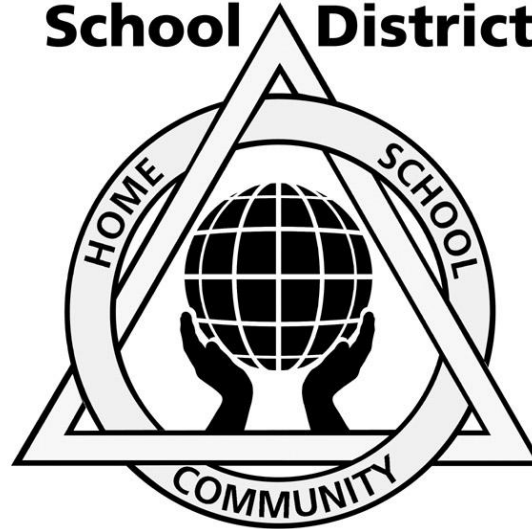


Digital Photojournalism Communication Arts Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: May 7, 2009

Francis Howell School District Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Communication Arts Rationale for Digital Photojournalism

One of the goals of Digital Photojournalism is to introduce the student to the various forms of mass media and the artistic styles that accompany visual journalism. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. In addition to the communication skills, they will also practice digital photography and technology skills. Further, they will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will also practice effectively communicating their ideas and experiences to others through speaking, writing, listening, and information gathering.

Course Description for Digital Photojournalism

Students will explore all aspects of visual journalism using 35mm cameras, digital video cameras, and computers. Topics covered will include visual composition, operation of equipment, computer editing programs, and media law and ethics. Assignments will be geared toward publication in one of the school publications. This course meets the recommended prerequisite for Newspaper Production and Yearbook Production.

Curriculum Committee

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Francis Howell Central

High School Department Chairs

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Francis Howell North
Francis Howell
Francis Howell Central

Secondary Content Leader
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Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Journalistic Writing Forms - Information Gathering
Learner Objectives: The student will apply a writing process to write effectively in various forms and types of writing.		

Concepts: A: information gathering B. prewriting C. writing

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are a variety of ways to gather information for captions. ● There are a variety of ways to write captions. ● The writing process is an integral part of being successful with journalistic photography. ● The primary source is a crucial source in the journalistic writing process and it is important to gather information effectively from this source. 	<ul style="list-style-type: none"> ● Use appropriate writing strategies as needed. ● Gather information from a variety of sources, including interviewing and first-hand observations at an event. ● Conduct an interview properly. ● Develop questions for an interview. ● Develop an appropriate research plan to guide investigation and research of focus questions. (IL1A; ENG I-IV; DOK 3; CA 2, 3; 1.1, 1.4, 4.5) ● Locate and use multiple primary and secondary sources to (IL1B; ENG I-IV; DOK 3; CA 2, 3; 1.2, 1.4, 1.7) <ul style="list-style-type: none"> -select relevant and credible information -evaluate reliability of information -evaluate reliability of sources ● Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy (IL1C; ENG I-IV; DOK 3; CA 2, 3, 4; 1.2, 1.8, 2.1). ● Document sources of information using a standard citation format (IL1D; ENG I-IV; DOK 2; CA 4; 1.4, 1.7, 1.8, 2.3, 4.4).

Instructional Support

Student Essential Vocabulary

- **Interviewing** – journalistic writing is based in interviewing. Interviewing should be the centerpiece of the information gathering process.
- **Prewriting** – the creation and arrangement of ideas preliminary to writing.
- **Writing** – the act of writing the story or caption.
- **Lead** – the introduction to a journalistic story.
- **Editing** – revising writing for proper writing conventions, fact-checking and thoroughness.
- **Publishing** – disseminating the story for others to read.
- **Inverted pyramid** – used in news writing, this is where the writer conveys information from most important and most current information to the least important or current.
- **News** – stories about events that have happened, are happening or are going to happen. The definition of news varies from person to person.
- **Non-fiction** – this is the basic foundation of journalistic writing. All copy must be factual.
- **AP style** – the associated Press style is the main writing style used by journalists throughout the world.
- **Captions** – copy that describes the action of a photograph and provides context to what is going on in the photo.
- **Lead** – the opening paragraph of a news story that mentions the most important/interesting information and hook the reader into the story.

Sample Learning Activities

Sample Assessments

Learning Activity #1 :**Understanding and utilizing primary sources to gather information**

1. The teacher will explain that the best source of information, for either a caption or a news story, is a primary source – namely the person something has happened to, either in a photo or a story.
2. Students will be shown examples of captions without information from a primary source and examples of captions with information from a primary source.
3. The students will draw distinctions between the two different captions. The class will discuss the similarities and differences. The students should notice how much more information is provided when information from a primary source is present in a caption.
4. Students will then re-examine a caption they have written for a previous photo they have taken and interview a primary source.
5. Students will then rewrite their caption, using information from their primary source.

Activity's Alignment

GLE	IL1A-D, LS2A
CONTENT	CA 1 speaking and writing English
PROCESS	1.1 develop research questions/ideas 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.7 evaluate information 3.5 reason logically 3.7 evaluate strategies
DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences

Learning Activity #2 :**Assessment #1:****Understanding and utilizing primary sources to gather information**

1. For each photo students take of a person during the duration of the course, students will be required to speak with the person/people in the photo. In each caption of a person/people in the photo, the photographer must include information gathered from one of those people. This may be through information provided and attributed to the source, or through a quote from the source.

Assessment's Alignment

GLE	IL1A-D, LS2A
CONTENT	CA 1 speaking and writing English
PROCESS	1.1 develop research questions/ideas 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.7 evaluate information 3.5 reason logically
DOK	3
LEVEL OF EXPECTATION	100% - mastery

Assessment #2:

Understanding and utilizing interviewing strategies to gather information and incorporate it into writing

1. The students will be given sample types of questions that journalists use when interviewing a source on slices of paper. The students will then be placed into groups of two or three.
2. In these groups, the students must look at the questions and categorize the questions based on student directed categories. It is important that a sample categorizing activity be done with students prior to this activity.
3. Once complete, the students will share out their categories and the relationships of their categories to the class. The teacher will then give the students the different types of questions journalists use when interviewing sources and gathering information (*see attached appendix document P1*). The students should compare their categories and their conclusions to that of the new information that the teacher has now given them.
4. Keeping in mind the different types of interview questions, students will practice writing questions following these categories for a fictional interview in a fictional scenario, using information provided to them by the instructor.
5. Students will then interview the teacher in a press conference setting, posing as a fictional source, asking questions and taking notes as the press conference goes on.
6. At the conclusion of the press conference, students will write a lead and nut graf for a news story and describe a photo that they would take and write a caption for the photo. *See attached appendix document P2.*

Activity's Alignment

Understanding and utilizing interviewing strategies to gather information and incorporate it into writing

1. Using a computer, navigate to www.newsu.org and enroll in the “Be A Reporter” game. Students may need to create a user id and password (or the teacher can create one beforehand). There are several aspects to this game (decision making, writing, interpersonal interaction) but interviewing and question writing is crucial.
2. The students will go through all of the activities and send a course report to the teacher at his/her email address.

Assessment's Alignment

GLE	IL1A-D, LS2A	GLE	IL1A-D, LS2A
CONTENT	CA 1 speaking and writing English	CONTENT	CA 1 speaking and writing English
PROCESS	1.1 develop research questions/ideas 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.7 evaluate information 3.5 reason logically 3.7 evaluate strategies	PROCESS	1.1 develop research questions/ideas 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.7 evaluate information 3.5 reason logically 3.7 evaluate strategies
DOK	3	DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences	LEVEL OF EXPECTATION	75% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● Scholastic Journalism (textbook) ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Writing Tools</i> by Roy Peter Clark ● <i>The Radical Write</i> by Hawthorne ● <i>Photojournalism: The Professional Approach</i> Kenneth Kobre 	<ul style="list-style-type: none"> ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Photojournalism: The Professional Approach</i> Kenneth Kobre

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Journalistic Writing Forms
Learner Objectives: Compose well-developed text with effective organization and sentence structure.		

Concepts: A: Organization B: Sentence structure C. Inverted pyramid

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● Stories need to be written in an order that best fits their audience and the content being presented. ● Strong stories have good composition. ● Paragraphing in a journalistic piece differs from traditional paragraphing. ● Engaging writing has varied sentence structure. ● Journalistic writers need to write clearly for their audience. ● Journalistic stories should be written in the active voice. ● Stories and captions need to be written as clearly and concisely as possible 	<ul style="list-style-type: none"> ● Write captions and stories in a clear and concise manner. Utilizing the following components: (W2C ENG I-IV; DOK 3; CA 4, 2.1) <ul style="list-style-type: none"> --an effective lead, middle and end --a logical order --effective paragraphing --effective cohesive devices --varied sentence structure --clarity of expression --active voice

Instructional Support

Student Essential Vocabulary

- **Pace** – writers can effect the pace at which the story is told through their word, sentence and paragraphing choices. Writers can speed the story up or slow it down depending on the desired effect they want to achieve.
- **Tone** - the quality of something (an act or a piece of writing) that reveals the attitudes and of the author or interviewee.
- **Mood** - a predominant or pervading feeling, spirit, or tone
- **Cohesive Adverbials** - linking adverbials are used to explicitly state relationships between sentences, paragraphs, and ideas. The result is increased cohesion of text.
- **Clarity** – journalistic writing should be clear. Most journalistic writing is written at an 8th grade reading level.
- **Active voice** – used in journalistic writing. In the active voice, the subject of the verb does the action.
- **Concise** – writers should use as few words as possible to get their message across. Writing should be tight and voice of unnecessary words.
- **Sentence structure** – how sentences are put together.
- **Paragraph structure** – how paragraphs are formed and look.
- **Inverted pyramid** – the structure used for writing journalistic news stories that focuses on the most important/interesting information first and places the rest of the information in descending order of importance.
- **Lead** – the opening paragraph of a news story that mentions the most important/interesting information and hook the reader into the story.

Sample Learning Activities

Learning Activity #1 :

Understanding and utilizing the format for writing captions

1. A handout will be provided to students by the instructor detailing the elements of an effective caption (*see appendix document P3*)
2. The students will read over the handout and then discuss the required elements of captions in the handout with the instructor.
3. Students will analyze photos and captions from professional and student sources for the ability to conform to the format for an effective caption. They will create a class scoring guide for effective captions.
4. In groups of two, the students will now evaluate captions and photos using the scoring guide that the class created.
5. The groups will share their scores and rationale for the photos and captions.
6. The students will each individually bring in a photo with a caption. The teacher will have them trade their photo and caption with a peer. They will then discuss with their peer what score the finder gave it and what score the other student gave the photo and caption.

Sample Assessments

Assessment #1:

Understanding and utilizing the format for writing captions

1. For every photo the student submits during the course, properly written, effective captions will need to be submitted. The class generated scoring guide will be used for scoring. All photos will need to be saved to the students "portfolio."
See attached appendix document P4

7. As a class, the students will come to a conclusion about the essential components of photos and captions.

Activity's Alignment	
GLE	R3A, W2C
CONTENT	FA 3 vocabulary for the arts CA 1 speaking and writing English
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas, and skills 2.2 revise communications
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Learning Activity #2 :

Understanding & utilizing the inverted pyramid writing format

1. The students will be given a news story to read. On the Smartboard, the teacher will have the components of the inverted pyramid. While they read, the students will need to identify and label the parts of the inverted pyramid in the story.
2. Once complete, the teacher will display the correctly labeled news story on the Smartboard for students to compare their work. They will discuss the writer's effective and ineffective writing techniques in relationship to the inverted pyramid writing format.
3. The teacher will then refer students to the photo and caption that accompanies the story. They will evaluate the caption for effective writing and word choice. They will need to ensure that the wording effectively reflects the news story and information written. The students will provide revision if necessary.
4. The teacher should then pose the following questions to the class: How can writing an effective news story directly affect photojournalism? How do photographers base their pictures and captions off what was/is written?
5. The students will then need to create an analogy using photojournalism and journalism. They will need to show the relationship and explain the relationship that good news writing has on photography.

See attached scoring guide *appendix document P5*

Assessment's Alignment	
GLE	W2C, W2D
CONTENT	FA 3 vocabulary for the arts CA 1 speaking and writing English
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas, and skills 2.2 revise communications
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Assessment #2:

Understanding & utilizing the inverted pyramid writing format

1. Students will be given a group of fictional information and asked to craft a story and photo using the inverted pyramid format providing a photo with a correctly written caption.

See attached scoring guide *appendix document P6*

Activity's Alignment		Assessment's Alignment	
GLE	W2D	GLE	W2A-E
CONTENT	CA 1 speaking and writing English	CONTENT	CA 1 speaking and writing English
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 2.2 revise communications	PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 2.2 revise communications
DOK	3	DOK	4
INSTRUCTIONAL STRATEGIES	similarities and differences	LEVEL OF EXPECTATION	90% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● Scholastic Journalism (textbook) ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Writing Tools</i>: Roy Peter Clark ● <i>The Radical Write</i>; Hawthorne ● <i>Photojournalism: The Professional Approach</i> by Kenneth Kobre 	<ul style="list-style-type: none"> ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Writing Tools</i>: Roy Peter Clark ● <i>The Radical Write</i>; Hawthorne ● <i>Photojournalism: The Professional Approach</i> by Kenneth Kobre

Content Area: Communication Arts	Course: Photojournalism	Strand: Journalistic Writing Forms - Editing
Learner Objectives: The student will apply a writing process to write effectively in various forms and types of writing.		

Concepts: A. prewriting B. drafting C. editing D. publishing E. ideas F. content

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are a variety of ways to write captions. ● The writing process is an integral part of being successful with journalistic photography. ● Associated Press (AP) style is the preferred style of writing in journalism and how to use AP style. ● Journalists must write clearly and concisely due to space restrictions. ● Journalists must edit and review in order to be sure their writing is correct. ● Journalists must follow standard usage and mechanics rules when writing. 	<ul style="list-style-type: none"> ● Use appropriate writing strategies as needed. ● Gather information from a variety of sources, including interviewing and first-hand observations at an event ● In written text use: (W2E; ENG I-IV; DOK 1; CA 1; 2.2) <ul style="list-style-type: none"> -conventions of capitalization -conventions of punctuation -standard usage ● Compose text for (W2B; ENG I-IV; DOK 3; CA 4; 2.1) <ul style="list-style-type: none"> -strong controlling ideas -relevant specific details -complex ideas -freshness of thought ● Document sources of information using a standard citation format (IL1D; ENG I-V; DOK 2; CA 4; 1.4, 1.7, 1.8, 2.3, 4.4)

Instructional Support

Student Essential Vocabulary

- **Interviewing** – journalistic writing is based in interviewing. Interviewing should be the centerpiece of the information gathering process.
- **Prewriting** – the creation and arrangement of ideas preliminary to writing.
- **Writing** – the act of writing the story or caption.
- **Lead** – the introduction to a journalistic story.
- **Editing** – revising writing for proper writing conventions, fact-checking and thoroughness.
- **Publishing** – disseminating the story for others to read.
- **Inverted pyramid** – used in news writing, this is where the writer conveys information from most important and most current information to the least important or current.
- **News** – stories about events that have happened, are happening or are going to happen. The definition of news varies from person to person.
- **Non-fiction** – this is the basic foundation of journalistic writing. All copy must be factual.
- **AP style** – the associated Press style is the main writing style used by journalists throughout the world.
- **Captions** – copy that describes the action of a photograph and provides context to what is going on in the photo.
- **Lead** – the opening paragraph of a news story that mentions the most important/interesting information and hook the reader into the story.

Sample Learning Activities

Learning Activity #1 :

Editing copy to be more concise and clear

1. Photojournalists need to know how to be concise and clear when writing their captions.
2. The teacher will explain in class the necessity for photojournalists to write in complete, but as brief as possible, sentences. The teacher will also reinforce the inverted pyramid and how it puts the most important information at the top of a story. Likewise, a caption should as well.
3. The teacher will explain there is a finite amount of space in any publication for a writer to occupy. The teacher will give students a photo and a wordy caption. The teacher will have student rewrite it to make it more clear and concise.
4. The teacher will have students read through a previous edition of the student newspaper (or a professional publication) and find examples from articles where the writer or photographer could have been more concise or clear in their writing. The students will share these examples with the rest of the class. The student will provide a revised caption with explanation as to why they revised the caption and how they revised the caption.

Sample Assessments

Assessment #1:

Editing copy to be more concise and clear

1. Students will be given a document with many different examples of wordy and grammatically incorrect captions. The students will edit for clarity, concision, grammar and punctuation. *(See appendix document P7)*

Activity's Alignment	
GLE	W2E, W2B
CONTENT	CA 1 speaking and writing English CA 4 writing formally
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 2.1 plan and make presentations 2.2 revise communications
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning

Assessment's Alignment	
GLE	W2E, W2B
CONTENT	CA 1 speaking and writing English CA 4 writing formally
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 2.1 plan and make presentations 2.2 revise communications
DOK	2
LEVEL OF EXPECTATION	90% - mastery

Learning Activity #2 :

Students will understand and utilize Associated Press (AP) style

1. The teacher will work with students on what AP style is and how to properly use AP style in captions.
2. Students will be provided with a copy of the Associated Press stylebook and be shown how to use it, as well as have explained to them why it is used by professional journalists.
3. The teacher will provide several examples to show students how to properly use the stylebook and ask them to find the answers in the stylebook.
4. Students will be given a handout asking them to use the stylebook to find answers from the stylebook about how to properly edit an inverted pyramid story for AP style.
5. The teacher will have examples of correct and incorrect AP style format on separate slides on the Smartboard. The teacher will call on students to individually come up to the Smartboard and fix the formatting or say correct as is.
6. As each student fixes the slide, they will explain which rule/format they are following and where the rule can be found in the style book.
7. The students will then complete a definition frame based on their understanding of AP Style. The pattern to follow would be term, set, gross characteristics, and minute differences.
See attached appendix document P8

Assessment #2:

Students will understand and utilize Associated Press (AP) style

1. The students will be given a quiz on Associated Press style. They will be able to have a copy of the Associated Press stylebook to access during the quiz.
2. The students will then be given information and create a caption using the information following AP Style requirements.
See attached appendix document P8

Activity's Alignment		Assessment's Alignment	
GLE	IL1D	GLE	IL1D
CONTENT	CA 1 speaking and writing English CA 4 writing formally	CONTENT	CA 1 speaking and writing English CA 4 writing formally
PROCESS	1.10 apply information, ideas and skills 2.6 apply communication techniques 3.7 evaluate strategies 4.1 support decisions	PROCESS	1.10 apply information, ideas and skills 2.6 apply communication techniques 3.7 evaluate strategies 4.1 support decisions
DOK	2	DOK	2
INSTRUCTIONAL STRATEGIES	summarizing and note taking	LEVEL OF EXPECTATION	100% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● Scholastic Journalism (textbook) ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Writing Tools</i>: Roy Peter Clark ● <i>The Radical Write</i>; Hawthorne ● <i>Photojournalism: The Professional Approach</i>: Kenneth Kobre 	<ul style="list-style-type: none"> ● Scholastic Journalism (textbook) ● <i>Inside Reporting: A practical guide to the craft of Journalism</i> ● <i>Writing Tools</i>: Roy Peter Clark ● <i>The Radical Write</i>; Hawthorne ● <i>Photojournalism: The Professional Approach</i>: Kenneth Kobre

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Media Analysis - Messages
Learner Objectives: To be able to evaluate the effectiveness, appropriateness and aesthetic value of photographs found in varying media.		

Concepts: A: Accuracy B: Fairness C. Content and appropriate topics D. Audience E. Impact F. Quality of work
G. Mass media H. Ethical considerations

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are certain types of photographs that may be appropriate for the professional media that are not appropriate for the student media ● Photographs should accurately reflect the content of the stories it is paired with, no matter the medium. ● Consideration of the audience and fairness needs to be taken into account when assessing the impact of a photo. ● Why the quality of a photo (and its accompanying story) is related to how much play is given to a photo in the student and professional media. 	<ul style="list-style-type: none"> ● Identify and explain why a photograph is appropriate for the student media. ● Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) (IL2A; ENG I-IV; CA 5; 1.5, 1.7, 2.7) ● Identify and explain why a photograph pairs appropriately with a story. ● Make sure a photo accurately reflects the content of the story it is paired with. ● Identify and explain how a photograph will have an impact on a particular audience ● Understand and explain why certain photos are run bigger than other photos in the student media.

Instructional Support

Student Essential Vocabulary

- **Privacy** – the right and expectation an individual has that will keep them free from unsanctioned intrusion.
- **Bias** - intentionally portraying an event with an intent to gain anticipated feeling or emotion from the viewer.
- **Copyright** – works are the legal property of their creator and individuals can get sued for copyright infringement for using work that is not theirs illegally.
- **Law** – if you break the law, you can be held accountable by the government for your actions.
- **Access** – places student media legally have access to be to report the news.
- **Libel** – printed, written or pictorial defamation of character.
- **Student Press rights** – students in school do have rights and the courts have defined these rights through numerous court cases.

Sample Learning Activities	Sample Assessments
<p>Learning Activity #1 : Analyze how the professional media uses photographs during major news events.</p> <ol style="list-style-type: none"> 1. The students will be provided with numerous examples (<i>see attached appendix document P9</i>) of newspaper coverage of a major news event (documents from the 2008 presidential election are provided but can be substituted) and discuss with the teacher the overall perception of coverage and how the usage and selections of photographs created those perceptions. 2. The teacher will lead a discussion with the students focusing on the different considerations a publication takes into account during events of this nature: history, emotion, appropriateness of images, quality of photos and other important elements of news. 3. The students will be asked to compare and contrast the coverage of the news event in a variety of newspapers of their choosing. The newspapers will be provided as a printout for the student or as PDF's on a server accessible to the students. 4. The class will discuss how the media portrayed the images and determine which one contains more bias. 5. The class will then be given a major news event that is taking place at the moment and will be asked to bring in examples of the news event to practice analyzing the message presented. 	<p>Assessment #1: Analyze how the professional media uses photographs during major news events.</p> <ol style="list-style-type: none"> 1. The teacher will have students compare and contrast examples of two different newspapers from Sept. 11, 2001 (<i>see attached appendix document P10</i>), taking time to examine the papers for similarities and differences in the photos, the tone that was created through the selection of the photos, emotion, history, appropriate usage, quality of the photo and other elements of news. After finishing the comparison and contrast chart, students will analyze what they found and summarize their thoughts and ideas with a constructed response.

6. The class will then discuss how to take photographs and present photographs for bias and without bias.
7. The students will be given a current school issue and will go out and take photographs containing bias of the issue and photographs without bias.
8. The students will turn in a written component with their photographs describing the bias and the unbiased components.

Activity's Alignment	
GLE	IL2A
CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationship of arts
PROCESS	1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically
DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences

Learning Activity #2 :

Evaluate and analyze photographs used in the student media

1. Students will be provided with copies of a recent issue of the school newspaper or yearbook.
2. The class will select a number of photos (3-5) to work with from the publication.
3. The teacher will explain how most publications attempt to pair stories with photos that accurately reflect the content of those stories. For example, if a story is being written about a devastating loss for the school football team, the logical photo to run with that would be a photo that illustrates the defeat (*see attached appendix document P11*).
4. Students will read the stories from the yearbook accompanying the photos and analyze whether or not the photo that ran next to it is appropriate and best visually tells the story (*see attached appendix document P12*).

Assessment's Alignment	
GLE	IL2A
CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationship of arts
PROCESS	1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Assessment #2:

Evaluate and analyze photographs used in the student media

1. Students will take a quiz where they are provided with several stories. Students will be required to read and evaluate the situation and then for each example come up with two possible photos for each scenario and justify why they would use a photo of this particular type, addressing tone, emotion and quality in their explanations. (*see attached appendix document P13*)

Activity's Alignment		Assessment's Alignment	
GLE	IL2A	GLE	IL2A
CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationship of arts	CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationship of arts
PROCESS	1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically	PROCESS	1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically
DOK	3	DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences	LEVEL OF EXPECTATION	80% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> Recent copies of student publications Recent copies of professional media Any website that contains news media coverage 	<ul style="list-style-type: none"> Recent copies of student publications Recent copies of professional media Any website that contains news media coverage

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Media Analysis - Composition
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Learner Objectives: The student will use compositional techniques to capture effective and attractive photos and videos.

Concepts: A: Composition B. Rule of thirds C. Perspective D. Texture E. Leading lines
 F. Patterns G. Simplicity H. Balance I. Framing

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> • That using the elements of composition when shooting photographs and capturing video leads to more effective media • That while these elements of composition will often lead to better photos, they will not guarantee better photos. 	<ul style="list-style-type: none"> • Identify and explain which elements of composition are in a given photo. (EP2AHS2a-4a; VA 2; FA 2; DOK 4) • Shoot photos or video using the elements of composition to create a more effective end product

Instructional Support

Student Essential Vocabulary

- **Composition** – using certain artistic techniques to compose your photographs.
- **Rule of thirds**- imagine a tic-tac-toe board superimposed on your viewfinder and try to place something visually interesting at each intersecting point on the grid. This avoids putting the main subject(s) in the center of the image, which helps create a sense of movement in your images.
- **Perspective** – use definitions from notes.
- **Texture** - texture gives your photographs a visceral, interactive quality. The feeling that the viewer can actually touch what you have photographed.
- **Framing**- use naturally occurring frames in your images to draw attention to your subjects.
- **Simplicity** - make sure your photographs are not cluttered or filled with too many points of interest. In each image, focus on one or two key elements for your subject.
- **Leading Lines** - use naturally occurring lines (curbs, rows, bannisters) to draw attention to your subject. Lines can help create a sense of movement in your photographs.
- **Patterns** - patterns repeat themselves throughout the photograph.
- **Balance** - using the placement of subjects in your image to keep the photo balanced. The type of balance most often used in photojournalism is asymmetrical balance, which means a smaller object on one side of an image balances out the larger one on the opposite side.

Sample Learning Activities		Sample Assessments																	
<p>Learning Activity #1 : Students will understand how elements of composition affect the quality of a photo</p> <ol style="list-style-type: none"> Students will learn the definitions and uses of the elements of composition. Students will be given definitions of the elements of composition and photographs, accompanied by photographs representing each element. For contrast purposes, students will be shown further photos of each element with a similarly shot photo that does not effectively utilize the element of composition. Students will then be shown photos and in a class discussion identify and explain the elements of composition they see in a given photo. <i>See attached appendix document P14.</i> Students will then find a partner or be paired up with another student. Each pair will be given a photo. Each pair must now identify the elements of composition the photo shows as well as explain how using this type of element has an effect on the overall photo. Each pair will then be given a photo that does not contain good composition techniques. The pair will compare this photo to the first photo and trouble shoot the issue for the photographer. Each pair will turn in a written response stating how the photographer could have used composition techniques better in his photograph. 		<p>Assessment #1: Students will understand how elements of composition affect the quality of a photo</p> <ol style="list-style-type: none"> Students will make photographs using the elements of composition. Students will then analyze and evaluate their photographs for elements of composition as well as explain their use of the elements in the photo in the form of a constructed response. <p><i>See attached appendix document P14</i></p>																	
<table border="1"> <thead> <tr> <th colspan="2">Activity's Alignment</th> </tr> </thead> <tbody> <tr> <td>CONTENT</td> <td>FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts</td> </tr> <tr> <td>PROCESS</td> <td>1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> </tbody> </table>		Activity's Alignment		CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts	PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically	DOK	3	<table border="1"> <thead> <tr> <th colspan="2">Assessment's Alignment</th> </tr> </thead> <tbody> <tr> <td>CONTENT</td> <td>FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts</td> </tr> <tr> <td>PROCESS</td> <td>1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 2.5 produce works in the arts 3.1 identify and define problems 3.5 reason logically</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> </tbody> </table>		Assessment's Alignment		CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts	PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 2.5 produce works in the arts 3.1 identify and define problems 3.5 reason logically	DOK	3
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DOK	3																		

INSTRUCTIONAL STRATEGIES	cooperative learning
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LEVEL OF EXPECTATION	90% - mastery
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Learning Activity #2 :
Students will analyze videos for elements of composition

1. The teacher will show a video to the class and ask the class what elements of photography composition they can see in the video as well.
2. The class will make a list of all of the similar composition styles that can be in a video and a photograph. The students should notice that the composition styles that can be found in a photo can also be found in a video.
3. The teacher will provide another sample video where composition is strong in certain places and weak in other places.
4. The students should be able to identify where the composition techniques are strong and where the composition techniques could be enhanced.
5. In pairs, the students will view video yearbook footage that has been taken this year or in prior years.
6. The students will edit the footage to ensure that it has stronger composition techniques.
7. Each pair will trade their edited version with another pair and will critique the new video that has been created.

Assessment #2:
Students will analyze videos for elements of composition

1. The students will create a video containing strong elements of composition. This assignment can be one that could be used as part of the video yearbook.
2. All student work will be submitted to the editor of the video yearbook to provide feedback.
3. Students will then make revisions as necessary.
4. The teacher will grade the revised product.
5. The student will turn in an analysis of their final product. This analysis should identify the types of composition techniques they used and the types of composition techniques that were difficult to obtain because it is video format. The analysis will also include the feedback provided by the yearbook editor and the rationale for the revisions that the student made.

Student work will be grade on the following scale
2 points - for a providing the elements of composition they see, providing ample support from the video for their analysis.
1 point – for providing the elements of composition they see, but failing to provide ample support from the video for their analysis.
0 points – for failing to provide elements of composition at all.

Activity's Alignment	
CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 3.1 identify and define problems 3.5 reason logically
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Assessment's Alignment	
CONTENT	FA 1 production and performance FA 2 elements of art forms FA 4 relationships of arts
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas and skills 2.5 produce works in the arts 3.1 identify and define problems 3.5 reason logically
DOK	4

	LEVEL OF EXPECTATION	95% - mastery
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Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● www.lynda.com ● Indesign packet ● www.photoshopessentials.com 	<ul style="list-style-type: none"> ● Indesign packet ● www.photoshopessentials.com ● www.lynda.com

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Media Law
Learner Objectives: To be knowledgeable about legal issues associated with photojournalism and technology based publications.		

Concepts: A. Copyright B. First Amendment C. Student press rights D. Open forum E. Prior review H. Prior restraint I. Open forum J. Libel

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are a variety of legal decisions (differing from state to state) that help define legal boundaries for the student press and where the student press is allowed to take photographs in various places. ● Private Citizens should be able to expect their actions to remain private, unless they become newsworthy and that public citizens (celebrities, politicians, public officials, etc.) have less of an expectation to privacy. ● Who holds the copyright when shooting for the student press and why copyrights held by others should not be violated. ● What libel is and what the consequences for printing libelous materials in the student and professional media. ● The First Amendment is the governing law of the land concerning student press and speech rights. ● What five freedoms are enumerated by the First Amendment. ● Journalists are given certain freedoms that are protected by the First Amendment; not all of these rights are the same for the student journalist. ● Situations when it is/is not legally permissible for a school to exercise prior review or prior restraint. ● The Hazelwood decision’s impact on student journalists' rights. 	<ul style="list-style-type: none"> ● Explain why photographers can or can not have access to specific places (private homes, private businesses, school classrooms, school hallways, government buildings, accidents) and how this affects coverage of the school community. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain why privacy rights differ between private citizens and public citizens. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain that when using school-supplied cameras, the copyright for all images is retained by the school district. Students will also be able to explain the consequences possible for violating the copyrights of another person or publication. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain how photographers can be sued for libel; despite the fact photographs depict actual scenes. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Analyze and identify situations where the five freedoms are in peril and explain why certain actions are protected by the First Amendment. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) <p>Explain why there are certain instances where student journalists do not have the same freedoms as professional journalists. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5)</p>

Instructional Support

Student Essential Vocabulary

- **Privacy** – the right and expectation an individual has that will keep them free from unsanctioned intrusion.
- **Copyright** – Works are the legal property of their creator and individuals can get sued for copyright infringement for using work that is not theirs illegally.
- **Access** – places student media legally have access to be to report the news.
- **Libel** – printed, written or pictorial defamation of character.
- **First Amendment** – the Amendment that guarantees the freedom of the press, as well as religion, speech, petition and assembly.
- **Copyright** – works are the legal property of their creator and individuals can get sued for copyright infringement for using work that is not theirs illegally.
- **Law** – if you break the law, you can be held accountable by the government for your actions.
- **Ethics** – if you practice poor ethics, the government cannot punish you but your employer can and people can change their opinion of you.
- **Student Press rights** – students in school do have rights and the courts have defined these rights through numerous court cases.
- **Prior Review** – someone looking over the publication prior to publishing.
- **Prior Restraint** – someone restraining the publication from being distributed prior to distribution.
- **Open Forum** – a publication that is open as a public forum for student expression.
- **Hazelwood v. Kuhlmeier** – Supreme Court case limiting the rights of high school journalists.
- **Tinker v. Des Moines** – Supreme Court case allowing students to have First Amendment Rights in school.
- **Barnette v. West Virginia** – Supreme Court case allowing student First Amendment rights in school.
- **Bethel v. Fraser** – First Amendment case involving a student who created a substantial disruption in school. Case made it to the Supreme Court.
- **Zenger v. New York** – a landmark case that is regarded as the precursor to the First Amendment.
- **Speech not protected by the First Amendment** – there are a variety of things in journalism not protected by the First Amendment ranging from ads for illegal products and copyright infringement to fighting words and disclosing items that are a threat to national security.
- **Digital Manipulation** – Materially altering the content of a photo thereby drastically changing the original content/message of the photo.

Sample Learning Activities

Sample Assessments

Learning Activity #1 :

Evaluate and analyze situations regarding a photographer's access to a news scene.

1. Students will be given Kenneth Kobre's chapter on "The Law" from his book *Photojournalism, A Professional's Approach*.
2. Students will be placed into groups of four. Student one will be the summarizer, student two will be the questioner, students three will be the clarifier, and student four will be the predictor. As they read, their roles and jobs have been defined for them. They are to read, interpret, and summarize the material presented by following the reciprocal teaching strategy. A more thorough explanation can be found in Marzano's *Classroom Instruction that Works Handbook* on page 72. Once finished with the reading, the groups should then answer the questions provided by the teacher which can be found in the appendix.
3. Once the class has completed this task, the students should generate a list of no access situations and scenarios within their group.
4. Each group should then trade no access and restricted scenarios with another group. They should then cite why this would be a no access or restricted access scenario or situation.

Activity's Alignment	
GLE	R3B
CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	1.7 evaluate information 1.10 apply information ideas and skills 2.4 present perceptions and ideas 4.3 analyze individuals responsibilities 4.2 understand and apply citizenship 4.4 practice honesty and integrity
DOK	3
INSTRUCTIONAL STRATEGIES	summarizing and note taking

Learning Activity #2 :**Assessment #1:**

Evaluate and analyze situations regarding a photographer's access to a news scene.

1. The students will be given certain newsgathering situations. They will then have to decide whether or not a photojournalist has access to this situation or scenario.
See attached appendix document p15.

Assessment's Alignment	
GLE	R3B
CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	1.7 evaluate information 1.10 apply information ideas and skills 2.4 present perceptions and ideas 4.3 analyze individuals responsibilities 4.2 understand and apply citizenship 4.4 practice honesty and integrity
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Assessment #2:

Evaluate and analyze situations regarding what the student press has the right to publish

1. The students will read documents regarding the Hazelwood v. Kuhlmeier (*see attached appendix document P16*) case.
2. After reading the documents and considering the included questions, the instructor will lead a discussion based on those questions, explaining how the student press is affected by each question.
3. The students will be split into seven groups and provided with a teacher-created scenario to consider regarding the student press. Students will then discuss the scenario and decide on a course of action and each group will present their decisions and rationale to the class. The class will then discuss their feelings about each scenario and the group's rationale.
4. Each group should cite specific case law when giving their decision and rationale to the class.

Activity's Alignment	
GLE	R3B
CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	1.7 evaluate information 1.10 apply information ideas and skills 2.4 present perceptions and ideas 4.3 analyze individuals responsibilities 4.2 understand and apply citizenship 4.4 practice honesty and integrity
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Evaluate and analyze situations regarding what the student press has the right to publish

1. Students will be given a situation where they need to complete a constructed response question, focusing on digital photojournalism, when the students' rights to publish a particular photo are placed in peril. Students will be asked whether or not they agree with the principal's decision to not publish the photo and then cite reasons from previous class assignments and activities.

Assessment's Alignment	
GLE	R3B
CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	1.7 evaluate information 1.10 apply information ideas and skills 2.4 present perceptions and ideas 4.3 analyze individuals responsibilities 4.2 understand and apply citizenship 4.4 practice honesty and integrity
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● SPLC.org ● SPJ Code of Ethics located at: http://www.spj.org/ethicscode.asp ● First Amendment ● <i>Photojournalism, A Professional's Approach</i> by Kenneth Kobre 	<ul style="list-style-type: none"> ● SPJ Code of Ethics located at: http://www.spj.org/ethicscode.asp ● SPLC.org ● First Amendment ● <i>Photojournalism, A Professional's Approach</i> by Kenneth Kobre

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Media Ethics
Learner Objectives: To be knowledgeable about ethical issues associated with photojournalism and technology based publications.		

Concepts: A: First Amendment B: Copyright C: Ethical Considerations D: Student Press Rights E: Prior Review F: Prior Restraint
G: Open Forum

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are a variety of legal decisions the help define legal boundaries for the student press and administrators. ● The First Amendment is the foundation of America’s free press. ● Ethical decision making and repercussions differ from those which are based on legal principles. ● That using computer software for unethical uses is not acceptable practice in photojournalism. 	<ul style="list-style-type: none"> ● Describe, analyze, develop and follow policies managing ethical and legal issues associated with photojournalism and technology-based publications. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain the relevance of the First Amendment to photojournalists (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain the consequences of plagiarism and digital manipulation as it relates to photojournalism. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5) ● Explain why digital manipulation is an unacceptable practice for photojournalists. (PCB; DOK 3; SS 1; 1.5, 1.6, 1.10, 3.5)

Instructional Support

Student Essential Vocabulary

- **First Amendment** – the Amendment that guarantees the freedom of the press, as well as religion, speech, petition and assembly.
- **Copyright** – works are the legal property of their creator and individuals can get sued for copyright infringement for using work that is not theirs illegally.
- **Law** – if you break the law, you can be held accountable by the government for your actions.
- **Ethics** – if you practice poor ethics, the government cannot punish you but your employer can and people can change their opinion of you.
- **Student Press rights** – students in school do have rights and the courts have defined these rights through numerous court cases.
- **Prior Review** – someone looking over the publication prior to publishing.
- **Prior Restraint** – someone restraining the publication from being distributed prior to distribution.
- **Open Forum** – a publication that is open as a public forum for student expression.
- **Hazelwood v. Kuhlmeier** – Supreme Court case limiting the rights of high school journalists.
- **Tinker v. Des Moines** – Supreme Court case allowing students to have First Amendment Rights in school.
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- **Bethel v. Fraser** – First Amendment case involving a student who created a substantial disruption in school. Case made it to the Supreme Court.
- **Zenger v. New York** – a landmark case that is regarded as the precursor to the First Amendment.
- **Speech not protected by the First Amendment** – there are a variety of things in journalism not protected by the First Amendment ranging from ads for illegal products and copyright infringement to fighting words and disclosing items that are a threat to national security.
- **Digital Manipulation** – Materially altering the content of a photo thereby drastically changing the original content/message of the photo.

Sample Learning Activities		Sample Assessments																									
<p>Learning Activity #1 : Describe, analyze, develop and follow policies managing ethical and legal issues associated with photojournalism</p> <ol style="list-style-type: none"> The teacher will ask students to generate a hypothesis about the amount of restriction they think ethics play in the world of journalism. The class will then compile a list of what the Top 10 questions asked to the Student Press Law Center are. After that, they will go to the site and read the NPPA's code of ethics at: http://www.nppa.org/professional_development/business_practices/ethics.html The class will discuss what students think about the Code of Ethics, focusing on whether the students think the Code is accurate and something student press photographers should abide by. Students will also discuss whether or not there are areas they think should be revised. Once finished with the discussion, students will break up into groups of 3 or 4. Each group will create their own Code of Ethics based upon their research and study. Once each group has established their code of ethics, the class will reconvene and evaluate each groups Code of Ethics to then develop a class Code of Ethics to be used throughout the semester. It is important that the teacher ensure that none of the major rules of ethics are left off of the list. At the end of class, students will reflect back to their hypothesis and write a reflection of their discoveries. A scoring guide is attached (<i>see appendix document P17</i>). 		<p>Assessment #1: Describe, analyze, develop and follow policies managing ethical and legal issues associated with photojournalism</p> <ol style="list-style-type: none"> The students will be provided with photos and situations where the media could and should have been more ethical in their decisions. Based upon the code of ethics developed, the students will determine if the journalists acted in an ethical or unethical manner. They will support their ideas by citing examples form the Code of Ethics. A scoring guide is attached (<i>see appendix document P17</i>). 																									
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LEVEL OF EXPECTATION	85% - mastery																										

Learning Activity #2 :**Understanding and applying ethical decisions**

1. Students will watch case studies from the movie “Moment of Impact” which gives stories about of Pulitzer Prize winning photographs from the photographers' perspectives.
2. In each case, the class will watch the episode and then participate in discussion with the teacher about the ethics issues presented.
3. As each episode is shown, students will have questions to answer that will help them record pertinent information about each event, as well as several questions which will ask them to evaluate the situation the photographer was placed in and ask them to reflect upon the photographer’s actions as well as upon their own thoughts about the situation.
4. Throughout the video, the teacher will stop at predetermined intervals and ask students to pair share their notes, thoughts, and ideas.
5. Once the video is complete, the class will discuss the major ethical issues presented and how each photographer dealt with the situation. The teacher will ask students to draw parallels to situations they may face as student journalists and how ethics can affect those situations.
See attached *appendix document P18*.

Activity’s Alignment

Activity’s Alignment	
GLE	RIG
CONTENT	CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	4.1 support decisions 4.2 understand and apply citizenship rights 4.3 analyze individual's responsibilities 4.4 practice honesty and integrity
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Assessment #2:**Understanding and applying ethical decisions**

1. The students will be given scenarios where ethical decisions need to be made and laws and rights need to be followed and protected.
2. The students will be provided with sample photos, captions, and stories, and quotes.
3. Based upon what they have learned form discussion, the students need to decide what, if any, of the information should be published and how it should be published. In a constructed response format, students will make these ethical decisions and provide a rationale to explain their decisions based upon their learning. See attached *appendix document P18*.

Assessment’s Alignment

Assessment’s Alignment	
GLE	RIG
CONTENT	CA 3 reading nonfiction SS 1 documents shaping democracy
PROCESS	4.1 support decisions 4.2 understand and apply citizenship rights 4.3 analyze individual's responsibilities 4.4 practice honesty and integrity
DOK	3
LEVEL OF EXPECTATION	85% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none">● SPLC.org● “Moment of Impact”● “Photojournalism” by Kenneth Kobre	<ul style="list-style-type: none">● NPPA Code of Ethics located at: http://www.nppa.org/professional_development/business_practices/ethics.html● “Moment of Impact”● First Amendment

Content Area: Communication Arts	Course: Photojournalism	Strand: Design
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Learner Objectives: Develop and apply skills and strategies to understand directions.

Concepts: A: Graphic design B: Text features

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● Photojournalists need to know their job requires them to read technical manuals in order to perform complex procedures and/or tasks ● There are a variety of text features that can help to clarify meaning. ● It is important to create text features, such as Step-by-Step instructions with careful attention to detail. ● Creating how-to instructions requires careful attention to direction detail. 	<ul style="list-style-type: none"> ● Explain, analyze, design and evaluate the author’s use of text features to clarify meaning. (R3A; ENG I-IV; DOK 3; CA 3; 1.5, 1.6, 2.4, 3.5)Text features include: --headings --subheads --captions --infographics --table of contents --photos --illustrations --bold text --glossary --italicized text --index ● Read and create text features where directions are necessary (ie. Step-by-Step instruction how-tos) (R3D; ENG I-IV: DOK 2; CA 3; 1.5, 1.6)

Instructional Support

Student Essential Vocabulary

- INSTRUCTION MANUAL – The pamphlet that comes with every camera that tells the user how to operate the camera.
- GLOSSARY – Portion of an instruction manual or text that contains definitions of terms

Sample Learning Activities

Learning Activity #1 :

Create text features where directions are necessary

1. The class will use Tim Harrower’s *Newspaper Designer’s Handbook* as a source.
2. The class will be separated into groups of 3 to create a how-to graphic on an assigned set of camera operations.
3. The groups will look at a professional infographic and make a list of what the infographic contains (the requirements). Each group will share out their list with the class. As the groups share out their ideas, the teacher will make a list on the Smartboard.
4. The class will then discuss and come to a consensus on the necessary components that all infographics should contain by recognizing the repeating pattern.
5. The groups will then be assigned to use the list of components to create an infographic where they will be giving readers instructions on how to perform several critical operations on an SLR digital camera
6. The group will talk about which instructions are needed, which are crucial, and which can be omitted.
7. One student will be assigned the following jobs in their three-person group: photographer, designer, editor/writer.
8. A final step-by-step text feature will be created in Adobe InDesign. (*see appendix documents P19*)

Sample Assessments

Assessment #1:

Create text features where directions are necessary

1. The students will be given an infographic which is missing crucial elements/components.
2. The students will be asked to identify and revise the infographic including a detailed description of what needed to be revised and why.

Activity's Alignment	
GLE	R3A, R3D
CONTENT	CA 3 reading nonfiction
PROCESS	1.5 comprehend/evaluate sources 1.6 discover/evaluate relationships 1.7 evaluate information 1.8 organize data and ideas 2.7 use information technology
DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences cooperative learning

Assessment's Alignment	
GLE	R2A, R3D
CONTENT	CA 3 reading nonfiction CA 1 speaking and writing English
PROCESS	1.5 comprehend/evaluate sources 1.6 discover/evaluate relationships 1.7 evaluate information 1.8 organize data and ideas 2.2 revise communications 2.4 present perceptions and ideas 2.7 use information technology 3.1 identify and define problems
DOK	3
LEVEL OF EXPECTATION	85% - mastery

Learning Activity #2 :

Effectively conduct a quotes and mug feature

1. As a resource the class will use a previous copy of the school yearbook.
2. The class will be split into groups of three.
3. Each group will be assigned a specific section of the yearbook to look at and analyze for the use of mugs and quotes. The students need to look at the photographs taken, the layout and design of the page, the quotes used, etc.
4. The teacher will then lead a discussion with the class asking the groups to determine what a strong design for a quotes and mug feature should look like or contain.
5. Each group will then take their assigned section of the yearbook and work to create a new quotes and mug feature that is current.
6. The class/groups will then brainstorm questions to ask students in the general population of the school.
7. The class will talk about which questions would work and which questions should be reworded or left off.

Assessment #2:

Effectively create a quotes and mug feature

1. The teacher will have students brainstorm current issues that the school is dealing with or has dealt with.
2. Each student will choose one issue from the list that the class created.
3. The student will follow the same process as before and will create a quotes and mug feature for the yearbook section of hot topics.
4. Students will trade with a peer and will analyze their peer's work.
5. Once finished with peer revision, the author should make changes and submit their changes for grading. Including with the final draft the peer's comments with the rationale of change or no change made.

8. The class and teacher will discuss the what students need to do to create an effective quote and mug feature, including taking proper mug shots, how to get a representative sample of the school, taking effective notes, how to request to speak a student and how to conduct the interview.
9. The class will then go and take their photos and conduct their interviews.
10. Once finished, the students will design a quotes and mug feature that could be used in a school yearbook for this year. The students will need to pay close attention to the text features that they include and use within the piece. *(see appendix for scoring guide P20)*

Activity's Alignment	
GLE	R3A
CONTENT	CA 3 reading nonfiction FA 1 production and performance
PROCESS	1.1 develop research questions 1.2 conduct research 1.3 design/conduct investigations 1.7 evaluate information 1.10 apply information, ideas, and skills 2.5 produce works in the art 3.5 reason logically
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Assessment's Alignment	
GLE	R3A
CONTENT	CA 3 reading nonfiction FA 1 production and performance
PROCESS	1.10 apply information, ideas, and skills 2.5 produce works in the art 3.5 reason logically
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● Infographics from other products ● Adobe InDesign Manual ● www.lynda.com ● previous yearbooks ● Tim Harrower's <i>Newspaper Designer's Handbook</i> 	<ul style="list-style-type: none"> ● Canon EOS Digital Rebel operator's manual ● Infographics from other products ● Adobe InDesign Manual ● www.lynda.com ● previous yearbooks ● Tim Harrower's <i>Newspaper Designer's Handbook</i>

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Design
Learner Objectives: Use various input technologies to enter and manipulate information appropriately and create media rich projects.		

Concepts: A: Desktop Publishing B: Web Publishing C. Video Production

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> • There are a variety of programs available that allow people to manipulate information. • Information can be published in a wide variety of formats, depending on the purpose and the intended audience. • There are a variety of different file formats multimedia projects can be saved in 	<ul style="list-style-type: none"> • Identify which programs are needed to perform various tasks. (PP1CHS 2a-4a; VA 1; FA 1; DOK 4) • Save projects using multimedia software in the appropriate file format. (PP1CHS 2a-4a; VA 1; FA 1; DOK 4) • Utilize the technologies needed to perform the tasks they need to accomplish prepare a project. Technology programs could include: (PP1CHS 2a-4a; VA 1; FA 1; DOK 4) <ul style="list-style-type: none"> --InDesign --Photoshop --Illustrator --Image Ready --Lightroom --Movie Maker --iDVD --GIMP photo editor --Joomla --Paintshop Pro --Aperture --Google Picasa --Powerpoint

Instructional Support

Student Essential Vocabulary

- **Cropping** – selecting only portions of a photograph in order to improve the look of the photo or remove extraneous or distracting items.
- **Dodge** – darkening areas of a photo to improve the overall appeal of a photo.
- **Burn** – darkening areas of a photo to improve the overall appeal of a photo.
- **Midtones** – the middle tones of color of a photo.
- **Shadows** – the darker colors of a photo.
- **Highlights** – the lighter colors of a photo.
- **Saturation** – a measure of intensity of color.
- **Contrast** – the difference between dark colors and light colors in a photograph.
- **Pixels** – the digital building block of a photo file in an image editing sheet.
- **Picas** – a unit of measurement used in publication design.
- **Points** – a unit of measurement used in publication design, most often associated with type sizes.
- **Megapixel** – a unit of graphic resolution, most commonly used in digital photo file sizes.
- **Megabyte** – a unit of computer memory or data storage that is equal to approximately 1 million bytes.
- **Card reader** – a device that attaches to a computer so files from a memory card can be transferred to the computer for image editing.
- **Memory device** – a type of storage device inserted into a camera to record the photos that are being shot.
- **USB cord** – a cord that attaches from the computer to a camera or video camera to facilitate the transfer of data files.
- **Multimedia** - multimedia is a form of communication that combines text, still or moving images, sound etc.
- **Opacity** - the density of a color or tonal value. The opacity of an image or object can range from transparent (0% opacity) to opaque (100% opacity) The ability to edit the opacity of individual objects allows the designer to create images that seem to flow into and through one another.
- **Rasterize** - an image is said to be rasterized when converted from vector image to a bitmapped image. When opening a vector image in a bitmap-based editing program, you are usually presented with a dialog box of options for rasterizing the image.
- **Resolution** - the resolution of an image is an important factor in determining the attainable output quality. The higher the resolution of an image, the less pixilated it will be and the curves of the image will appear smoother.
- **RGB (Red, Green, Blue)** - RGB is the model used to project color on a computer monitor. By mixing these three colors, a large percentage of the visible color spectrum can be represented.
- **CMYK (Cyan, Magenta, Yellow, Black)** – CMYK is the model used to print color on a printing press. By mixing these four colors, a large percentage of the visible color spectrum can be represented, though the spectrum is not as wide as with RGB color.
- **Modular design** - the method of designing employed by most publications. It involves keeping all elements in rectangle or square shaped units.
- **Dominance** - each spread MUST have a dominant image. The dominant image should be twice as large as the next image on the page. The dominant should tie in with the main topic of your spread and will most likely be the best photograph you have available for that topic.
- **Visual order/sequencing** - do not leave to chance the order the reader should navigate the spread. Readers usually move from big to small elements, from black to white, from color to noncolor, from unusual shape to usual shape.
- **Unity** - the art of making all the spreads and sections of the publication appear to come together. This demonstrates to the reader organization and professionalism.
- **Balance** - what we want is asymmetrical balance. Balance is not achieved by using identical elements, but through changes in color tone, picture and text block shape and white space.

- **Pica** - the unit of measurement we use on all of our pages. There are 6 picas in one inch. The distance between headline and story is 1/2 of a pica. The distance between stories is 1 pica.
- **Tool bar** - located at the top left side of your InDesign screen. Click to select a tool.
- **Selection tool** - located at the top left of the tool bar, it allows you to select boxes/frames on your document.
- **Type tool** - allows you to click and drag a box/frame that will allow you to type in it. The fonts and type size can be edited in the toolbar at the very top of your document. Represented by a capital T.
- **Rectangle frame tool** - represented by a rectangle with an X drawn through it, this tool allows you to click and drag to create a frame a photo can be placed into.
- **Palettes** - on the side of your computer, you will see three separate windows that have tabs with writing in them. These are the side menus. We will deal with a couple of them here.
- **Stroke** - allows you to change the weight of a frame or line. These weights are measured in points and go from 0 to 100 pts. You can type in any measurement between the two.
- **Color menu** - lets you choose any color available on the spectrum. Many documents default to black-and-white but can be made to color.
- **Pages** - you will need this for only one thing. At the top of the menu there is a heading called “A-Master.” Double clicking on this lets you change the page folios at the bottom of the page, which you cannot do if you are not clicked on “A-Master.” To get back to your document click back on none.
- **Paragraph styles** - this menu is probably empty now, but once you are working on spreads it will be filled with differently labeled styles. When you have text highlighted and click on one of these styles it will apply changes in font, font size, leading and so forth. These are used to keep continuity throughout the book.

Sample Learning Activities		Sample Assessments																									
<p>Learning Activity #1 : Utilize the technologies needed to perform the tasks they need to make a photograph look better.</p> <ol style="list-style-type: none"> 1. The teacher will instruct the students how to adjust the tone of the photographs and how to sharpen the photo using image editing software. 2. The teacher should explain the purpose of adjusting the curves of the photographs and of sharpening, show some examples of how it can be done, and then give students a few photos to practice on. 3. The teacher will instruct the students how to crop a photo in Adobe Photoshop. 4. The teacher should explain the purpose of cropping a photo, showing some examples of how it can be done and then provide students with a few photos to practice on (<i>see appendix document P21</i>). 5. The teacher should then give students a "problem photo." The students should generate a hypothesis in order to fix the problem. 6. The student should turn the photo back into their teacher with the hypothesis written down and the steps they took to correct the photo. They should include whether their hypothesis was correct or incorrect. 		<p>Assessment #1: Utilize the technologies needed to perform the tasks they need to make a photograph look better.</p> <ol style="list-style-type: none"> 1. Students will crop, adjust and sharpen the photos provided to them to see how well they can use these vital skills in Adobe Photoshop. 2. The student will be given three photos that are in obvious need of retouching and cropping. 3. The student will adjust the curves, sharpen the photo using unsharp mask and then crop the photo 4. The student will save the edited photographs in the appropriate file format in their class folder. 5. The student will then create a Powerpoint presentation with the original and cropped version of the photo on one slide, so it will be easy for the teacher and students to discern what was changed on each photo. 6. With each photo, the student will then explain why and how they cropped each photo, providing justification for their actions. 7. The teacher will check each student's folder to ensure each student has completed each task. (<i>see appendix document P22</i>) 																									
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Learning Activity #2 :

Utilize the technologies needed to perform the tasks they need to tell a story photographically.

1. After explaining the elements of design to the class, students will be taught how to use Adobe InDesign CS, in order for them to put the concepts of design to work using a classroom computer.
2. Students will be taught the basic elements and concepts of graphic design (*see appendix document P23*).
3. The teacher will explain the importance and purpose of graphic design and provide examples of how it can affect how photographs are viewed by readers.
4. Students will use and be taught the basics of Adobe InDesign, including use of basic operational tools (selection tool, rectangle frame tool, type tool, hand tool, zoom tool) pull-down menus, use of various palettes. This will be done with the students seated at a computer, using InDesign, mimicking the teacher's actions from the SMART board.
5. After completing work on the computers, students will be asked to create similes and metaphors for the tools that they can use within the InDesign program. For example, the cropping tool is like a combine, it cuts down the photo and you can be left with only the useable piece. From here, students will write down which concepts they believe to be in their comfort zone and then explain which concepts they believe to be stretching them and that they are unsure of. The students will then set personal goals for working with this program. The teacher will work to help students fulfill and meet their individual goals through conferencing and individual guided practice.

Assessment #2:

Utilize the technologies needed to perform the tasks they need to tell a story photographically.

1. Students will use Adobe InDesign to create a photo story layout using a template from the school newspaper.
2. Students will also read the Photo Story chapter in Kenneth Kobre's *Photojournalism: A Professional's Approach* to complement their knowledge.
3. The photos they use will be from an assignment they have shot covering an event and have transferred to the computer.
4. Students will utilize modular design in preparing their page and adhere to the elements of design.

A sample scoring guide is attached, as well as an example of a photo story (*see appendix document P24 and P25.*)

Activity's Alignment		Assessment's Alignment	
GLE	LS2A, LS1A	CONTENT	FA 1
CONTENT	FA 1	PROCESS	1.10 apply information, ideas and skills
PROCESS	1.10 apply information, ideas and skills		2.1 plan and make presentations
	2.4 present perceptions and ideas		2.4 present perceptions and ideas
	2.5 produce works in the arts		2.5 produce works in the arts
	2.7 use information technology		2.7 use information technology
3.5 reason logically	3.5 reason logically		
DOK	3	DOK	3
INSTRUCTIONAL STRATEGIES	goal setting analogies	LEVEL OF EXPECTATION	80% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> • www.lynda.com • Kenneth Kobre's <i>Photojournalism: A Professional's Approach</i> 	<ul style="list-style-type: none"> • Tim Harrower's • www.lynda.com • Kenneth Kobre's <i>Photojournalism: A Professional's Approach</i>

Content Area: Communication Arts	Course: Photojournalism	Strand: Technology
Learner Objectives: To be able to operate class hardware (still/video cameras, cameras) and diagnose any problems with said hardware		

Concepts: A: SLR digital camera operation B: computer operation C. digital video camera operation

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● Digital SLR cameras are used to capture photographs by today’s photojournalists. ● Digital video cameras are used to capture video by today’s photojournalists. ● The different ways to transfer media from digital SLR cameras and digital video cameras to editing software on a personal computer. ● Different accessories, such as lenses and flashes, can have a drastic effect on the quality of photos photojournalists can capture. ● Different accessories, such as lenses and flashes, can have a drastic effect on the quality of video photojournalists can capture. ● It is important to treat all digital media with care and how to keep the cameras in working shape. 	<ul style="list-style-type: none"> ● Capture photos using a digital SLR camera ● Capture video using a digital video camera ● Transfer photo files (JPEG’s, RAW files) from the camera to editing software (like Photoshop) on a personal computer (PP1CHS3a; VA 1; FA 1; DOK 4) ● Transfer video files from the camera to editing software (like iMovie, Final Cut) on a personal computer ● Use different lenses and flashes to capture photographs using a digital SLR camera ● Use different lenses and flashes to capture video using a digital video camera ● Clean a camera, recharge batteries and store properly both digital SLR cameras and digital video cameras.

Instructional Support

Student Essential Vocabulary

- **Digital SLR camera** – a camera that captures still images and records them to a digital media
- **Digital video camera** – a camera that captures moving images and records them to a digital media format.
- **Accessory lens(es)** – a lens attached to the camera other than the one that came with the camera. Examples include zoom lenses, wide-angle lenses and telephoto lenses.
- **Accessory flash(es)** - a flash attached to a still or video camera to increase the amount of light available for capturing images.
- **Tripod** – a stabilizing device used for both still and video cameras that prevents the camera from shaking or moving.
- **Personal computer** – computer used for editing digital media
- **Lens cap** – a cap that covers the lens of a camera to protect it from harm.
- **Shot** - all video is made up of shots. A shot is basically from when you press record to when you stop recording. Like the individual photos which make up an album, the shots get put together to make a video.
- **Framing & Composition** - the *frame* is the picture you see in the viewfinder (or on a monitor). *Composition* refers to the layout of everything within a picture frame — what the subject is, where it is in the frame, which way it's facing/looking, the background, the foreground, lighting, etc. When you "frame" a shot, you adjust the camera position and zoom lens until your shot has the desired composition.
- **Transition** - Shots are linked (edited) in a sequence to tell a larger story. The way in which any two shots are joined together is called the *transition*.
- **Panning**- Side-to-side camera movement
- **Tilting** - Up and down camera movement
- **Zoom** - In and out camera movement
- **Audio** - Sound recorded to go with the video

Sample Learning Activities		Sample Assessments																					
<p>Learning Activity #1 : Utilize and apply skills operating the digital SLR camera by taking photos</p> <ol style="list-style-type: none"> 1. The teacher will explain why it is important that the students know how to use SLR digital cameras in photojournalism. 2. The class will be split into groups of 3-4 (or whatever the number of cameras allow) and will follow along as the teacher demonstrates the different operations students need to know in order to operate the SLR digital camera. <i>(see appendix document P26).</i> 3. The teacher will focus on basic operation skills such as turning the camera on, focusing, using the shutter, changing the camera mode and manipulating the shutter speed and f-stop. While the teacher is instructing, the students should follow along and take notes as necessary. 4. The groups will then write a step by step instruction manual for a user who has had no experience with the camera. This manual will serve as a resource for the group as they use the cameras for the semester. 5. The teacher will then ask each student to perform different actions on the camera individually. 		<p>Assessment #1: Utilize and apply skills operating the digital SLR camera by taking photos</p> <ol style="list-style-type: none"> 1. Using the operations they learned, the students will shoot the approximation of a roll of film (24 photos) in the school building, attempting to capture what life is like at the school. 2. The student will take their digital files and present them in a Powerpoint, selecting four of their photos to present to the class. 3. The students will write a reflection upon the experiences they had while shooting, detailing where they had problems with the operation of the camera and how they plan to solve the issue next time. <p><i>See attached appendix document P27 for scoring guide</i></p>																					
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DOK	4																						
LEVEL OF EXPECTATION	100% - mastery																						

Learning Activity #2 :**Student will demonstrate and utilize the flash for a digital SLR**

1. The teacher will explain to the students the different reasons to use a flash - for artistic reasons and for visual reasons.
2. The teacher will discuss situations where artificial light sources are necessary for a photographer/videographer.
3. The teacher will show different photos that were taken using flash, focusing on techniques like fill flash and bounce flash (*see appendix document P28*).
4. The teacher will then show pictures that were taken where the flash was not used properly.
5. The teacher will ask students to discuss the similarities and differences between the photographs.
6. The class will create a list of must use flash cases based upon the photographs shown and the information given by the teacher so far.
7. Next, the teacher will demonstrate to the students the different ways the flash may be utilized or set up with the digital SLR.
8. The teacher will take the class to a pre-determined site on the campus to take photos employing different techniques using the flash.
9. The students be placed into groups of four and will look at each other's pictures. Each member of the group will offer analysis of the other photographs. They will discuss what can be done differently next time to ensure a better photograph or even a more artistic photograph.

A sample assessment and scoring guide is attached (*see appendix document P28*)

Activity's Alignment	
CONTENT	CA 1 speaking and writing English
PROCESS	2.1 plan and make presentations 2.4 present perceptions and ideas 2.5 produce works in the arts 2.6 apply communication techniques
DOK	3
INSTRUCTIONAL STRATEGIES	similarities and differences

Assessment #2:**Student will demonstrate and utilize the flash for a digital SLR**

1. The students will shoot the equivalent of a roll of film (24 photos) using the lighting techniques and types taught by the teacher from the learning activity.
2. The photos will be put into a Powerpoint and submitted to the teacher. With each photo, the student will detail the troubles he encountered when trying to properly light each subject. In addition, each photo should detail the type of flash achieved or attempted to be achieved. A sample assessment and scoring guide is attached (*see appendix document P29*)

Assessment's Alignment	
CONTENT	CA 1 speaking and writing English
PROCESS	2.1 plan and make presentations 2.4 present perceptions and ideas 2.5 produce works in the arts 2.6 apply communication techniques
DOK	3
LEVEL OF EXPECTATION	80% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● SPLC.org ● “Moment of Impact” ● <i>Photojournalism</i> by Kenneth Kobre 	<ul style="list-style-type: none"> ● NPPA Code of Ethics located at: http://www.nppa.org/professional_development/business_practices/ethics.html ● “Moment of Impact” ● First Amendment

Content Area: Communication Arts	Course: Digital Photojournalism	Strand: Technology
Learner Objectives: Use various input technologies to capture information effectively and appropriately to create media rich projects.		

Concepts: A: Digital Photography B: Video photography C. Camera operation

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> ● There are a variety of cameras (still/video) available that allow people to capture information. ● How to operate both types of cameras to effectively capture information. ● Which format (still or video) is appropriate for certain types of projects. ● Each type of camera has different accessories (lenses and flashes) that can aid in the capture of effective photographs and videos. ● What types of file formats are used for certain types of projects. 	<ul style="list-style-type: none"> ● Analyze and evaluate situations and determine which cameras are needed to perform various tasks. ● Use the cameras to effectively capture information (still/video) and tell a story visually. (PP1CHS 2a-4a; VA 1; FA 1; DOK 4) ● Be able to use the still or video camera’s accessories in appropriate situations to capture effective photographs and video. ● Explain why particular file formats are used for particular projects. ● Use either type of camera, video or still, to capture information

Instructional Support

Student Essential Vocabulary

- **SLR digital camera** – the type of still camera used to capture photographs by a photographer at an event.
- **Video camera** – the type of camera used to capture streaming video at an event.
- **KIT lens** – the basic lens that usually comes with the purchase of a camera. It is usually in the range of 18-55mm zoom lens.
- **TELEPHOTO Lens**– telephoto lenses are those lenses with a long focal length give a narrow angle of view.
- **WIDE-ANGLE Lens** – wide-angle lenses have short focal lengths compared to the sensor give a wide angle of view and are usually called wide-angle lenses. On 35mm cameras, any lens of 35mm or less is a wide angle lens
- **PRIME Lens** – a prime lens is a lens with a fixed focal length
- **Zoom lens** - a zoom lens can have different focal lengths, usually with a ring (or less commonly a slide) to move to alter the focal length
- **Accessory flash** – a flash that is generally mounted on the camera’s hot shoe and provides extra light.
- **Sync speed** – sync speed is the highest shutter speed you can use with a flash to get a proper exposure.
- **Slave flash**– the job of a slave flash is to provide more lighting than a camera-mounted flash.
- **Bounce flash** – bouncing the light from the flash off of a surface. The main goal in using bounce flash is to make the light from the flashgun appear softer and spread over a larger area.
- **Recycling time** - recycling time is the amount of time it takes your flash to recharge after being fired.
- **Fill-in flash** – using a camera mounted flash to fill in the shadows in a photographic situation. The goal of fill-in flash is to eliminate shadows produced by bright sunshine.
- **CMYK** - CMYK stands for Cyan, Magenta, Yellow and Black, the four process color inks.
- **JPEG** – a commonly used still photo file format that compresses the file. Most commonly used in web publications.
- **TIFF** - a commonly used still photo file format that does not compress the file. Most commonly used in print publications.
- **Video formats** - the format that video is captured in by a video camera. There is no industry standard video format, but some common ones are Quicktime, RealMedia and Windows Media
- **Megabyte**– a unit used to determine the size of a digital file format, applying to either video or still photography.
- **Resolution**- the resolution of an image is an important factor in determining the attainable output quality. The higher the resolution of an image, the less pixilated it will be and the curves of the image will appear smoother.
- **RGB (Red, Green, Blue)** - RGB is the model used to project color on a computer monitor. By mixing these three colors, a large percentage of the visible color spectrum can be represented.
- **F-STOP** – the f-stop is a number that represents the camera’s aperture opening. A large number represents a small opening in the lens, while a small number represents a large opening in the lens.
- **Shutter speed** – the speed at which the camera’s shutter opens and closes. This is measured in fractions of a second.
- **Depth of field** – the area in a photograph that is in focus other than the subject of the photo. Depth of field is made greater or more shallow by adjusting the f-stop.
- **Focal length**– the distance from the lens to the camera’s sensor, when focused on a subject at infinity.
- **Aperture priority** – a setting on most digital SLR’S that allows the photographer to control the f-stop setting, while the camera’s computer sets the shutter speed.

- **Shutter priority** – a setting on most digital SLR’S that allows the photographer to control the shutter speed setting, while the camera’s computer sets the f-stop.
- **Manual mode**– a setting on most digital SLR’S that gives the photographer complete control of both the shutter speed and f-stop settings.
- **Program mode**– a setting on most digital SLR’S that will set the f-stop and shutter speed if the photographer so desires, but will allow the photographer to change either setting.

Sample Learning Activities	Sample Assessments
<p>Learning Activity #1 : Learning to operate a digital SLR and digital video camera</p> <ol style="list-style-type: none"> 1. Students will be given an SLR digital camera to examine with a group of other students. 2. The teacher will provide a handout with a diagram of the camera on it and go through it with the students, telling them the name and function of each thing on the camera. 3. Students will fill in the handout, taking time out to operate the cameras and manipulate it in the same ways as the instructor (<i>see appendix document P30</i>) 4. As the handout is gone through, each student will be asked to master one function of the camera and then will be asked to teach the concept to the table they are sitting at the next day. Each student will be responsible for one concept. The teacher will limit the concept/functions to certain critical concepts/functions. 5. The process will then be repeated with video cameras (<i>diagrams for video cameras will be specific to each building in the district – since there is not a standard type of camera each building uses</i>). 	<p>Assessment #1: Learning to operate a digital SLR and digital video camera</p> <ol style="list-style-type: none"> 1. In a group of 3-4, students will be asked to create a brief movie, featuring all of the members of the group. Students will need to introduce themselves and tell a few short details about themselves. Students will need to transfer the video to a computer and edit it in iMovie (or some other video editing software) and include transitions. 2. Students will be asked to assess what problems they had operating the video camera, as well as where they were successful in operating the cameras. <p style="text-align: center;">A sample assignment is attached (<i>see appendix document P31</i>)</p>

Activity's Alignment	
GLE	LS2A
CONTENT	CA 1 speaking and writing English
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 2.1 plan and make presentations 2.6 apply communication techniques
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning

Learning Activity #2 :

Students will learn about the purposes and functions of different types of lenses for SLR digital cameras

1. Students will be given a handout with various types of lenses listed.
2. The students will be broken up into groups of three.
3. Each group will be assigned a specific lens to teach to the rest of the class.
4. Each group must present the lens, the definition of the lens, the function of the lens, pictures taken with this lens, scenarios where this lens is applicable, and scenarios where this lens is not applicable.
5. Students will be directed to <http://www.camerapedia.org/wiki/Glossary> for a glossary of common lenses.
6. Each group will create a power point with the required information and teach the class about their lens. Due to the fact that the students are teaching important concepts and ideas, the teacher must make sure that no information is left out of the presentations.
7. After each group presents a lens and its functions, each student will create a definition frame about that lens type.
8. After all of the groups have presented, students will take the information gathered from the class and apply it to several different scenarios in a constructed response format. Each scenario will give students the opportunity to decide which camera lens to use and explain why they would choose that specific lens.

Assessment's Alignment	
GLE	LS2A
CONTENT	CA 1 speaking and writing English FA 1 production and performance
PROCESS	1.6 discover/evaluate relationships 1.7 evaluate information 2.1 plan and make presentations 2.5 produce works in the arts 2.6 apply communication techniques
DOK	3
LEVEL OF EXPECTATION	90% - mastery

Assessment #2:

Students will learn about the purposes and functions of different types of lenses for SLR digital cameras.

1. Students will be given a quiz consisting of three constructed response questions. The quiz will give three scenarios and ask students which lens they would choose to shoot with in the given scenario. Students will be graded on selecting the proper lens and their ability to justify why they have selected that lens.

See attached appendix document P32

Activity's Alignment		Assessment's Alignment	
GLE	LS2A, IL1B	GLE	W2A-E
CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction FA 1 production and performance	CONTENT	CA 1 speaking and writing English CA 3 reading nonfiction
PROCESS	1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.8 organize data and ideas 2.1 plan and make presentations 3.5 reason logically	PROCESS	1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 3.5 reason logically
DOK	3	DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning	LEVEL OF EXPECTATION	85% - mastery

Teacher Resources	Student Resources
<ul style="list-style-type: none"> • Lynda.com • Photojournalism: The Professional Approach: Kenneth Kobre 	<ul style="list-style-type: none"> • Indesign packet • www.camerapedia.org