

Course: *Studio Photography*
Unit # 4: *Portfolio Production*

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
 - 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
 - **21st Century Life & Career Standards**
 - 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
 - 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
 - 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently
 - **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf

- Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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 (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to organize, select and showcase work that displays a broad spectrum of their visual skills and creativity.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society
- evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
- communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others
- acquire, integrate, and apply design processes and essential technical skills to solve problems, create products, and improve the quality of life for our local and global community

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

- How does an effective portfolio hook and hold the audience?

<p>developing a portfolio is a process that requires reflection on the strengths and weaknesses of original work.</p> <p><i>EU 2</i> creating captivating work engages audiences.</p>	<ul style="list-style-type: none"> • How would a photographer use a portfolio to expand their reach?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • a portfolio is a collection of their best work that represents a broad spectrum of their visual skills and creativity. (1.2.12prof.Cr3a; 1.2.12adv.Pr6a; 9.4.2.Cl.2; 9.4.8.IML.12) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • different types of work develop unique relationships with the viewer. (1.2.12prof.Re7a; 9.4.8.IML.15; 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • grow their skillset by creating a portfolio of images in a chosen area. (1.2.12prof.Re7a; 9.4.8.IML.15; <p><i>EU 2</i></p> <ul style="list-style-type: none"> • develop relationships with an audience through their creative exploration. (1.2.12prof.Re7a; 9.4.8.IML.15;
<p>Stage Two - Assessment</p>	

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Research and write an artist statement for a specific body of work. (A, M, EU2)
- Analyze the cohesion of portfolios presented by contemporary photographers. (A, M, EU1)
- Curate images into a themed portfolio. (T, EU2)
- Evaluate the visual impact of a themed portfolio. (M, EU2)
- Create an online portfolio. (M, T, EU1)
- Create a photo essay portfolio. (M, T, EU2)
- Use Point of View to convey an attitude about a subject in a photo essay. (M, T, EU2)
- Research a target market to aid in portfolio development. (A, M, EU2)
- Sequence portfolio images to hold and engage the viewer. (T, EU2)
- Present a portfolio sequenced in three different ways for peer review. (M, EU1)
- Provide written feedback on peer portfolios using specific criteria. (M, T, EU1)
- Revise portfolio based on peer feedback. (M, T, EU1)
- Analyze the overall quality of a portfolio based on presentation. (A, M, EU1)
- Defend portfolio image selection in a written statement (M, T, EU1)
- Prepare work for print in school and community photography competitions (M,T, EU 2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Advanced Camera Techniques	45
2	Creative Lighting Production	30
3	Creative Post Production	45
4	Portfolio Production	15

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Padlet , Adobe Suite, Google Suite,

RF-S55-210mm F5-7.1 IS STM

RF85mm F2 Macro IS STM

RF800mm F11 IS STM

Mirrorless Cameras

Wireless Remote Control

Triods

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.