



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Photography I

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved *September 21, 2021*

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on September 20, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

Absent: Mr. Anthony Delia

The following resolution was offered by Mrs. Saha, seconded by Mr. Miller and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, I move to approve the following revised curriculum –

- | | | |
|------------------------------------|---|--------------|
| • Music Production Lab I | - | High School |
| • Music Production Lab II | - | High School |
| • Open Studio-Expanded Media | - | High School |
| • Photography I | - | High School |
| • Portfolio Studio Art | - | High School |
| • Radio Programming and Production | - | High School |
| • Stagecraft & Set Design | - | High School |
| • TV Production Practicum | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

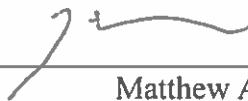
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on September 20, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 21st day of September 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:
Dr. Norman Francis - Principal
Steve Di Gangi - Teacher



Unit Overview Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Unit Title:** Intro to Photography

Unit Summary: This unit is designed to develop an understanding of the history of photography and photography related careers. Students will also learn darkroom basics and safety.

Primary Interdisciplinary Connections: 21st Century Life & Career Education, Social & Emotional Learning

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit gives the students knowledge in the history of photography and basic knowledge of the camera and it's usage. students learn the technique of taking pictures with a 35mm manual film camera.

Career Readiness 9.2 & 9.4

Learning Targets

Standards: VPA 1.5 SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 2: Organizing and developing ideas.

Standard 9.2 There are strategies to improve one's professional value and marketability.

Standard 9.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Standard 9.4 Innovative ideas or innovation can lead to career opportunities.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.2:	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?



- How do artists and designers create works of art or design that effectively communicate?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Unit Learning Targets:

Students will....

- Gain an understanding of the history of photography
- List careers associated with photography
- Differentiate dry area from wet area in the darkroom
- Be able to follow darkroom safety rules and procedures
- Create a photogram and a print from a pin hole camera



Evidence of Learning

Summative Assessment: One Day

Equipment Needed: Various textbooks, darkroom equipment, pinhole camera

Teacher Resources: Various textbooks, computer, internet access

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Test
- Performance Objectives
- Safety Procedures



Lesson Plans

Lesson	Time Frame
Lesson 1 History Of Photography	2 Days
Lesson 2 Safety	2 Days
Lesson 3 Photogram	3 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://digital-photography-school.com/a-short-history-of-photography-the-daguerreotype/>

<http://inventors.about.com/od/pstartinventions/a/stilphotography.htm>



Lesson Plan 1 Template

Content Area: Visual & Performing Arts Lesson Title: History of Photography Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art,

Integration of Technology:

Computer, local network, projector,

Equipment Needed:

Computer, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand about the history of photography and its impact on society	Lesson Sequence - Students will use text and internet to answer questions on worksheet - Students will discuss as a class the impact photography has on society - Students will discuss careers linked to photography	- Worksheet - Class Discussion
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes - Exploring Photography text - Student laptop - Projector http://inventors.about.com/od/pstartinventions/a/stilphotography.htm		



Lesson Plan 2 Template

Content Area: Visual & Performing Arts Lesson Title: Darkroom Safety Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness
 ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
 ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation
 ☐ Critical Thinking and Problem Solving
 ☒ Information Literacy
☒ Life and Career Skills
☐ Communication and Collaboration
☐ Media Literacy
☒ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Internet, laptops, projector, local network

Equipment Needed:

Textbook, darkroom equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify potential hazards in the darkroom - Understand safety procedures	Lesson Sequence - Students will brainstorm and create a list of potential dangers in the darkroom - Class will discuss safety procedures in the darkroom - Students will take a written assessment	- Participation - Oral Questioning - Written Test
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher Made Handout - Exploring Photography Text		



Lesson Plan 3 Template

Content Area: Visual & Performing Arts Lesson Title: Photogram Time Frame: 3 Days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Laptops, internet, local network, projector

Equipment Needed:

Darkroom equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate proper safety procedures • Demonstrate proper use of both dry & wet areas of darkroom • Be able to create a photogram	Lesson Sequence 1. Explain darkroom chemicals. 2. Demonstrate proper use of wet & dry areas 3. Explain what a photogram is and show examples 4. Students will create a photogram print in the darkroom	• Oral Questioning • Visual Evaluation • Performance Assessment • Written Assessment/rubric
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: • Teacher Handout • Exploring Photography text • On-line resources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☐	☒	☐
Allow for student choice	☐	☐	☒
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual & Performing Arts **Grade Level:**9-12 **Course Title:** Photography I

Created: Steve Di Gangi

Board Approved on:



Unit Overview Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Unit Title:** Film Processing & Camera Basics

Unit Summary: This unit is designed to show students how to shoot and develop their black and white film.

Primary Interdisciplinary Connections: 21st Century Life & Career Education, Social & Emotional Learning

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit gives students the fundamental basic camera and film knowledge that they will use throughout the course. The process of developing and loading film does not change as the assignment changes.

Career Readiness 9.2 & 9.4

Learning Targets

Standards: VPA 1.5 SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 3: Refining and completing products.

Anchor Standard 9: Applying criteria to evaluate products

Standard 9.2 There are strategies to improve one's professional value and marketability.

Standard 9.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Standard 9.4 With a growth mindset, failure is an important part of success.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12 prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Unit Enduring Understandings:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.



- Visual arts influences understanding of and responses to the world.

Unit Learning Targets:

Students will....

- Gain an understanding of how shutter speed and aperture affect exposure
- Identify and understand the parts of the camera
- Demonstrate their ability to load their film into a developing tank
- Demonstrate proper procedures to process their film



Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Various textbooks, 35mm SLR camera, film, developing tanks, film processing chemicals.

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Tests
- Performance objectives
- Safety Procedures



Lesson Plans

Lesson	Time Frame
Lesson 1 Controlling exposure	2 Days
Lesson 2 Loading film into developing tank	1 Day
Lesson 3 Processing Film	2 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://digital-photography-school.com/stop-common-currency-exposure-explained/>

<http://digital-photography-school.com/exposure-triangle-what-shape-is-yours/>

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Lesson Plan 1 Template

Content Area: Visual & Performing Arts

Lesson Title: Controlling Exposure

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

35mm SLR camera, filters, lenses, film

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand and demonstrate how to control exposure	Lesson Sequence Teacher will demonstrate how to control exposure	- Worksheet - Class Discussion - Performance Assessment



	using shutter speed and aperture. 2. Teacher will show examples of photos with different aperture and shutter settings so they can see the effects. 3. Students will demonstrate ability to adjust shutter and aperture 4. Students will demonstrate ability to shoot pictures w/ aperture priority and shutter speed priority.	• Properly exposed film
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: • Teacher generated notes • Exploring Photography text • Student laptop • Projector		

Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Loading film into developing tanks	Time Frame: 1 Day
Lesson Components		
21st Century Themes ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
21st Century Skills ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy		
Interdisciplinary Connections: Career Education, Industrial Arts, Fine Art		
Integration of Technology: Computer, local network, projector, camera, enlarger, external lighting		
Equipment Needed: Film and developing tanks		



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the purpose of using a developing tank - Identify the parts of the developing tank - Load their film into the developing tank	Lesson Sequence - Teacher will explain the purpose of the tank and the parts. - Teacher will demonstrate how to load film into tank - Students will load practice film into a tank with eyes open then with eyes closed. - Students will load their actual film into a developing tank. This must be done in total darkness.	- Participation - Oral Questioning - Performance Assessment
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher made hand-out - Exploring Photography Text - Photography materials		

Lesson Plan 3 Template	
Content Area: Lesson Title: Processing Film	Time Frame: 2 Days
Lesson Components	
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy	
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Career Education, Industrial Arts, Fine Art	
Integration of Technology: Computer, local network, projector, camera, enlarger, external lighting	



Equipment Needed:

35mm Film, developing tanks, processing chemicals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify each chemical used in film processing - Explain what each chemical does in the process - Apply each chemical to their film - Process their film properly	Lesson Sequence - Lesson on chemicals and processing steps - Lesson on proper procedures, times, and safety - Students will explain each chemical's role - Students will process their film properly and safely	- Oral questioning - Written assignment - Performance assessment - Properly processed film
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes and hand-outs - Exploring Photography text - Photography chemical		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Course Title:** Photography I

Created:

Board Approved on:



Unit Overview Template

Content Area: Visual & Performing Arts	Grade Level: 9-12	Unit Title: Darkroom Basics
Unit Summary: This unit is designed to develop students' ability to process prints in the darkroom. Primary Interdisciplinary Connections: 21 st Century Life & Career Education, Social & Emotional Learning 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy		
Unit Rationale: This unit gives the students the fundamental knowledge of darkroom procedures. This knowledge will be used to develop all of their prints throughout the course.		
Career Readiness 9.2 & 9.4		

Learning Targets

Standards: VPA 1.5 SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Standard 9.2 There are strategies to improve one's professional value and marketability. Standard 9.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Standard 9.4 Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors



SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Unit Enduring Understandings:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Unit Learning Targets:

Students will....

- Demonstrate proper darkroom safety procedures
- Demonstrate proper use of the enlarger
- Understand what each chemical does in the darkroom
- Maintain a clean and safe environment in the darkroom



Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Various textbooks, enlarger, film, processing chemicals, darkroom supplies

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Tests
- Performance objectives
- Safety Procedures



Lesson Plans

Lesson	Time Frame
Lesson 1 Making a contact sheet	2 Days
Lesson 2 Making a test print	2 Days
Lesson 3 Making a final print	3 Days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://aphototeacher.com/2010/02/28/printing-photographs-in-the-darkroom/>

<http://www.wikihow.com/Use-a-Photo-Enlarger>

<https://www.lomography.com/magazine/230281-tutorial-how-to-print-with-a-photographic-enlarger>
type URL here



Lesson Plan 1 Template

Content Area: Visual & Performing Arts Lesson Title: Making a contact sheet
 Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

Negatives (developed film), enlarger, timer, proofer, photo paper, processing chemicals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand and demonstrate how and why to create a contact sheet	Lesson Sequence - Teacher will explain why you need to do a contact sheet - Teacher will show examples of contact sheets - Students will demonstrate the procedures to create a contact sheet - Students will demonstrate the ability to create their own contact sheet.	- Worksheet - Class Discussion - Performance Assessment - Properly processed contact sheet
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes - Exploring Photography text - Student laptop		



Lesson Plan 2 Template		
Content Area: Visual Arts	Lesson Title: Making a test print	Time Frame: 2 days
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy		
Interdisciplinary Connections: Career Education, Industrial Arts, Fine Art		
Integration of Technology: Computer, local network, projector, camera, enlarger, external lighting		
Equipment Needed: Negatives (developed film), enlarger, timer, easel, photo paper, processing chemicals		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the purpose for making a test print - Learn how to focus their film - Create a test print showing different exposure times - Properly develop their print	Lesson Sequence - Teacher will explain the purpose of the test print and show examples - Teacher will demonstrate how to create a test print in the darkroom - Students will focus on their negatives and create a test print. - Students will process their print safely and properly.	- Participation - Oral Questioning - Written Test - Performance Assessment
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher made hand-out - Exploring Photography Text - Photography materials		



Lesson Plan 3 Template

Content Area: Lesson Title: Making a final print

Time Frame: 3 Days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

Negatives (developed film), enlarger, timer, easel, photo paper, processing chemicals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what the proper exposure time is from their test print - Properly size and focus their print w/ the enlarger. - Properly and safely process their print.	Lesson Sequence - Brief lesson on how to read the test print - Demonstration on how to properly size and focus print. - Students will use the enlarger to burn their image onto photo paper - Students will process their print properly and safely	- Oral questioning - Written assignment - Performance assessment - Properly processed print
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes and hand-outs - Exploring Photography text - Photography chemical		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Course Title:** Photography I

Created:

Board Approved on:



Unit Overview Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Unit Title:** Photography Techniques

Unit Summary: This unit is designed to develop students' ability to take quality photographs

Primary Interdisciplinary Connections: 21st Century Life & Career Education, Social & Emotional Learning

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit gives the students the fundamental knowledge of composition in photography. This knowledge will lead them to take better photos and appreciate and enjoy Photography on a higher level.

Career Readiness 9.2 & 9.4

Learning Targets

Standards: VPA 1.5 SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Standard 9.2 There are strategies to improve one's professional value and marketability.

Standard 9.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Standard 9.4 Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12 acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.IML.4:	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).



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SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art



Unit Learning Targets:

Students will....

- Apply various rules of composition to their photographs
- Demonstrate proper use of shutter speed and aperture
- Be able to manipulate light to achieve proper exposure



Evidence of Learning

Summative Assessment: X days

Equipment Needed: Various textbooks, 35mm camera, various speeds of film, filters, subject props, tripod

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Tests
- Performance objectives
- Safety Procedures



Lesson Plans

Lesson	Time Frame
Lesson 1 Composition – camera angle	2 Days
Lesson 2 Composition – shallow depth of field	2 Days
Lesson 3 Composition – action shots	3 Days

Teacher Notes: There are many other areas of composition that will be covered besides these three

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://digital-photography-school.com/seeing-in-depth-of-field-a-simple-understanding-of-aperture/>

<http://digital-photography-school.com/camera-angle-portraits/>

<http://digital-photography-school.com/using-slower-shutter-speeds-to-show-motion-in-your-images/>

<https://photographylife.com/what-is-shutter-speed-in-photography>



Lesson Plan 1 Template

Content Area: Visual & Performing Arts Lesson Title: Composition – camera angle
 Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

35mm camera, filters, film, tripod

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand and demonstrate how camera angle can enhance a photo - Students will incorporate different camera angles into their photo	Lesson Sequence - Teacher will show examples of photos with different angles, and facilitate the discussion on the effect. - Students will load film into the camera. - Students will go outside and take pictures from different camera angles.	- Worksheet - Class Discussion - Performance Assessment - Final print demonstrating camera angle
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes - Exploring Photography text - Student laptop		



Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Shallow depth of field Time Frame: 2 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

35mm camera, filters, film, tripod

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand and identify shallow and large depth of field in various photos. - Understand how aperture affects depth of field. - Shoot photos containing a shallow depth of field.	Lesson Sequence - Teacher will show examples of large and shallow depth of field in photos. - Teacher will explain how aperture affects depth of field. - Oral questioning for understanding. - Students will go outside and shoot pictures with a shallow depth of field.	- Participation - Oral Questioning - Written Test - Performance Assessment - Final print
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher made hand-out - Exploring Photography Text - Photography materials		



Lesson Plan 3 Template

Content Area: Lesson Title: Action photography Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

35mm camera, filters, film, tripod

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify different forms of action in photography - Understand how shutter speed affects the action. - Properly shoot action photos.	Lesson Sequence - Teacher will show examples of 3 types of action photos. - Teacher will lead a discussion on how shutter speed affects the action and how to properly adjust it. - Oral questioning for understanding. - Students will go out and shoot their action photos.	- Oral questioning - Written assessment - Performance assessment - Final print
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes and hand-outs - Exploring Photography text		



- Photography chemical



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Course Title:** Photography I

Created: Steve Di Gangi

Board Approved on:



Unit Overview Template

Content Area: Visual & Performing Arts **Grade Level:** 9-12 **Unit Title:** Advanced Processing Techniques

Unit Summary: This unit is designed to help students learn advanced processing skills.

Primary Interdisciplinary Connections: 21st Century Life & Career Education, Social & Emotional Learning

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit will allow students to take their ordinary prints and make them extraordinary.

Career Readiness 9.2 & 9.4

Learning Targets

Standards: VPA 1.5 SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Standard 9.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Standard 9.2 There are strategies to improve one's professional value and marketability.

Standard 9.4 Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 acc.Cr1a	Individually or collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
9.2.12.CAP.2:	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Unit Enduring Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Unit Learning Targets:

Students will....

- Apply advanced processing techniques such as dodging and burning
- Use filters to add contrast and highlights to their photos



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- Professionally mount their photos with a dry mount press and matting boards.



Evidence of Learning

Summative Assessment: X days

Equipment Needed: Various textbooks, 35mm camera, various speeds of film, filters, subject props, tripod

Teacher Resources: Various textbooks, computer, internet access, projector

Formative Assessments:

- Class Participation
- Observation
- Oral Questioning
- Written Tests
- Performance objectives
- Safety Procedures



Lesson Plans

Lesson	Time Frame
Lesson 1 Dodging and burning	2 Days
Lesson 2 Filters	2 Days
Lesson 3 Photo mounting	1 Day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://staff.drewloker.com/dodgeburn.htm>

<https://photography.tutsplus.com/tutorials/understanding-contrast-control-in-the-darkroom--photo-17792>

<http://digital-photography-school.com/what-are-burning-and-dodging-and-how-they-can-help-your-photos/>

<https://www.framedestination.com/picture-frame-mounting>



Lesson Plan 1 Template

Content Area: Visual & Performing Arts

Lesson Title: Dodging and burning

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

Film (negatives) darkroom and supplies, dodging and burning tools.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand and identify a situation that needs dodging and burning. - Demonstrate ability to correct exposure problems by dodging or burning.	Lesson Sequence - Teacher will show examples of photos with different types of exposure problems that need to be corrected. - Students will show understanding that they can identify exposure issues. - Teacher will demonstrate dodging and burning techniques in the darkroom. - Students will use dodging and burning to correct their exposure problems.	- Worksheet - Class Discussion - Performance Assessment - Final print demonstrating the correct exposure.
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		



Resources Provided:

- Teacher generated notes
- Exploring Photography text
- Student laptop



Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Filters Time Frame: 2 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

35mm camera, filters, film, tripod, darkroom and various supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand what effect each filter has on a black and white photo - Shoot multiple photos with different filters	Lesson Sequence - Teacher will show examples of photos before and after the filter was applied - Check for understanding as to the effect of each color of filter - Students will shoot photos using different filters.	- Participation - Oral Questioning - Written Test - Performance Assessment - Final print
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher made hand-out - Exploring Photography Text - Photography materials		



Lesson Plan 3 Template

Content Area: Lesson Title: **Photo mounting** Time Frame: **1 Day**

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, Industrial Arts, Fine Art

Integration of Technology:

Computer, local network, projector, camera, enlarger, external lighting

Equipment Needed:

Final print, dry mount press, matt boards, adhesive paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Successfully mount one of their photos.	Lesson Sequence - Teacher will show examples of photos that were mounted on matt board - Teacher will demonstrate how to layout the photo on the matt board - Teacher will demonstrate how to mount the photo to the board. - Students will layout and mount their own photos	- Oral questioning - Performance assessment - Final mounted print
Differentiation: Flexible grouping, exploration by interest, goal setting with students, open ended activities, alternative assessments, leveled rubrics, project based learning, stations/centers,		
Resources Provided: - Teacher generated notes and hand-outs - Exploring Photography text - Photography chemical		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly, Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual & Performing Arts **Grade Level:**9-12 **Course Title:** Photography I

Created:

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension