

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name:     **Photography****

Born On: 8/31/17  
Previous Revision: August, 2018  
Current Revision: August, 2023  
Board Approval: 8/28/23

## **COURSE DESCRIPTION: Photography**

### ***Description of course:***

This is a course in basic photography. This course consists of two semesters in which instruction is given in basic photographic image capture and post production. The course introduces valuable skills that provide opportunities for enjoyment, academic success and career opportunities. Photography is explored as a contemporary art form that offers many possibilities for creative self- experience.

The class is conducted as a studio program in photography. Instruction is individualized with teacher-directed, creative learning activities. Class activities include technical demonstrations, photographic history presentations, virtual gallery tours, student critiques and field trips.

Students will begin with the most simple methods of creating images on sensitized surfaces and proceed to more advanced techniques of photography and digital imaging.

Technical skills are taught to be mastered so that students can concentrate on using photography as a creative means of communication and self-expression.

In addition, students are taught to utilize the communication & problem solving skills used in learning photography in other aspects of their lives.

### **NJ Statutes & Administrative Mandates**

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A:35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: ([N.J.S.A. 18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

<b>Creative Use of Shutter Speed</b> Students learn to use various shutter speeds to freeze and blur motion as a means of creative expression.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
<p><b>Time: 6 weeks (Three 2-week projects, first semester)</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>• Stop Action / Fast Shutter Speed</li> <li>• Slow Shutter Speed / Motion Blur</li> <li>• Light Painting / Night Time Photography</li> </ul> <p><b>Essential Question:</b> How do you use shutter speeds to create a feeling of stopping or slowing down time?</p>	<ul style="list-style-type: none"> <li>• Use a tripod to prevent camera shake and unwanted blur</li> <li>• 1/1000 sec. freezes fast moving objects</li> <li>• 1/8-1sec. will create a motion trail</li> <li>• Bulb setting keeps shutter open while finger is on the shutter</li> </ul>	<p>Students will be able to pre-visualize their image and choose the correct shutter speed to photographically describe the desired look of the action. Notetaking and planning.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12acc.Cr2a:Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12prof.Re7b: Analyze how one’s understanding of the</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F).</p> <p>Images will be assessed on their ability to freeze or blur motion as required (S).</p> <p>Images will also be evaluated for use of elements and principles of design and ability to use editing software (S).</p>	<ul style="list-style-type: none"> <li>• DSLR Cameras</li> <li>• Tripods</li> <li>• Adobe Photoshop</li> <li>• Flashlights</li> <li>• Hand-held flashes</li> <li>• Decorative lights</li> </ul>

			world is affected by experiencing visual arts.		
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<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>NJSLSA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.NT.1:</b> Explain how different groups can contribute to the overall design of a product.  <b>8.1.12.IC.1:</b> Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  <b>9.4.12.IML.9:</b> Analyze the decisions creators make to reveal explicit and implicit messages within information</p>

and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>			
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**Creative Use of Aperture (f/stops)**

Students learn to use various apertures to control depth-of-field (the zone of acceptable sharpness).

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
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<p><b>Time: 6 weeks (Three 2-week projects, first semester)</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>● Great depth-of-field</li> <li>● Shallow depth-of-field / Selective Focus</li> <li>● Medium f/stops</li> </ul> <p><b>Essential Question:</b> How do you use aperture to emphasize what is most important and to create a mood, emotion or feeling?</p>	<ul style="list-style-type: none"> <li>● The higher the f/stop number the smaller the aperture</li> <li>● The smaller the aperture, the greater the depth-of-field</li> <li>● The closer you are to the subject, the more shallow the depth-of-field.</li> <li>● The further the subject is from the background, the blurrier it will be.</li> <li>● Check shutter speed to see if they need a tripod</li> </ul>	<p>Students will be able to pre-visualize their image and choose the correct aperture (f/stop) to gain the desired depth-of-field.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12acc.Cr2a:Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12prof.Re7b: Analyze how one’s understanding of the world is affected by experiencing visual arts.</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline.</p> <p>Images will be assessed on their ability to creatively control aperture.</p> <p>Images will also be evaluated for use of elements and principles of design and ability to use editing software.</p>	<ul style="list-style-type: none"> <li>● DSLR Cameras</li> <li>● Tripods</li> <li>● Adobe Photoshop</li> <li>● Hot lights</li> <li>● Toy props</li> </ul> <p>Artist spotlight: Chuck Close</p>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>6.1.12.HistoryCC.3.a:</b> Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p>
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<p><b>Computer Science</b></p>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.              8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.              8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.              8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).               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).               9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through</li> </ul>

	<ul style="list-style-type: none"> <li>• Restate, reread, and clarify directions/questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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<p><b>Portraiture</b> Students learn to create portraits using a variety of light sources.</p>					
<b>Content/Topic:</b>	<b>Key learning items/concepts:</b>	<b>Observable Proficiencies / Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials/Artists</b>

<p><b>Time: 4-8 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>● Documentary / Environmental Portraits</li> <li>● Celebrity Portraiture</li> </ul> <p><b>Essential Question:</b> How do you use aperture to emphasize what is most important and to create a mood, emotion or feeling?</p>	<ul style="list-style-type: none"> <li>● 55mm lens creates for flattering portraits</li> <li>● f/8 is great for creating portraits</li> <li>● Importance of angle of view</li> <li>● Use manual exposure when using strobes</li> <li>● When retouching in Photoshop, use a separate layer</li> <li>● Watch for mergers</li> </ul>	<p>Students will be able to create meaningful portraits that display an understanding of light, aperture, setting, wardrobe &amp; props.</p> <p>Students will be able to create emotional content by connecting with the subject.</p> <p>Students will be able to use Adobe Photoshop to remove unwanted blemishes, wrinkles etc.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F).</p> <p>Images will be assessed on their ability to creatively evoke an expression and portray their subject (S).</p> <p>Images will also be evaluated for use of elements and principles of design and ability to use editing software (S).</p>	<ul style="list-style-type: none"> <li>● DSLR Cameras</li> <li>● Tripods</li> <li>● Adobe Photoshop</li> <li>● Hot lights</li> <li>● Strobes</li> <li>● Studio background</li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>6.1.12.HistoryCC.3.a:</b> Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p><b>RH.9-10.9.</b> Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p><b>RH.9-10.2.</b> Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.NT.1:</b> Explain how different groups can contribute to the overall design of a product.</p> <p><b>8.1.12.AP.7:</b> Collaboratively design and develop programs and artifacts for broad audiences by incorporating</p>

	<p>feedback from users.  <b>8.1.12.AP.9:</b> Collaboratively document and present design decisions in the development of complex programs.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  <b>9.4.12.IML.9:</b> Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).  <b>9.4.12.IML.4:</b> Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).  <b>9.4.12.IML.8:</b> Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>

<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech</li> </ul>

	<ul style="list-style-type: none"> <li>to discuss topics with peers</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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### Image Processing

Students learn to use post production tools to bring out full detail and tonal scale in photographic images.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
<p><b>Time: All year</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>• Basic settings camera of raw</li> <li>• Adjustment layers in Photoshop</li> <li>• Using filters in darkroom (optional)</li> </ul> <p><b>Essential Question:</b> How do you use detail and tone to suggest a three dimensional world in a two dimensional art form?</p>	<ul style="list-style-type: none"> <li>• Bring in highlight and shadow detail</li> <li>• Adjust tone to create depth</li> <li>• Adjust color</li> <li>• Creatively use adjustments and tone to direct the viewer's eye around the canvas</li> <li>• Use white balance to create a mood</li> <li>• Higher number filter results in higher contrast</li> <li>• Longer development times creates more contrast</li> </ul>	<p>Students will be able to create final images with a desired tonal scale, contrast, detail, sharpness and mood.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F).</p> <p>Images will be assessed on their ability to bring out or obscure desired detail (S).</p> <p>Images will also be evaluated for use of color, contrast, detail, sharpness to create an overall strong final image (S).</p>	<ul style="list-style-type: none"> <li>• DSLR Cameras</li> <li>• Tripods</li> <li>• Adobe Photoshop</li> <li>• Adobe Camera Raw</li> <li>• B&amp;W film and paper (optional)</li> <li>• Darkroom materials</li> <li>• Contrast filters</li> </ul>

			and understanding of human experiences.		
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<p><b>Interdisciplinary Connections</b></p>	<p><b>RH.9-10.3:</b> Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.  <b>NJSLSA.W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.EC.3:</b> Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.  <b>8.1.12.AP.7:</b> Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.  <b>8.1.12.AP.9:</b> Collaboratively document and present design decisions in the development of complex programs.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.TL.1:</b> Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>

**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).  
**9.4.12.DC.1:** Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted & Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

### Photoshop Composites

Students learn to create composite images using Adobe Photoshop.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials/Artists
<p><b>Time: 4-8 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>● Dream illustration</li> <li>● Twin/Gang composite</li> <li>● Stitching landscapes</li> </ul> <p><b>Essential Question:</b> How do artists use the elements and principles of art and design to create an imaginary space?</p>	<ul style="list-style-type: none"> <li>● Work non-destructively by using masks and layers</li> <li>● Each selection tool has its own purpose</li> <li>● Match components in camera raw before bringing into Photoshop</li> <li>● Use auto align to correct for mismatch</li> </ul>	<p>Students will be able to create evocative scenes that could not exist in real life.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p> <p>1.5.12acc.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.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F)..</p> <p>Images will be assessed on their ability to creatively imply a narrative and direct their imagined theme (S).</p> <p>Images will also be evaluated for use of elements and principles of design and ability to use editing software (S).</p>	<ul style="list-style-type: none"> <li>● DSLR Cameras</li> <li>● Tripods</li> <li>● Adobe Photoshop</li> <li>● Wardrobe &amp; props</li> </ul>



<p><b>Interdisciplinary Connections</b></p>	<p><b>RH.9-10.3.</b> Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p><b>NJSLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>RH.9-10.9.</b> Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.ITH.3:</b> Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p> <p><b>8.2.12.ED.4:</b> Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</p> <p><b>8.2.12.EC.3:</b> Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.IML.2:</b> Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p> <p><b>9.4.12.IML.3:</b> Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p><b>9.4.12.DC.1:</b> Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p><b>9.4.12.DC.2:</b> Compare and contrast international differences in copyright laws and ethics.</p> <p><b>9.4.12.DC.7:</b> Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>

<p><b>Interdisciplinary Connections</b></p>	<p>As students learn the basics of Photography, they are learning about artistic techniques taught in other Art classes and seen in Art History as well as Digital Arts courses.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.IML.3:</b> Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p><b>9.4.12.IML.4:</b> Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted & Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

**Art Show and Displays**

Students work to select, analyze, and present individual works of art for public display.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials/Artists
<p><b>Time: 2-4 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>• Art portfolio creation</li> <li>• Analysis</li> <li>• Critique</li> <li>• Preservation</li> <li>• Presentation</li> <li>• Exhibition Planning</li> </ul> <p><b>Essential Question:</b> How do artists select work for preservation and presentation?</p>	<ul style="list-style-type: none"> <li>• Use class critiques, small groups and individual reflections to analyze and select work for display</li> <li>• Use knowledge of museum display to organize art show</li> <li>• Use methods of artistic preservation and presentation to archive and display work.</li> </ul>	<p>Students will be able to develop a portfolio for public presentation and display.</p>	<p>1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p>Students will submit a selection of works for display (S).</p> <p>Students will be assessed on their planning of personal artwork for display (F).</p> <p>Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S).</p>	<p>Matt board Archival tape Archival Glue T-pins Display Boards Pedestals Display Cases</p> <p><b>Featured Museums:</b> MoMA Whitney The MET Brooklyn Museum MoMA PS1 Storm King Grounds For Sculpture Montclair Art Museum</p>

<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><b>Computer Science</b></p>	<p><b>8.1.12.AP.7:</b> Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p><b>8.1.12.AP.9:</b> Collaboratively document and present design decisions in the development of complex programs.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CT.1:</b> 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).</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p><b>9.4.12.DC.6:</b> Select information to post online that positively impacts personal image and future college and career opportunities.</p>

<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background</li> </ul>

	<p>and short term planning of assignments</p> <ul style="list-style-type: none"> <li>• Posts and reviews clear criteria for proficient work</li> <li>• Restate, reread, and clarify directions/questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>independent work</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>information through brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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Unit	Featured Artists	
Shutter Speeds	<a href="#">Tyler Mitchell</a>	<b>Black, LGBTQ+</b> Fashion work fast shutter speeds, & slow motion video
Apertures	Chuck Close	<b>Disabled painter/photographer</b>
Portraiture	Ethan James Green <a href="#">McCallum &amp; Tarry</a>	<b>LGBTQ+</b>
	<a href="#">Tyler Mitchell</a>	<b>Black, LGBTQ+</b>

Image Processing	<a href="#">Adam Broomberg &amp; Oliver Chanarin</a> <a href="#">Artists who made work about Kodak exposure guides being racist</a>	
Compositing	<ul style="list-style-type: none"><li>• <a href="#">Kerry James Marshall's <i>Heirlooms &amp; Accessories</i> (using masks &amp; layers in PS)</a></li><li>• Erik Johansson</li></ul>	<b>Current/African American multi-media artist</b>
	Tommy Kha	<b>Asian American from Memphis, photo/video</b>