



Park Hill School District

Building Successful Futures • Each Student • Every Day

Topics Photojournalism Curriculum

Course Description: This course introduces students to the basics of photography and journalistic writing. Students will learn the technical fundamentals of photography, including composition and exposure, and apply those skills in visual storytelling. Students will use DSLR cameras and image editing software to capture and modify photographs for a variety of projects, such as portraits, sports, and event coverage. Students will also learn how to caption photos, interview sources, and write brief journalistic features. This course counts as 1 practical art credit and is a prerequisite option for *Yearbook* and *News Media*.

Scope and Sequence:

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

**This document contains the entire Photojournalism curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the Topics Photojournalism class.*

Curriculum Revisions

Spring 2025:

- Course description was revised to more accurately reflect the balance between photography and journalistic writing
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.
- Removed ISTE and TT standards so that all standards of the course come from DESE sources
- Special Services teachers, using the updated Photojournalism curriculum that was board approved earlier in Spring 2025, highlighted points of emphasis to prioritize and made note of accommodations/modifications recommended for Topics sections of the course.

Unit 1: History of Photojournalism

Subject: Photojournalism

Grade: 9-12

Name of Unit: History of Photojournalism

Length of Unit: 2 weeks

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

Priority:

- (Media Arts) [MA.R.8.A.a.II](#) Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- (Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
- (Gov) [GV.3.GS.E](#). Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

Supporting:

- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.
- (ELA) [9-10.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Questions:

1. How has the past influenced photojournalism today? **Teacher provides examples and encourages students to come up with some of their own.**
2. Why is it important for photojournalists to understand law and ethics? **Explore yellow journalism through social media**
3. How have developing technologies changed photojournalism? **Since the first camera was invented, how has photography changed? Do we all carry cameras in our pockets now?**

Enduring Understanding/Big Ideas:

1. Photojournalism's unique and complicated history has impacted the current profession through a multitude of events and prominent figures. **Expose students to famous photographers and photographs**
2. Photojournalists need to know their rights and responsibilities in order to make professional decisions individually and for a larger whole.

3. The evolution of technology and emergent media platforms require photojournalists to follow a code of ethics and understand the consequences of photo manipulation, artificial intelligence, and other forms of misinformation. **Frequently (daily or weekly) discussion and direct instruction regarding social media and consent. What is consent? Why is it important? Who can give consent?**

Unit Vocabulary:

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

Resources for Vocabulary Development:

Journalism Education Association (JEA)

Topic 1: Important Players and Events

Engaging Experience

Title: And the Winner Goes to...

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- (Media Arts) MA.R.8.A.a.II Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

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

Bloom's Levels: Apply and Understand;

Webb's DOK: 2 and 3

Topic 2: Law and Ethics

Engaging Experience

Title: Code of Ethics

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- (Media Arts) MA.C.11.A.b.II Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
- (Gov) GV.3.GS.E. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

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

Bloom’s Levels: Understand and Apply

Webb’s DOK: 2 and 3

Modifications

- **Small group or individual**
- **Teacher summarizes Code of Ethics**
- **Allow for Y or N responses**
- **Discuss how the platform a photo is published on can affect how is viewed**

Topic 3: 21st Century Photojournalism

Engaging Experience 1

Title: Photo Manipulation Analysis

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Media Arts) MA.C.11.A.b.II Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Detailed Description/Instructions: Students will be assigned a famous manipulated photo to research. **The class will be shown famous manipulated photos from all eras of photography and asked to give their opinions regarding what was manipulated.** They will analyze the manipulation done to the photo, reasoning for manipulation and consequences the photographer and/or photo editor faced. They also have to make a decision on whether or not they would run the photo themselves and why/why not.

Bloom's Levels: Understand and Apply

Webb's DOK: 1 and 4

Modifications:

- **Analyze photos as a group**
- **After photo is analyzed, show original image if available**
- **When looking at historical photos, related to what was happening in the world at the time the photo was taken (this will most likely be teacher driven)**

Engaging Scenario

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

~~Part 1— Take a photo that plays with perspective in a misleading way. Discuss in small groups how your photo was manipulated. Part 2— Use technology to manipulate a photo in a misleading way. Decide in small groups whether or not you would run the photo in its current state.~~

- 1. Take a photo that is misleading regarding perspective and depth.**
- 2. Discuss what was done to change the perspective in the photos with the partner.**
- 3. Discuss what can be done to manipulate the photo even more.**
- 4. Discuss how the photo would look different if the subjects were not posed to change the perspective.**

(Media Arts) [MA.R.8.A.a.II](#) Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to analyze the intent, meanings, and influence of a variety of media artworks.	4
	Analyze
Students will be able to analyze a variety of media artworks based on personal, societal, historical, and cultural contexts.	4
	Analyze

Unwrapped Priority Standards for Unit 1

(Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will recognize and investigate a variety of legal, technology, systemic and vocational contexts of media.	1
	Recognize
Students will explain how ethics, media literacy, and audience engagement must be considered when creating media content.	2
	Apply
Students will apply knowledge of ethics, media literacy, and audience engagement when creating media content.	2
	Apply

(Gov) [GV.3.GS.E](#) Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law (from DESE SS HS-Gov Standards)

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain how the first amendment applies to professional journalists.	2
	Apply
Students will be able to explain how the first amendment and subsequent court case decisions apply to student journalists in the high school setting.	2
	Apply
Students will be able to recognize protections in and/or infringements upon first amendment rights for both professional and student journalists.	1
	Recognize
Students will apply knowledge of first amendment rights to decisions about media publishing.	2
	Apply

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Important Players and Events	And the winner goes to...	Students will watch a video introducing them to the prestigious Pulitzer Prize award in the area of photography in particular. Students will learn the criteria for choosing photographs. The teacher will display three photographers and their award-winning photography. Students will think-pair-share what elements of the photo deserved the award. Each student will be assigned a photographer and his or her photo in which to do a mini-research project. Students will explore the biography of the photography, the background or context of the photo and any public response. Students will present their findings digitally to the whole class. Alternative option for time: present in small groups and choose one student from each group to present to the larger group.	1-2 days
Law and Ethics	Code of Ethics	Students will be given a copy of the Society of Professional Journalists Code of Ethics and the National Press Photographers Association Code of Ethics to review with a focus on how it pertains to photojournalists. In small groups, students will discuss the implications this code of ethics has on a photojournalist. Continuing in small groups, students will be given a set of pictures that have been printed yet could be debating if they fell within a code of ethics. Students will work together filling out a chart and marking "Yes, it was ethical to print" or "No, it was not ethical to print." Once all groups finish, students will come back together as a whole group. The teacher will display the photos once again, but this time give the background information for each photo. Students will have a chance to change their initial decision. Students will engage in a lengthy discussion about any changes they made and how the ethics changed once more facts were given or even if	2-3 days

		it changed depending on the platform in which the photo was published.	
21st Century Journalism	Photo Manipulation Analysis	Students will be assigned a famous manipulated photo to research. They will analyze the manipulation done to the photo, reasoning for manipulation and consequences the photographer and/or photo editor faced. They also have to make a decision on whether or not they would run the photo themselves and why/why not.	2-3 days

Unit 2: Basics of Photojournalism

Subject: Photojournalism

Grade: 9-12

Name of Unit: Basics of Photojournalism

Length of Unit: 6-7 weeks

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

Priority Standards for unit:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Resources for Vocabulary Development:

Journalism Education Association (JEA)

Topic 1: Composition and Exposure

Engaging Experience 1

Title: Composition Rules

Suggested Length of Time: 2-3 days **Up-to 7 days based on the support needed**

Standards Addressed

Priority:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students will be given a handout to take notes on from a PowerPoint over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be given 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have three photos of each rule. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. **Students will be given 1 day per composition rule to take photos of for each rule. Students will select 3 photos of each composition rule. Students will create a powerpoint/ google slides/ Canva with labels on each slide. Students will place the pictures of each composition rule on the appropriately labeled slide. Each student will present to the class while the audience makes basic critiques. Teacher will review standards for presentations and critiques before the presentation begins.**

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Modifications

- **Timeline can vary based on students needs for support and number cameras**
- **Small group or individual**

Engaging Experience 2

Title: Executing White Balance

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Supporting:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.

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

Students look at photos that have different levels of white balance. The class will discuss the photos and how to make them better. The class will use the cameras to take photos while adjusting white balance. Students will be asked to take photos with good and bad exposure. After photos are taken and uploaded students will compare them and discuss how to change white balance.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 2: Captions

Engaging Experience 2

Title: You've Been Captured

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- (Visual Arts) [AP.2.A.HS.c](#) Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives.

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

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 2 and 3

Modifications

- **3 days**
- **Handout could be posted to learning management platform**

Topic 3: Types of Photos

Engaging Experience 1

Title: Motion Photography

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Supporting:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

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

Bloom's Levels: Apply and Evaluate

Webb's DOK: 1, 3 and 4

Engaging Experience 2

Title: Portrait Practice

Suggested Length of Time: 3-4 days

Standards Addressed

Priority:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Supporting:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Detailed Description/Instructions: Students will view and take notes over portraits. Students will practice portraits in a variety of settings, including focusing on faces, lighting and framing. This part of the activity is for practice in adjusting their settings and aperture. Students will return and share their photos with a partner for critique.

Bloom's Levels: Apply, Evaluate and Create

Webb's DOK: 1, 3 and 4

Modifications

- This lesson can be done over 5 days with students switching partners on the different photo taking days. This will allow for students to experience different portrait styles.

Engaging Scenario

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

Students must attend a school sponsored sporting event and capture at least 100 photos. They will choose their best 5-10 that tell a cohesive story. One picture must be of a sports reaction. Students will create a Google Slide presentation to share with the class. They choose one photo to write a caption written in the correct caption.

Unwrapped Priority Standards for Unit 2

(Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to demonstrate effective command of artistic skills in managing and producing media artworks, such as lighting, shape and composition.	2
	Apply
Students will be able to demonstrate effective command of design skills in managing and producing media artworks, such as principles of composition and Adobe tools.	2
	Apply
Students will be able to demonstrate effective command of technical skills in managing and producing media artworks, such as Adobe Creative apps and DSLR cameras.	2
	Apply
Students will be able to demonstrate effective command of soft skills in managing and producing media artworks, such as collaboration in a newsroom setting.	3
	Construct

(ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ([from DESE ELA 9-10 Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Evaluate
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	2
	Apply
The student will achieve a purpose and demonstrate an awareness of the audience by making choices regarding organization.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of the audience by making choices regarding content.	3
	Analyze

(Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance. ([from DESE Visual Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain rules of composition in regard to photojournalism.	2
	Apply

Students will apply rules of composition to photographs and design.	2
	Apply

(ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. (from DESE ELA 9-10 Standards)

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.	2
	Apply

Summary of Engaging Learning Experiences for Topics

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

Captions and Headlines	You've Been Captured	Students will take notes from a PowerPoint over the correct format for caption writing. They will look at various photos and be led through each step of creating a caption. Students will be given a handout with pictures and asked to create captions with a partner. For independent practice, students will be given various situations in and out of school where they need to shoot the best photo to tell the story and write a caption for each photo. Students will submit work and various students will be picked to present their final products.	1-2 days
Types of Photos	Motion Photography	Students will view and take notes over motion photography. This is a hard skill to execute, so they will partner up to practice using their cameras to blur and stop motion. To practice the same skill but also work on panning, students will try to capture various movements performed by the teacher and other students. For example, have kids pan while someone rides a bike or goes down a hill on a skateboard. Take rolling chairs into the hallway and have kids push each other back and forth. Go to the track and have kids run back and forth. Students will return and choose a best photo for each action (blur, stop and panning) and submit that to the teacher via shared space. For independent practice, students must attend an event and capture all three types of motion and then create a Google Slide presentation to share with the class. Slides must include a headline for each photo.	2-3 days
Types of Photos	Portrait Photography	Students will view and take notes over portraits. Students will practice portraits in a variety of settings, including focusing on faces, lighting and framing. This part of the activity is for practice in adjusting their settings and aperture. Students will return and share their photos with a partner for critique.	1 week

Unit 3: The Digital Darkroom

Subject: Photojournalism

Grade: 9-12

Name of Unit: The Digital Darkroom

Length of Unit: 4-5 weeks

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

Priority Standards for unit:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software.

Supporting Standards for unit:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Essential Questions:

1. Why is it important for photojournalists to understand and execute the elements of design?
2. Why do photojournalists use editing software to enhance the storytelling capabilities of their photographs?
3. How does the use of design software create a unique story and communicate a unique perspective of the designer to the audience? **Editing software varies based on the needs of the class.**
4. How does journalistic writing connect with photography and design to tell an overall story?

Enduring Understanding/Big Ideas:

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

4. Using descriptive language connects the reader to your photography and design to support the overall visual narrative.

Unit Vocabulary:

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

Topic 1: Design

Engaging Experience 1

Title: Understanding the Elements of Design

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.

Supporting:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

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

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 2: Editing

Engaging Experience 1

Title: Practicing photo editing using Photoshop

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software.

Supporting:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

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

Bloom’s Levels: Understand, Apply

Webb’s DOK: 1, 3

Modifications

- Editing software will vary based on class needs and support
- Each additional skill should be taught on it’s own with heavy scaffolding

Topic 3: Publishing

Engaging Experience 1

Title: Product Photo Advertisement

Suggested Length of Time: 3-4 days

Standards Addressed

Priority:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.

Supporting:

- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Detailed Description/Instructions: Students start by looking at product photography and magazine advertisements to analyze the techniques used by product photographers and designers when creating product advertisements. They then choose a product to take photos of, edit the photos and create an advertisement using their photos in Canva.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Modifications

- **Individual work**
- **Provide scaffolding and/or video lessons for reference**
- **Print advertisements and have students present and provide reasoning**

Engaging Scenario

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

~~Students take on the role of a food critic. Students design a spread focused on one meal. Students utilize composition rules and technical abilities to take photos from the meal. Afterwards, they write a 250 word journalistic review evaluating the food. Finally, they design a layout using InDesign to create a final photo essay.~~

Students will take the role of an advertising executive and photograph for a snack food. Students set-up a photoshoot for their snack item and take styled photos for an ad campaign. Students select three photos. Students will write captions/ slogans for two photos and a 250 word review for one of the photos. Students will turn this in during Schoology.

Notes: Students will need to be given one week to get the food they want to bring in for the project.

Individual work

Provide key points for student to include in the 250 word write-up

- Taste
- Look
- Affordability
- Texture

Unwrapped Priority Standards for Unit 3

(ELA) **9-10.RI.3.A** Analyze how similar ideas or topics are portrayed in different media formats. ([from DESE ELA 9-10 Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to analyze how similar ideas or topics are portrayed in photography, film, news media, and social media.	3
	Evaluate
The student will analyze how similar ideas or topics are portrayed in different media formats.	3
	Analyze

(Visual Arts) **EP.2.A.HS.a** Use elements to create compositional balance. ([from DESE Visual Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain rules of composition in regards to photojournalism.	2
	Apply
Students will apply rules of composition to photographs and design.	2
	Apply

(Visual Arts) **PP.1.C.HS.a** Create or modify an image using art software. ([from DESE Visual Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to create an image using art software.	4
	Create
Students will be able to modify an image using art software.	2
	Modify
Students will be able to create an image using art software.	4
	Create

(Media Arts) **MA.Pr.5A.I** a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to demonstrate effective command of artistic skills in managing and producing media artworks, such as lighting, shape and composition.	2
	Apply
Students will be able to demonstrate effective command of design skills in managing and producing media artworks, such as principles of composition and Adobe tools.	2
	Apply

Students will be able to demonstrate effective command of technical skills in managing and producing media artworks, such as Adobe Creative apps and DSLR cameras.	2
	Apply
Students will be able to demonstrate effective command of soft skills in managing and producing media artworks, such as collaboration in a newsroom setting.	3
	Construct

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Design	Understanding Elements of Design	Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.	2 days
Editing	Practicing photo editing using Photoshop	Review when it is acceptable to alter a photo (previously discussed in ethics unit) and view examples of Photoshop used in an unethical way. Talk about the ways photographers can edit photos in a darkroom and translate that to Photoshop. Have students open example photos for editing and demonstrate (as students follow along on their laptops) how to adjust the levels/brightness/color of a photo, how to cut out the background of a photo and how to do spot color on a photo. Students then practice these three techniques individually on example photos, then on their own photos, and submit “before and after” photos to present to and discuss with the class.	2 days
Publishing	Product Photo Advertisement	Students start by looking at product photography and magazine advertisements to analyze the techniques used by product photographers and designers when creating product advertisements. They then choose a product to take photos of, edit the photos and create an advertisement using their photos in Canva.	3-4 days

Unit 4: Portfolio/Assessment

Subject: Photojournalism

Grade: 9-12

Name of Unit: Portfolio/Assessment

Length of Unit: 2 weeks

Overview of Unit: Students will spend this unit creating a final portfolio to showcase all of the skills learned throughout the course of the semester. They will spend time performing a final critique of their peers' work as well as a final self-evaluation. Students will end their course by building a portfolio website to display their best work from the semester.

Priority Standards for unit:

- (Visual Arts) [AP.2.A.HS.c](#) Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- (Visual Arts) [AP.2.A.HS.a](#) Use the following process with a body of work (portfolio).

Essential Questions:

1. Why is it important for photographers and/or photojournalists to create a digital portfolio of their work? **Where do we store digital portfolios? How is a digital portfolio shared? Does a digital portfolio make the material more accessible to others?**
2. How does critiquing others' work contribute to individual learning and development? **How does looking at other work help them change their work and grow? How does looking at others' work help you grow?**

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Topic 1: Final Portfolio

Engaging Experience 1

Title: Final Portfolio Website

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- (Visual Arts) [AP.2.A.HS.a](#) Use the following process with a body of work (portfolio).

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

Notes:

- Teacher selects the website platform to be used by the class.
- Each step of the process is done as a class.
- Teacher creates a layout for the class to follow and pre-determines the labels used for the sub pages
- As students take photos during the semester, it is help to store photos in folders that match the labels that will be used for the website

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

Webb's DOK: 3 and 4

Modifications

- Allow for 7-10 class days to complete
- Create a check sheet for student to use while complete the project

Topic 2: Peer Critiques

Engaging Experience 1

Title: Peer Critiques

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Visual Arts) [AP.2.A.HS.c](#) Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- (Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Detailed Description/Instructions: Students will share their portfolios with a peer and critique each others' portfolios based on composition, exposure, technique, design of website and other characteristics.

Notes:

- **Review protocols for review peer work and providing feedback**

Bloom's Levels: Understand, Apply and Evaluate

Webb's DOK: 1, 2 and 3

Engaging Scenario

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

Photographer Portfolio: Students will complete a skills test to display their mastery of technical elements of photography, including aperture, shutter speed and other settings. They will choose their best photos to include in their Final Portfolio website. Every photo must have their camera settings. The website should also include an About the Photographer section that introduces the student in a professional manner as well as a reflection piece asking them to respond to a variety of questions about their work and the course as a whole.

Unwrapped Priority Standards for Unit 4

(Visual Arts) AP.2.A.HS.c Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives. (from DESE Visual Arts GLEs)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to interpret the meaning of an artwork, including subject, theme, symbolism, and message communicated.	2
	Interpret
Students will be able to judge an artwork from various perspectives.	3
	Evaluate

(ELA) 9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (from DESE ELA 9-10 Standards)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Evaluate
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	2
	Apply

The student will achieve a purpose and demonstrate an awareness of the audience by making choices regarding organization.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of the audience by making choices regarding content.	3
	Analyze

(Media Arts) [MA.Pr.5A.I](#) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to demonstrate effective command of artistic skills in managing and producing media artworks, such as lighting, shape and composition.	2
	Apply
Students will be able to demonstrate effective command of design skills in managing and producing media artworks, such as principles of composition and Adobe tools.	2
	Apply
Students will be able to demonstrate effective command of technical skills in managing and producing media artworks, such as Adobe Creative apps and DSLR cameras.	2
	Apply
Students will be able to demonstrate effective command of soft skills in managing and producing media artworks, such as collaboration in a newsroom setting.	3
	Construct

(Visual Arts) [AP.2.A.HS.a](#) Use the following process with a body of work (portfolio): Describe artwork; Analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated) ([from DESE Visual Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to describe artwork as part of a portfolio process.	3
	Analyze
Students will be able to analyze the use of elements and principles in artwork as part of a portfolio process.	3
	Analyze
Students will be able to interpret the meaning of artwork (including subject, theme, symbolism, and message) as part of a portfolio process.	3
	Analyze

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Final Portfolio	Final Portfolio Website	Students will spend a week in class creating a Wix, Google Sites, or Weebly website (or any other platform chosen by the teacher) that will take them through the process of making professional decisions revolving around creating a final portfolio of their work. The first few days will be spent setting up their blog, selecting a template and customizing their personal site. The rest of the week will be spent collecting their best work from the semester that showcases all the skills required by the teacher.	1 week
Peer Critiques	Peer Critiques	Students will share their portfolios with a peer and critique each others' portfolios based on composition, exposure, technique, design of website and other characteristics.	2-3 days

Unit of Study Terminology

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

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

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

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

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

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

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

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

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

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

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