













# HS Photography

## Maine Virtual Academy

### UNITS (12/12 SELECTED)

	SUGGESTED DURATION
 Unit 1: Orientation	<i>5 teaching days</i>
 Unit 1.5: Ongoing: Meditations	<i>4 teaching days</i>
 Unit 2: Intro to Photography	<i>17 teaching days</i>
 Unit 3: Lightroom 101	<i>13 teaching days</i>
 Unit 4: Photographing Light	<i>14 teaching days</i>
 Unit 5: Composition	<i>20 teaching days</i>
 Unit 6: Semester 1 Portfolio	<i>5 teaching days</i>
 Unit 7: Winter Refresh	<i>2 teaching days</i>
 Unit 8: Portraiture	<i>19 teaching days</i>
 Unit 9: Artist Studies	<i>19 teaching days</i>
 Unit 10: Surrealism	<i>27 teaching days</i>
 Unit 11: Final Portfolio	<i>13 teaching days</i>

# Unit 1: Orientation

## HS Photography

### UNIT SUMMARY

In This Unit You will learn how to succeed in this course, download Adobe, and submit your work.

After this Unit you will be able to say:

I Can Succeed in Async Photography

I Can Upload images to Google Drive

I Can download Adobe Programs

I Can ask for Help when I need it

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
	B3.a.
Demonstrate sophisticated use of media, tools, techniques, and processes.	
	E2.
Students analyze skills and concepts that are similar across disciplines.	
	E3.
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.	
	E5.d.
Managing conflict	
	E5.f.
Accepting responsibility for personal behavior.	
	E5.h.
Following established rules/etiquette for observing/listening to art	
	E5.i.
Demonstrating safe behavior	

# Unit 1: Orientation

## HS Photography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### How to Succeed in Async Photography

**Assessment Type:** Diagnostic

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK2

**Description:** Students demonstrate knowledge of the course and verify the download of needed programs, etc.

### How to Upload/Share Images

**Assessment Type:** Diagnostic

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK2

**Description:** Students demonstrate how to submit work and prepare file folders for organization.

### Orientation Check

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK2

**Description:** Students complete quiz to solidify their understanding of orientation lessons.

# Unit 1.5: Ongoing: Meditations

## HS Photography

### UNIT SUMMARY

In This Unit You will develop a habit of using a weekly practice through photographing your surroundings.

After this Unit you will be able to say:

I Can Maintain Good Work Habits

I Can Plan my time wisely

I Can Get Creative

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>
A2.a.
Evaluate Elements of Art: color, form, line, shape, space, texture, and value.
A2.b.
Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
B1.
Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
B3.
Students create a body of original art work.
B3.a.
Demonstrate sophisticated use of media, tools, techniques, and processes.
B3.b.
Demonstrate knowledge of visual art concepts.
B3.c.

## Unit 1.5: Ongoing: Meditations

### HS Photography

Communicate a variety of ideas, feelings, and meanings.
E2.
Students analyze skills and concepts that are similar across disciplines.
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior.
E5.g.
Demonstrating ethical behavior
E5.i.
Demonstrating safe behavior

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Weekly Photo Meditations

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK4

**Description:** Students complete a weekly 5-minute practice of observation and photographing their surroundings.

## Unit 2: Intro to Photography

### HS Photography

#### UNIT SUMMARY

In This Unit You will learn the basic vocabulary of Photography Including Aperture, Shutter Speed, ISO, exposure and more.

After this Unit you will be able to say:

I Can Explain ISO, Aperture, and Shutter Speed.

I Can Use ISO, aperture, and Shutter Speed to take correctly exposed images.

I Can Be creative while using technical terminology and techniques

I Can Get Creative

#### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
B2.	
	Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
B1.	
	Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
B3.	
	Students create a body of original art work.
E5.i.	
	Demonstrating safe behavior
E5.g.	
	Demonstrating ethical behavior
E5.f.	
	Accepting responsibility for personal behavior.
A2.a.	
	Evaluate Elements of Art: color, form, line, shape, space, texture, and value.

## Unit 2: Intro to Photography

### HS Photography

B3.b.
Demonstrate knowledge of visual art concepts.
D1.c.
Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
D1.d.
Research and explain how art and artists reflect and shape their time and culture.
E5.h.
Following established rules/etiquette for observing/listening to art

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Exposure Project

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students demonstrate how to use different exposure settings while actively photographing subjects.

# Unit 3: Lightroom 101

## HS Photography

### UNIT SUMMARY

In This Unit You will learn some basic settings within Adobe Lightroom. You will Learn to edit your own photographs with these settings.

After this Unit you will be able to say:

I Can Open and Upload Images to Adobe Lightroom

I Can Use the Basic Editing Panel in Adobe Lightroom

I Can make good judgements on how to edit a photograph

I Can Get Creative

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
B1.	
	Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
B2.	
	Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
B3.	
	Students create a body of original art work.
B3.a.	
	Demonstrate sophisticated use of media, tools, techniques, and processes.
B3.b.	
	Demonstrate knowledge of visual art concepts.
B3.c.	
	Communicate a variety of ideas, feelings, and meanings.

## Unit 3: Lightroom 101

### HS Photography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Intro to Lightroom/Exposure Edits

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students apply their knowledge to edit photographs taken during their Exposure Project.

# Unit 4: Photographing Light

## HS Photography

### UNIT SUMMARY

In This Unit You Will Dive Deeper into the World of Photography and Editing. You will Learn About How Light Drives Your Photographs, about Black and White Photography, and more complex Editing panels in Adobe Lightroom.

After this Unit you will be able to say:

I Can Take Unique Images

I Can Use Different Lighting to Explore my Photography

I Can Use Lightroom to enhance my images after taking them

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
	E5.g.
Demonstrating ethical behavior	
	E5.f.
Accepting responsibility for personal behavior.	
	E5.e.
Accepting/giving/using constructive feedback	
	E5.d.
Managing conflict	
	E3.
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.	
	B3.a.
Demonstrate sophisticated use of media, tools, techniques, and processes.	
	B3.b.
Demonstrate knowledge of visual art concepts.	

## Unit 4: Photographing Light

### HS Photography

B3.

Students create a body of original art work.

B2.

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.

B1.

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

## Unit 4: Photographing Light

### HS Photography

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Connecting to Light

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students photograph an object that reflects light within multiple lighting scenarios.

#### Editing: Black and White

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students edit photographs in two separate ways, comparing the two black and white techniques with each other.

#### Playing With Shadows

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students photograph a series of images playing with shadows in their world and exploring creative ways to make art with them and light.

#### Editing: HSL Panel

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students use the HSL panel within lightroom to edit their images in a new a creative way. The play with color theory and lighting.

# Unit 5: Composition

## HS Photography

### UNIT SUMMARY

In This Unit You Will learn about Composition in Art and Photography. You will learn vocabulary and then how to apply it to your own original works.

After this Unit you will be able to say:

I Can Describe The Rule of Thirds, Visual Weight, Depth, and Dynamic Tension and use them within my images.

I Can Create Original works of Art

I Can Follow or Break the Rules to Make Visually Strong Images

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
	A2.
Students evaluate all the features of composition.	
	A2.a.
Evaluate Elements of Art: color, form, line, shape, space, texture, and value.	
	A2.b.
Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	
	B3.
Students create a body of original art work.	
	B2.
Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	B3.c.
Communicate a variety of ideas, feelings, and meanings.	

## Unit 5: Composition

### HS Photography

D1.
Students analyze and evaluate art forms.
E5.i.
Demonstrating safe behavior
E5.g.
Demonstrating ethical behavior
E5.h.
Following established rules/etiquette for observing/listening to art
E5.f.
Accepting responsibility for personal behavior.

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### The Rule of Thirds

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students demonstrate the rule of thirds in their photographs to create compositions pleasing to the eye.

### Visual Weight

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students demonstrate the idea of visual weight to make their subjects in photographs stand out.

### Depth

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students demonstrate multiple types of depth and space within their images.

# Unit 6: Semester 1 Portfolio

## HS Photography

### UNIT SUMMARY

In This Unit you will learn What an Art Portfolio is and Why It is important for Artists. You will create your own Portfolio from this Semester's work.

After this unit you will be able to Say..

I Can Explain what an Artist's Portfolio is and why it is used

I Can Create my own Portfolio to show my work

I Can explain my work and reflect on my growth

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
	B3.
Students create a body of original art work.	
	B4.
Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	E5.i.
Demonstrating safe behavior	
	E5.g.
Demonstrating ethical behavior	
	E5.f.
Accepting responsibility for personal behavior.	
	E5.e.
Accepting/giving/using constructive feedback	
	E3.

## Unit 6: Semester 1 Portfolio

### HS Photography

Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Semester One Portfolio

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students put their semester works into an organized and aesthetic portfolio of art. They Reflect on what worked this semester, what didn't, and what they would do moving forward to better their art.

# Unit 7: Winter Refresh

## HS Photography

### UNIT SUMMARY

In this Unit We Go Over any Information That is Important to the Course, and plan for the new semester.

After this Unit Students will be able to:

Understand the course and how it is run

Know where to get help

Know how to check in with their teacher

Plan for the Semester

### STANDARDS

Maine - Grade 9-12 - Visual Arts	
E5.	
	Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.
B3.b.	
	Demonstrate knowledge of visual art concepts.
E3.	
	Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E5.e.	
	Accepting/giving/using constructive feedback

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Goal Planning

**Assessment Type:** Diagnostic

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students set a realistic goal they would like to complete for Photography this semester.

# Unit 8: Portraiture

## HS Photography

### UNIT SUMMARY

In this Unit we will learn all about Portrait Photography

After this Unit Students will be able to:

Understand the different types of Portrait Photography

Photograph Other people to help tell a story about them

Use Self Portraiture as a means for expression

Begin learning how to edit portraits of people to enhance features

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>
<b>A1.</b>
Students research and explain how art and artists reflect and influence culture and periods of time.
<b>A2.b.</b>
Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.
<b>B3.</b>
Students create a body of original art work.
<b>B3.c.</b>
Communicate a variety of ideas, feelings, and meanings.
<b>B3.a.</b>
Demonstrate sophisticated use of media, tools, techniques, and processes.
<b>B3.b.</b>
Demonstrate knowledge of visual art concepts.
<b>D1.b.</b>
Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.

## Unit 8: Portraiture

### HS Photography

E3.
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
E4.
Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.
E5.
Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.
E5.a.
Getting along with others
E5.b.
Respecting differences
E5.c.
Working as a team/ensemble
E5.d.
Managing conflict
E5.g.
Demonstrating ethical behavior
E5.i.
Demonstrating safe behavior
E5.e.
Accepting/giving/using constructive feedback
E5.f.
Accepting responsibility for personal behavior.
B1.

## Unit 8: Portraiture

### HS Photography

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Portraiture I

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students photograph a given type of portraits while exploring posing, props, lighting, and composition, along with Art Elements and Principles

### Portraiture II

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students photograph a second type of portraits while exploring posing, props, lighting, and composition, along with Art Elements and Principles

### Intro to Photoshop

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK3

**Description:** Students provide a written response to what they have learned about Adobe Photoshop.

### Portraiture Edits - Eyes

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students edit eyes in a portrait.

# Unit 9: Artist Studies

## HS Photography

### UNIT SUMMARY

In this Unit we will learn about different types of photographers, study a photographer of our choice, and create images inspired by them.

After this Unit Students will be able to:

Know Different Types of Photographers and what they mean

Think About Options for Photography Careers

Present in detail on a Famous Photographer

Get Inspired to create unique Photographs of their own

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
<b>E3.</b>	
	Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
<b>E1.</b>	
	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.
<b>B2.</b>	
	Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
<b>B3.</b>	
	Students create a body of original art work.
<b>B3.a.</b>	
	Demonstrate sophisticated use of media, tools, techniques, and processes.
<b>B3.b.</b>	
	Demonstrate knowledge of visual art concepts.
<b>B3.c.</b>	

## Unit 9: Artist Studies

### HS Photography

Communicate a variety of ideas, feelings, and meanings.

B1.

Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

A1.

Students research and explain how art and artists reflect and influence culture and periods of time.

D1.d.

Research and explain how art and artists reflect and shape their time and culture.

D1.c.

Demonstrate an understanding of the difference between a personal opinion and an informed judgment.

D1.b.

Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Artists Study Research

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students research a chosen Photographer, and put together a presentation on the chosen artist.

## Artist Study Photograph Assignment

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Student use the knowledge from their research to plan and execute a full photoshoot inspired by the artist they chose. This includes both photographing and editing.

# Unit 10: Surrealism

## HS Photography

### UNIT SUMMARY

In this Unit Students Will learn how to manipulate images to create unique works of art.

We will be Working In Photoshop for This Unit

After this Unit Students will be able to:

complete basic editing and composite techniques

talk about what surrealism is as an art concept

think out of the box

create unique surreal art

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>
<b>B2.</b>
Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.
<b>E1.</b>
Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.
<b>D1.d.</b>
Research and explain how art and artists reflect and shape their time and culture.
<b>B1.</b>
Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.
<b>B3.</b>
Students create a body of original art work.
<b>B3.a.</b>
Demonstrate sophisticated use of media, tools, techniques, and processes.

# Unit 10: Surrealism

## HS Photography

B3.c.

Communicate a variety of ideas, feelings, and meanings.

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Surrealism Practice I

**Assessment Type:** Summative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK3

**Description:** Students follow fully guided instruction on how to composite two images together. One final goal.

## Surrealism Practice II

**Assessment Type:** Summative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK4

**Description:** Students choose to develop a unique image that shows surreal aspects.

## Surrealism Final

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK4

**Description:** Students use their own knowledge and images to create a fully unique work of surreal art.

# Unit 11: Final Portfolio

## HS Photography

### UNIT SUMMARY

In This Unit you will learn What an Art Portfolio is and Why It is important for Artists. You will create your own Portfolio from this Semester's work.

After this unit you will be able to Say..

I Can Explain what an Artist's Portfolio is and why it is used

I Can Create my own Portfolio to show my work

I Can explain my work and reflect on my growth

### STANDARDS

<b>Maine - Grade 9-12 - Visual Arts</b>	
	B3.
Students create a body of original art work.	
	E5.e.
Accepting/giving/using constructive feedback	
	E5.f.
Accepting responsibility for personal behavior.	
	E5.g.
Demonstrating ethical behavior	
	E5.i.
Demonstrating safe behavior	
	B3.b.
Demonstrate knowledge of visual art concepts.	
	E3.
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.	
	B4.

# Unit 11: Final Portfolio

## HS Photography

Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

B3.a.

Demonstrate sophisticated use of media, tools, techniques, and processes.

B3.c.

Communicate a variety of ideas, feelings, and meanings.

E5.

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

E5.a.

Getting along with others

E5.b.

Respecting differences

E5.c.

Working as a team/ensemble

E5.d.

Managing conflict

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Final Portfolio

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)













**Assessment Level (DOK):** DOK4

**Description:** Students put their semester works into an organized and aesthetic portfolio of art. They Reflect on what worked this semester, what didn't, and what they would do moving forward to better their art.

# HS Photography

Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Orientation	5 teaching days	Aug 25 - Aug 29, 2025
 Unit 1.5: Ongoing: Meditations	4 teaching days	Sep 1 - Sep 5, 2025
 Unit 2: Intro to Photography	17 teaching days	Sep 8 - Oct 3, 2025
 Unit 3: Lightroom 101	13 teaching days	Oct 7 - Oct 28, 2025
 Unit 4: Photographing Light	14 teaching days	Oct 29 - Nov 18, 2025
 Unit 5: Composition	20 teaching days	Nov 19 - Dec 19, 2025
 Unit 6: Semester 1 Portfolio	5 teaching days	Jan 5 - Jan 9, 2026
 Unit 7: Winter Refresh	2 teaching days	Jan 12 - Jan 16, 2026
 Unit 8: Portraiture	19 teaching days	Jan 19 - Feb 23, 2026
 Unit 9: Artist Studies	19 teaching days	Feb 24 - Mar 23, 2026
 Unit 10: Surrealism	27 teaching days	Mar 24 - May 18, 2026
 Unit 11: Final Portfolio	13 teaching days	May 19 - Jun 5, 2026

# August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Unit 1: Orientation	26 Unit 1: Orientation	27 Unit 1: Orientation	28 Unit 1: Orientation	29 Unit 1: Orientation	30
31	1 Labor Day	2 Unit 1.5: Ongoing...	3 Unit 1.5: Ongoing...	4 Unit 1.5: Ongoing...	5 Unit 1.5: Ongoing...	6

## September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 <b>Labor Day</b>	2 Unit 1.5: Ongoing...	3 Unit 1.5: Ongoing...	4 Unit 1.5: Ongoing...	5 Unit 1.5: Ongoing...	6
7	8 Unit 2: Intro to Ph...	9 Unit 2: Intro to Ph...	10 Unit 2: Intro to Ph...	11 Unit 2: Intro to Ph...	12 Unit 2: Intro to Ph...	13
14	15 Unit 2: Intro to Ph...	16 <b>Fall NWEA</b>	17 <b>Fall NWEA</b>	18 <b>Fall NWEA</b>	19 Unit 2: Intro to Ph...	20
21	22 Unit 2: Intro to Ph...	23 Unit 2: Intro to Ph...	24 Unit 2: Intro to Ph...	25 Unit 2: Intro to Ph...	26 Unit 2: Intro to Ph...	27
28	29 Unit 2: Intro to Ph...	30 Unit 2: Intro to Ph...	1 Unit 2: Intro to Ph...	2 Unit 2: Intro to Ph...	3 Unit 2: Intro to Ph...	4

## October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 2: Intro to Ph...	30 Unit 2: Intro to Ph...	1 Unit 2: Intro to Ph...	2 Unit 2: Intro to Ph...	3 Unit 2: Intro to Ph...	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 3: Lightroom...	10 Unit 3: Lightroom...	11
12	13 Indigenous Peoples Day	14 Unit 3: Lightroom...	15 Unit 3: Lightroom...	16 Unit 3: Lightroom...	17 Unit 3: Lightroom...	18
19	20 Unit 3: Lightroom...	21 Unit 3: Lightroom...	22 Unit 3: Lightroom...	23 Unit 3: Lightroom...	24 Unit 3: Lightroom...	25
26	27 Unit 3: Lightroom...	28 Unit 3: Lightroom...	29 Unit 4: Photograp...	30 Unit 4: Photograp...	31 Unit 4: Photograp...	1

## November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 3: Lightroom...	28 Unit 3: Lightroom...	29 Unit 4: Photograp...	30 Unit 4: Photograp...	31 Unit 4: Photograp...	1
2	3 Unit 4: Photograp...	4 Unit 4: Photograp...	5 Unit 4: Photograp...	6 Unit 4: Photograp...	7 Unit 4: Photograp...	8
9	10 Unit 4: Photograp...	11 Veterans Day	12 Unit 4: Photograp...	13 Unit 4: Photograp...	14 Unit 4: Photograp...	15
16	17 Unit 4: Photograp...	18 Unit 4: Photograp...	19 Unit 5: Composition	20 Unit 5: Composition	21 Unit 5: Composition	22
23	24 Unit 5: Composition	25 Unit 5: Composition	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 5: Composition	2 Unit 5: Composition	3 Unit 5: Composition	4 Unit 5: Composition	5 Unit 5: Composition	6

## December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 5: Composition	2 Unit 5: Composition	3 Unit 5: Composition	4 Unit 5: Composition	5 Unit 5: Composition	6
7	8 Unit 5: Composition	9 Unit 5: Composition	10 Unit 5: Composition	11 Unit 5: Composition	12 Unit 5: Composition	13
14	15 Unit 5: Composition	16 Unit 5: Composition	17 Unit 5: Composition	18 Unit 5: Composition	19 Unit 5: Composition	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

# January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 6: Semester ...	6 Unit 6: Semester ...	7 Unit 6: Semester ...	8 Unit 6: Semester ...	9 Unit 6: Semester ...	10
11	12 Unit 7: Winter Re...	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 7: Winter Re...	17
18	19 Martin Luther King, Jr. Day	20 Unit 8: Portraiture	21 Unit 8: Portraiture	22 Unit 8: Portraiture	23 Unit 8: Portraiture	24
25	26 Unit 8: Portraiture	27 Unit 8: Portraiture	28 Unit 8: Portraiture	29 Unit 8: Portraiture	30 Unit 8: Portraiture	31

## February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 8: Portraiture	3 Unit 8: Portraiture	4 Unit 8: Portraiture	5 Unit 8: Portraiture	6 Unit 8: Portraiture	7
8	9 Unit 8: Portraiture	10 Unit 8: Portraiture	11 Unit 8: Portraiture	12 Unit 8: Portraiture	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 8: Portraiture	24 Unit 9: Artist Stud...	25 Unit 9: Artist Stud...	26 Unit 9: Artist Stud...	27 Unit 9: Artist Stud...	28

## March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 9: Artist Stud...	3 Unit 9: Artist Stud...	4 Unit 9: Artist Stud...	5 Unit 9: Artist Stud...	6 Unit 9: Artist Stud...	7
8	9 Unit 9: Artist Stud...	10 Unit 9: Artist Stud...	11 Unit 9: Artist Stud...	12 Unit 9: Artist Stud...	13 Unit 9: Artist Stud...	14
15	16 Unit 9: Artist Stud...	17 Unit 9: Artist Stud...	18 Unit 9: Artist Stud...	19 Unit 9: Artist Stud...	20 March Break	21
22	23 Unit 9: Artist Stud...	24 Unit 10: Surrealism	25 Unit 10: Surrealism	26 Unit 10: Surrealism	27 Unit 10: Surrealism	28
29	30 Unit 10: Surrealism	31 Unit 10: Surrealism	1 Unit 10: Surrealism	2 Unit 10: Surrealism	3 Unit 10: Surrealism	4

# April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 10: Surrealism	31 Unit 10: Surrealism	1 Unit 10: Surrealism	2 Unit 10: Surrealism	3 Unit 10: Surrealism	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 10: Surrealism	14 Unit 10: Surrealism	15 Unit 10: Surrealism	16 Unit 10: Surrealism	17 Unit 10: Surrealism	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 10: Surrealism	28 Unit 10: Surrealism	29 Unit 10: Surrealism	30 Unit 10: Surrealism	1 Unit 10: Surrealism	2

## May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 10: Surrealism	28 Unit 10: Surrealism	29 Unit 10: Surrealism	30 Unit 10: Surrealism	1 Unit 10: Surrealism	2
3	4 Unit 10: Surrealism	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 10: Surrealism	9
10	11 Unit 10: Surrealism	12 Unit 10: Surrealism	13 Unit 10: Surrealism	14 Unit 10: Surrealism	15 Unit 10: Surrealism	16
17	18 Unit 10: Surrealism	19 Unit 11: Final Por...	20 Unit 11: Final Por...	21 Unit 11: Final Por...	22 Unit 11: Final Por...	23
24	25 Memorial Day	26 Unit 11: Final Por...	27 Unit 11: Final Por...	28 Unit 11: Final Por...	29 Unit 11: Final Por...	30
31	1 Unit 11: Final Por...	2 Unit 11: Final Por...	3 Unit 11: Final Por...	4 Unit 11: Final Por...	5 Unit 11: Final Por...	6

# June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 11: Final Por...	2 Unit 11: Final Por...	3 Unit 11: Final Por...	4 Unit 11: Final Por...	5 Unit 11: Final Por...	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4