was protected in a public setting
- Provide two situations/cases where this right was protected in a school setting
- Do you agree or disagree with the outcomes?
- Answer: Why is it important to understand these freedoms as a photojournalist?

Each small group will share out their findings to the whole class.

The students will then break up into new groups where they will each be an expert on their freedom. As a group, they will need to come up with a final statement that answers the following questions: Why is it important for photojournalist to understand the rights and freedoms laid out in the First Amendment?

Bloom's Levels: Understand and Apply

Webb's DOK: 2 and 3

Engaging Experience 2

Title: Code of Ethics

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will be given a copy of the Society of Professional Journalists Code of Ethics and the National Press Photographers Association Code of Ethics to review with a focus on how it pertains to photojournalists. In small groups, students will discuss the implications this code of ethics has on a photojournalist. Continuing in small groups, students will be given a set of pictures that have been printed yet could be debating if they fell within a code of ethics. Students will work together filling out a chart and marking “Yes, it was ethical to print” or “No, it was not ethical to print.” Once all groups finish, students will come back together as a whole group. The teacher will display the photos once again, but this time give the background information for each photo. Students will have a chance to change their initial decision. Students will engage in a lengthy discussion about any changes they made and how the ethics changed once more facts were given or even if it changed depending on the platform in which the photo was published.

Bloom’s Levels: Understand and Apply

Webb’s DOK: 2 and 3

Topic 3: 21st Century Photojournalism

Engaging Experience 1

Title: Collaboration is Key: Working with Reporters

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE - KNOWLEDGE CONSTRUCTOR.3.A Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Supporting:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people

Detailed Description/Instructions: Students will be paired up to come up with a fictitious story that involves some aspect of high school. The topic must be the same for each pair, so either the teacher decides or the entire class. For example, “high school sports”. One student will be given the role of reporter/writer and the other the role of photographer. Each pair must develop an angle for their story in order to decide which photos need to be captured to tell the best story. Once angle is approved by teacher, the photographers will be dismissed to capture the photos. While the photos are being taken, the reporter will draft a story. When all photographers return, they will actually be switched last minute to a different reporter. From there, the new pairs must analyze the pictures to see if it fits into the reporter’s story and have a discussion on what needs to redone or reshot. They also will discuss what platform they will use the photos: print, online or social media. The final product is the revised story and three photos that go with the story.

Bloom’s Levels: Understand and Apply

Webb’s DOK: 1 and 4

Engaging Experience 2

Title: Social Media and Photojournalism

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2.A Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-DIGITAL CITIZEN.2.B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Supporting:

- ISTE-DIGITAL CITIZEN.2.C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions: Students will listen and take notes from JEA's presentation: Social media & Photography to gather background information on various social media platforms. Students will open their own social media accounts and observe the various photography and discuss how it is used. Then, they will comb various social media accounts of national and local news outlets as well as PHHS and PHS social media sites in order to answer questions regarding the use of photography in the news and those implications. Students will be assigned to post on the social media platform chosen by the teacher throughout the rest of the week. They need to accumulate a total of 10 points by posting, captioning and replying to various posts in whatever manner the teacher chooses.

Bloom's Levels: Understand and Apply

Webb's DOK: 1 and 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be assigned groups and told they are now working for a newspaper. They will be assigned either a national or local publication. The following roles will be assigned: Editor, Reporter/Writer, Photographer and Social Media Director. Each group will be given “breaking news” that deals with a high school situation and has various ethical or legal implications. The group collaborate and plan the story angle, seek out any needed interviews, plan the photographs, determine all ethical/legal implications and then execute the task. They will present their story to the editor-in-chief (the entire class) to see if it makes it to publication.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|------------------------------|---------------------------|---|--------------------------|
| Important Players and Events | A Timeline of History | Students will be given a strip of paper with an event or person that played a crucial role in the development of photojournalism in America. Students will try to put themselves in order based on their strip of paper. After students line up and double check their timeline, they will be paired up to further research a specific event or person. Each pair will present their findings in some type of digital format to the rest of the class. Students will take notes from each presentation to construct a final timeline. | 2-3 days |
| Important Players and Events | And the winner goes to... | Students will watch a video introducing them to the prestigious Pulitzer Prize award in particular the area of photography. Students will learn the criteria for choosing photographs. The teacher will display three photographers and their award-winning photography. Students will think-pair-share what elements of the photo deserved the award. Each student will be assigned a photographer and his or her photo in which to do a mini-research project. Students will explore the biography of the photography, the background or context of the photo and any public response. Students will present their findings digitally to the whole class. Alternative option for time: present in small groups and choose one student from each group to present to the larger group. | 1-2 days |

| | | | |
|----------------|-------------------------------|--|----------|
| Law and Ethics | Code of Ethics | <p>Students will be given a copy of the Society of Professional Journalists Code of Ethics and the National Press Photographers Association Code of Ethics to review with a focus on how it pertains to photojournalists. In small groups, students will discuss the implications this code of ethics has on a photojournalist. Continuing in small groups, students will be given a set of pictures that have been printed yet could be debating if they fell within a code of ethics. Students will work together filling out a chart and marking “Yes, it was ethical to print” or “No, it was not ethical to print.” Once all groups finish, students will come back together as a whole group. The teacher will display the photos once again, but this time give the background information for each photo. Students will have a chance to change their initial decision. Students will engage in a lengthy discussion about any changes they made and how the ethics changed once more facts were given or even if it changed depending on the platform in which the photo was published.</p> | 2-3 days |
| Law and Ethics | Freedoms and Responsibilities | <p>Students will be introduced to the Bill of Rights through a brief video and a few notes. The focus will be on the First Amendment. The students will engage in a jigsaw activity where small groups tackle each right listed in the First Amendment and conduct preliminary research. The following are all the requirements:</p> <ul style="list-style-type: none"> ● Define the right in your own terms ● Provide two situations/cases where this right was protected in a public setting ● Provide two situations/cases where this right was protected in a school setting ● Do you agree or disagree with the outcomes? | 2-3 days |

| | | | |
|-------------------------|----------------------|---|----------|
| | | <ul style="list-style-type: none"> ● Answer: Why is it important to understand these freedoms as a photojournalist? <p>Each small group will share out their findings to the whole class.</p> <p>The students will then break up into new groups where they will each be an expert on their freedom. As a group, they will need to come up with a final statement that answers the following questions: Why is it important for photojournalist to understand the rights and freedoms laid out in the First Amendment?</p> | |
| 21st Century Journalism | Collaboration is Key | <p>Students will be paired up to come up with a fictitious story that involves some aspect of high school. The topic must be the same for each pair, so either the teacher decides or the entire class. For example, “high school sports”. One student will be given the role of reporter/writer and the other the role of photographer. Each pair must develop an angle for their story in order to decide which photos need to be captured to tell the best story. Once angle is approved by teacher, the photographers will be dismissed to capture the photos.</p> <p>While the photos are being taken, the reporter will draft a story. When all photographers return, they will actually be switched last minute to a different reporter. From there, the new pairs must analyze the pictures to see if it fits into the reporter's story and have a discussion on what needs to be redone or reshot. They also will discuss what platform they will use the photos: print, online or social media. The final product is the revised story and three photos that go with the story.</p> | 2-3 days |

| | | | |
|-------------------------------|--|---|----------|
| 21st Century Journalism | Social Media and Photojournalism | Students will listen and take notes from JEA's presentation: Social media & Photography to gather background information on various social media platforms. Students will open their own social media accounts and observe the various photography and discuss how it is used. Then, they will comb various social media accounts of national and local news outlets as well as PHHS and PHS social media sites in order to answer questions regarding the use of photography in the news and those implications. Students will be assigned to post on the social media platform chosen by the teacher throughout the rest of the week. They need to accumulate a total of 10 points by posting, captioning and replying to various posts in whatever manner the teacher chooses. | 1-2 days |
|-------------------------------|--|---|----------|

Unit 2: Basics of Photojournalism

Subject: Photojournalism

Grade: 9-12

Name of Unit: Basics of Photojournalism

Length of Unit: 6-7 weeks

Overview of Unit: Students will learn the basics of photojournalism in respect to how to operate the camera and the many different types of photos as well as exposure settings.

Priority Standards for unit:

- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- 9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"
- EP2AHSa Use elements to create compositional balance
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7.A Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Supporting Standards for unit:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|--|--|--------------------------------|-------------------|
| the meaning of the work (subject, theme, symbolism, message communicated) | Interpret | Understand | 2 |
| the work from various perspectives | Judge | Evaluate | 3 |
| writing with consideration for the task, purpose, and audience | Review, revise, and edit | Apply | 3 |
| individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | Produce, publish, and update | Create | 4 |
| elements to create compositional balance | Use | Apply | 1 |
| a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Establish | Apply | 3 |
| audibly and to the point | Speak | Understand | 1 |
| conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace | Use | Apply | 3 |
| consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners | Make | Understand | 1 |
| effective gestures to communicate a clear viewpoint and engage listeners | Use | Understand | 1 |
| feedback that informs and improves their practice and to demonstrate their learning in a variety of ways | Seek | Evaluate | 3 |
| themselves creatively for a variety of purposes using | Express | Analyze | 3 |
| the platforms, tools, styles, formats and digital media appropriate to their goals | Use | Apply | 1 |
| with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning | Connect | Evaluate | 4 |

Essential Questions:

1. How does knowing composition rules and errors transform a photograph?
2. Why is it essential to know how all the aspects of exposure work together in photography?
3. How do captions and headlines contribute to the storytelling aspect of a photograph?
4. Why is it important as a photojournalist to know the characteristics of various types of photographs?

Enduring Understanding/Big Ideas:

1. Photojournalists must be able to understand the rules of composition in order to tell the most compelling story for their audience while avoiding obvious composition errors.
2. Photojournalists must have deep understanding of how exposure works so they can quickly adjust their settings because often times the setting is one the spot, fast paced and at times unpredictable
3. Caption and headlines add additional information to enhance the storytelling aspect of a photograph as well as giving the proper attribution to those in the photograph or those that were present and quoted.
4. Photojournalists must know how to identify and shoot various types of photos in order to tell the proper story for the intended audience and purpose.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|---|
| News Feature Composition Leading Lines Rule of Thirds Repetition Angle Strong Subject Selective Focus Framing | Captions Headlines Exposure ISO White Balance Shutter Speed Aperture Flash Portraits Kit Lens Prime Lens Telephoto Lens Mergers Intrusions Directional Errors Cropping Black Holes Bright Spots Memory card Metadata |

Resources for Vocabulary Development:

Journalism Education Association (JEA) Curriculum

Topic 1: Composition and Exposure

Engaging Experience 1

Title: Composition Rules

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- EP2AHSa Use elements to create compositional balance
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"

Supporting:

- 9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Detailed Description/Instructions: Students will be given a handout to take notes on from a PowerPoint over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Experience 2

Title: Executing White Balance

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- EP2AHSa Use elements to create compositional balance
- 9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Detailed Description/Instructions: Students will conduct ten minutes of preliminary research on white balance to find the basic information: What does it mean? Where do you control it on your camera? What does it change in your photos? Why is it important to know? After the research and to check for understanding, the teacher will display a series of photos and students will try to determine what white balance setting was used and discuss how they know. For independent practice, students will be assigned a variety of pictures to take in a variety of locations around school while changing their white balance. Students will return to create a Google Slide presentation and present it to the class. In similar fashion to the composition presentations, the audience will attempt to guess each white balance setting.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 2: Captions and Headlines

Engaging Experience 1

Title: Do I Have Your Attention?

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives

Detailed Description/Instructions: Students will listen and take notes over headlines. Various types of headlines will be displayed and deconstructed by the students by answering a set of reflective questions that determine if the headline is appropriate for the pictures and if it grabs the reader's attention. A few pictures will be added that perhaps have an ethical implication in order to incorporate their background knowledge from Unit One. For independent practice, students will be given various situations in and out of school where they need to shoot the best photo to tell the story and write a headline. Students will submit work and various students will be picked to present their final products.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 2 and 3

Engaging Experience 2

Title: You've Been Captured

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives

Detailed Description/Instructions: Students will take notes from a PowerPoint over the correct format for caption writing. They will look at various photos and be lead through each step of creating a caption. Students will be given a handout with pictures and asked to create captions with a partner. For independent practice, students will be given various situations in and out of school where they need to shoot the best photo to tell the story and write a caption for each photo. Students will submit work and various students will be picked to present their final products.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 2 and 3

Topic 3: Types of Photos

Engaging Experience 1

Title: Motion Photography

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7.A Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Supporting:

- EP2AHSa Use elements to create compositional balance
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will view and take notes over motion photography. This is a hard skill to execute, so they will partner up to practice using their cameras to blur and stop motion. To practice the same skill but also work on panning, students will try to capture various movements performed by the teacher and other students. For example, have kids pan while someone rides a bike or goes down a hill on a skateboard. Take rolling chairs into the hallway and have kids push each other back and forth. Go to the track and have kids run back and forth. Students will return and chose a best photo for each action (blur, stop and panning) and submit that to the teacher via shared space. For independent practice, students must attend an event and capture all three types of motion and then create a Google Slide presentation to share with the class. Slides must include a headline for each photo.

Bloom's Levels: Apply and Evaluate

Webb's DOK: 1, 3 and 4

Engaging Experience 2

Title: Sports Photography

Suggested Length of Time: 2-3 days (longer depending on the school's sports schedule)

Standards Addressed

Priority:

- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7.A Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Supporting:

- EP2AHSa Use elements to create compositional balance
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will view and take notes over sports photography. Students will attend a P.E. class or any other class where there is movement or action. This part of the activity is for practice in adjusting their settings and angles to capture a story from the class. Students will return and share their photos with a partner for critique. For independent practice, students must attend a school sponsored sporting event and capture five sports photos that tell a cohesive story. One picture must be of a sports reaction. Students will create a Google Slide presentation to share with the class. Each photo must have a caption written in the correct caption.

Bloom's Levels: Apply, Evaluate and Create

Webb's DOK: 1, 3 and 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be divided into two groups. One group becomes a yearbook staff and the other group a newspaper staff. The goal is to create the better publication of the two. Each group will assign the following roles: Editor-in-chief, copy editor, photo editor, writer/reporters(s) and photographer(s).

The task is to come up with a name for the publication and then plan out potential stories that would be included in a newspaper or yearbook. However, based on this unit's objectives, this scenario's focus is the planning of the photos, captions and headlines. Their knowledge of camera settings will be showcased in the photographs. They must include all the different types of photos along with headlines and captions in correct format.

Their story ideas along with their photos, headlines and captions will be presented to the teacher and competing publication. A class vote will be taken to determine winner.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|--------------------------|---------------------------|---|--------------------------|
| Composition and Exposure | Composition Rules | <p>Students will be given a handout to take notes on from a PowerPoint over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.</p> | 2-3 days |
| Composition and Exposure | Executing White Balance | <p>Students will conduct ten minutes of preliminary research on white balance to find the basic information: What does it mean? Where do you control it on your camera? What does it change in your photos? Why is it important to know? After the research and to check for understanding, the teacher will display a series of photos and students will try to determine what white balance setting was used and discuss how they know. For independent practice, students will be assigned a variety of pictures to take in a variety of locations</p> | 2 days |

| | | | |
|------------------------|---------------------------|--|----------|
| | | <p>around school while changing their white balance. Students will return to create a Google Slide presentation and present it to the class. In similar fashion to the composition presentations, the audience will attempt to guess each white balance setting.</p> | |
| Captions and Headlines | Do I Have Your Attention? | <p>Students will listen and take notes over headlines. Various types of headlines will be displayed and deconstructed by the students by answering a set of reflective questions that determine if the headline is appropriate for the pictures and if it grabs the reader's attention. A few pictures will be added that perhaps have a ethical implication in order to incorporate their background knowledge from Unit One. For independent practice, students will be given various situations in and out of school where they need to shoot the best photo to tell the story and write a headline. Students will submit work and various students will be picked to present their final products.</p> | 1-2 days |
| Captions and Headlines | You've Been Captured | <p>Students will take notes from a PowerPoint over the correct format for caption writing. They will look at various photos and be lead through each step of creating a caption. Students will be given a handout with pictures and asked to create captions with a partner. For independent practice, students will be given various situations in and out of school where they need to shoot the best photo to tell the story and write a caption for each photo. Students will submit work and various students will be picked to present their final products.</p> | 1-2 days |

| | | | |
|-----------------|--------------------|---|----------|
| Types of Photos | Motion Photography | Students will view and take notes over motion photography. This is a hard skill to execute, so they will partner up to practice using their cameras to blur and stop motion. To practice the same skill but also work on panning, students will try to capture various movements performed by the teacher and other students. For example, have kids pan while someone rides a bike or goes down a hill on a skateboard. Take rolling chairs into the hallway and have kids push each other back and forth. Go to the track and have kids run back and forth. Students will return and chose a best photo for each action (blur, stop and panning) and submit that to the teacher via shared space. For independent practice, students must attend an event and capture all three types of motion and then create a Google Slide presentation to share with the class. Slides must include a headline for each photo. | 2-3 days |
| Types of Photos | Sports Photography | Students will view and take notes over sports photography. Students will attend a P.E. class or any other class where there is movement or action. This part of the activity is for practice in adjusting their settings and angles to capture a story from the class. Students will return and share their photos with a partner for critique. For independent practice, students must attend a school sponsored sporting event and capture five sports photos that tell a cohesive story. One picture must be of a sports reaction. Students will create a Google Slide presentation to share with the class. Each photo must have a caption written in the correct caption. | 2-3 days |

Unit 3: The Digital Darkroom

Subject: Photojournalism

Grade: 9-12

Name of Unit: The Digital Darkroom

Length of Unit: 4-5 weeks

Overview of Unit: Students will learn the basics of organizing, editing and publishing their photographs in respect to how to keep files organized in digital formats, editing photos in Adobe Photoshop and creating spreads in Adobe InDesign.

Priority Standards for unit:

- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"
- 9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- PP1CHSa Create or modify an image using art software
- ISTE - CREATIVE COMMUNICATOR.6.B Students create original works or responsibly repurpose or remix digital resources into new creations.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|--|--|--|-------------------|
| the meaning of the work (subject, theme, symbolism, message communicated) | Interpret | Understand | 2 |
| the work from various perspectives | Judge | Evaluate | 3 |
| writing with consideration for the task, purpose, and audience | Review, revise, and edit | Apply | 3 |
| individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | Produce, publish, and update | Create | 4 |
| audibly and to the point | Speak | Understand | 1 |
| conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace | Use | Apply | 3 |
| consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners | Make | Understand | 1 |
| themselves creatively for a variety of purposes | Express | Analyze | 3 |
| the platforms, tools, styles, formats and digital media appropriate to their goals | Use | Apply | 1 |
| an image using art software | Create or modify | Create | 3 |
| original works | Create | Create | 4 |

Essential Questions:

1. Why is it important for photojournalist to understand and execute the elements of design?
2. Why do photojournalist use editing software to enhance the storytelling capabilities of their photographs?
3. How does the use of design software create a unique story and communicate a unique perspective of the designer to the audience?

Enduring Understanding/Big Ideas:

1. Photojournalist must have a basic understanding of design in order create a visual story to connect with their audience for an intended purpose.
2. Photojournalist use editing software to create the best visual to tell the best story for a particular publication while maintaining a code of ethics and authenticity.
3. Using design software creates a unique story and communicates a unique perspective by combining all elements of design into a format that can be published to connect to both a local and global audience.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|--|
| Multimedia Photography Blog Design Composition Balance Repetition Alignment Emphasis | Photoshop Indesign Spread Infographic Package Maestro Spot Color CMYK Columns Grids Dominant Photo Byline Caption/Cutline Storyboard Wordpress Tags |

Topic 1: Design

Engaging Experience 1

Title: Understanding the Elements of Design

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- EP2AHSa Use elements to create compositional balance
- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Detailed Description/Instructions: Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 2: Editing

Engaging Experience 1

Title: Practicing photo editing using Photoshop

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- PP1CHSa Create or modify an image using art software
- ISTE - CREATIVE COMMUNICATOR.6.B Students create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Review when it is acceptable to alter a photo (previously discussed in ethics unit) and view examples of Photoshop used in an unethical way. Talk about the ways photographers can edit photos in a darkroom and translate that to Photoshop. Have students open example photos for editing and demonstrate (as students follow along on their laptops) how to adjust the levels/brightness/color of a photo, how cut out the background of a photo and how to do spot color on a photo. Students then practice these three techniques individually on example photos, then on their own photos, and submit “before and after” photos to present to and discuss with the class.

Bloom’s Levels: Understand, Apply

Webb’s DOK: 1, 3

Topic 3: Publishing

Engaging Experience 1

Title: Creating a “Rookie Spread”

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- EP2AHSa Use elements to create compositional balance
- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- ISTE - CREATIVE COMMUNICATOR.6.B Students create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students start by looking at spreads in high school yearbooks. As a group, come up with a list of components that should be present on every yearbook spread. Students view examples of using grid/columns in design and how that fits with the principles of design learned previously. They then use graph paper to sketch out, step by step, component by component, a “rookie spread,” following along with the teacher/presentation. Once their “rookie spread” is drawn out by hand, they will recreate it using InDesign.

Bloom’s Levels: Understand, Apply and Create

Webb’s DOK: 1, 3 and 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will build upon the skills learned in the previous unit. Students will work more independently as to allow for greater student choice and voice. All students are assigned the role of Park Hill Photojournalist. Students must pick a school related event or person to cover for the assignment. They will be required to shoot multiple photos on multiple days. They will be required to organize their photos, edit the photos in Photoshop and then ultimately creating a spread in InDesign. All students work will be displayed and a “gallery walk” will be the final step for peer critiques.

| Summary of Engaging Learning Experiences for Topics | | | |
|---|--|---|--------------------------|
| Topic | Engaging Experience Title | Description | Suggested Length of Time |
| Design | Understanding Elements of Design | Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program. | 2 days |
| Editing | Practicing photo editing using Photoshop | Review when it is acceptable to alter a photo (previously discussed in ethics unit) and view examples of Photoshop used in an unethical way. Talk about the ways photographers can edit photos in a darkroom and translate that to Photoshop. Have students open example photos for editing and demonstrate (as students follow along on their laptops) how to adjust the levels/brightness/color of a photo, how cut out the background of a photo and how to do spot color on a photo. Students then practice these three techniques individually on example photos, then on their own photos, and submit "before and after" photos to present to and discuss with the class. | 2 days |

| | | | |
|------------|----------------------------|--|----------|
| Publishing | Creating a “Rookie Spread” | Students start by looking at spreads in high school yearbooks. As a group, come up with a list of components that should be present on every yearbook spread. Students view examples of using grid/columns in design and how that fits with the principles of design learned previously. They then use graph paper to sketch out, step by step, component by component, a “rookie spread,” following along with the teacher/presentation. Once their “rookie spread” is drawn out by hand, they will recreate it using InDesign. | 2-3 days |
|------------|----------------------------|--|----------|

Unit 4: Portfolio/Assessment

Subject: Photojournalism

Grade: 9-12

Name of Unit: Portfolio/Assessment

Length of Unit: 2 weeks

Overview of Unit: Students will spend this unit creating a final portfolio to showcase all of the skills learned throughout the course of the semester. They will spend time performing a final critique of their peers' work as well as a final self-evaluation. Students will end their course work with an artist showcase that will put their work on display for the school community and their parents.

Priority Standards for unit:

- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"
- 9-10.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
- 9-10.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- AP2AHSa Use the following process with a body of work (portfolio)

Supporting Standards for unit:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|--|--|--|-----------------------|
| the meaning of the work (subject, theme, symbolism, message communicated) | Interpret | Understand | 2 |
| the work from various perspectives | Judge | Evaluate | 3 |
| writing with consideration for the task, purpose, and audience | Review, revise, and edit | Apply | 3 |
| individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | Produce, publish, and update | Create | 4 |
| audibly and to the point | Speak | Understand | 1 |
| conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace | Use | Apply | 3 |
| consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners | Make | Understand | 1 |
| themselves creatively for a variety of purposes | Express | Analyze | 3 |
| the platforms, tools, styles, formats and digital media appropriate to their goals | Use | Apply | 1 |
| feedback that informs and improves their practice and to demonstrate their learning in a variety of ways | Seek | Evaluate | 3 |
| A process with a body of work (portfolio) | Use | Create | 4 |

Essential Questions:

1. Why is it important for photographers and/or photojournalist to create a digital portfolio of their work?
2. How does critiquing others' work contribute to individual learning and development?

Enduring Understanding/Big Ideas:

1. Photojournalist and/or photographers publish a collection of their work to not only showcase their individual talent as well as their specific style of work, but to tell the stories of their community that might otherwise go unheard or that deserve a greater awareness.
2. Photojournalist and/or photographers critique the work of others to gain a greater perspective on the world around them as well as to grown their own skill set by learning a modeling from their peer's work.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|--|
| Portfolio Website Blog Critique | Artist Showcase Artist Statements Matting Captions Headlines |

Topic 1: Final Portfolio

Engaging Experience 1

Title: Final Portfolio Website

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. 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"
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- AP2AHSa Use the following process with a body of work (portfolio)

Supporting:

- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Detailed Description/Instructions: Students will spend a week in class creating a WIX website (or any other platform chosen by the teacher) that will take them through the process of making professional decisions revolving creating a final portfolio of their work. The first few days will be spent setting up their blog, selecting a template and customizing their personal site. The rest of the week will be spent collecting their best work from the semester that showcase all the skills required by the teacher.

Bloom's Levels: Apply, Analyze, Evaluate and Create

Webb's DOK: 3 and 4

Topic 2: Peer Critiques

Engaging Experience 1

Title: Peer Critiques

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- AP2AHSc Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- 9-10.W.3.A.b b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-EMPOWERED LEARNER.1.C Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will view and take notes over sports photography. Students will attend a P.E. class or any other class where there is movement or action. This part of the activity is for practice in adjusting their settings and angles to capture a story from the class. Students will return and share their photos with a partner for critique. For independent practice, students must attend a school sponsored sporting event and capture five sports photos that tell a cohesive story. One picture must be of a sports reaction. Students will create a Google Slide presentation to share with the class. Each photo must have a caption written in the correct caption.

Bloom's Levels: Understand, Apply and Evaluate

Webb's DOK: 1, 2 and 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Artist Showcase: students will choose ten of their top photos from the semester that showcase their best photography skills and that have been given high scores through peer and teacher critiques. The pictures will be printed and matted. Every photo must have a headline and caption. Each student will write an artist statement about themselves to display.

Students will display their work on a chosen evening for their peers, school community and parents to come view and provide feedback from an authentic audience.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-----------------|---------------------------|--|--------------------------|
| Final Portfolio | Final Portfolio Website | Students will spend a week in class creating a WIX website (or any other platform chosen by the teacher) that will take them through the process of making professional decisions revolving creating a final portfolio of their work. The first few days will be spent setting up their blog, selecting a template and customizing their personal site. The rest of the week will be spent collecting their best work from the semester that showcase all the skills required by the teacher. | 1 week |
| Peer Critiques | Peer Critiques | Students will view and take notes over sports photography. Students will attend a P.E. class or any other class where there is movement or action. This part of the activity is for practice in adjusting their settings and angles to capture a story from the class. Students will return and share their photos with a partner for critique. For independent practice, students must attend a school sponsored sporting event and capture five sports photos that tell a cohesive story. One picture must be of a sports reaction. Students will create a Google Slide presentation to share with the class. Each photo must have a caption written in the correct caption. | 2-3 days |

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.