

Pascack Valley Regional High School District

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

Course Name: Honors Advanced Photography II/Communication Design

Born On: August, 2020
Previous Revision: August, 2023
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: Honors Advanced Photography II/ Communication Design

This course is designed for students who have successfully completed the introductory photography course. The student will have the opportunity to apply previously learned techniques and procedures to more in-depth photographic study. Students will deal with concept oriented assignments, experiment with more advanced techniques and processes, and do in-depth study into the work of past and contemporary noted photographers.

A considerable emphasis is also placed on using digital photography and specialized software to enhance or otherwise modify traditional black and white photographs and digital photos. Students will use the study of historic and contemporary photos as inspirations for their own work. They also will gain knowledge of the impact of digital images on culture, the course of history, and their own lives.

This course is recommended for the more serious photography student who has the desire to utilize the art of photography as a means for self-expression. Students must also have the time and inclination to shoot their own images both during class time and after school hours.

Communication Design

This course is designed for students who have completed a 100-level course of a hands-on arts elective and could use an intermediate art-making experience (as opposed to, in addition to, or before taking the Honors Advanced/AP level courses). Emphasis will be placed on building habits that clear creative blocks and support a deeper, more personally meaningful engagement in the creative process. This course could also serve as a seminar for seniors taking multiple arts electives who wish to create thematic connections in their classwork. In this course, students will learn the theory and craft needed to combine words, images, and ideas to visually transmit information and project human experiences in print, on screen, or in space. Communication Design students will not be required to develop an at-home practice of artmaking. **Prerequisite: Photography I and/or Teacher recommendations.**

NJ Statutes & Administrative Mandates

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

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

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

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

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

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

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

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

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

Assessment Evidence — Visual Arts

Benchmark

Mid-Project and Final Project assessments, evaluated using a standards-referenced rubric aligned to NJSLS-VPA (Visual and Performing Arts) Anchor Standards (Cr, Pr, Re, Cn — Creating, Presenting, Responding, Connecting). Benchmarks mark checkpoints of skill and concept development across a project's arc, not just its completion.

Formative

- All assignments collected and graded according to a project-specific rubric aligned to targeted VPA standards and technique/media objectives.
- Students actively participate in class discussions, using accurate art vocabulary and terminology to demonstrate conceptual understanding (elements of art, principles of design, medium-specific language).

- Mid-project critiques conducted as needed to reinforce understanding, redirect technique, and surface misconceptions before final submission.
- Full-class critiques held after project completion, using a structured critique protocol (e.g., describe/analyze/interpret/judge) to build shared visual literacy and self/peer assessment skills.

Summative

Completed projects assessed against the rubric for technical proficiency, conceptual development, and standards mastery (craftsmanship, use of media, application of design principles, evidence of creative process).

Alternate

Approved alternate demonstrations of content or skill knowledge, available either as an accommodation/modification (per IEP/504) or as an instructional choice for any student, provided the alternate targets the same standard(s) and rigor as the standard assessment.

Approved Alternate Formats (by mode)

Mode	Example Product	NJSLS-VPA Alignment	Typical Use Case
Portfolio	Curated collection of work with artist statements showing growth, revision, and range across the marking period	Cr1, Cr2; Cn10, Cn11	Accommodation or choice
Project Presentation	Formal presentation of process and final piece (in-person, recorded, or slide-based) explaining artistic choices, technique, and intent	Pr4, Pr5, Pr6; SL.9-12.4 (ELA crosswalk)	Choice/UDL option

Critique of Own Work	Written, oral, or recorded self-critique using formal critique structure (describe/analyze/interpret/judge) applied to the student's own project	Re7, Re8, Re9	Both
Peer/Group Critique Participation	Structured verbal or written feedback on peers' work, assessed for use of terminology and depth of analysis rather than production of new art	Re7, Re8, Re9; SL.9-12.1	Accommodation or choice
Technology-Supported	Digital portfolio (e.g., slide deck, video walkthrough of process), screen-recorded technique demonstration	Cr3; 9.4.12.TL (CLKS crosswalk)	Both

The Narrative Genre Students work in the directorial mode to evoke a mood and imply narrative.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: Two 3-week projects, first semester Content Statement: - Fairy Tales - Mystery - Myths and Archetypes - Movie stills Essential Question: How do fabricated directed scenes sometimes better tell the truth better than documentary images?	- Using artificial lighting can increase drama - The moment before or after the main event occurs is a more intriguing image. - Stage actors to face the camera - How to location scout - Props and wardrobe	Students will be able to cast actors, arrange lighting, choose setting, gather props & wardrobe in preparation for the shoot. During the shooting session, students should be able to exhaust all present photographic possibilities. Students will be able to use all post processing tools to heighten drama.	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F). Students will be able to suggest a narrative using single images (F/S). Images will also be evaluated for use of elements and principles of design and ability to use editing software (F/S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises	- DSLR Cameras - Tripods - Adobe Photoshop - Hot lights - Props and wardrobe

				(F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/presentation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F), self-assessment/reflection (F/A)	
--	--	--	--	--	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
	SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.NT.1; Explain how different groups can contribute to the overall design of a product.

	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples

	directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
--	--	--	--	---

Street Photography

Students engage in the photographic tradition of street photography.

Content/Topic:	Key learning items/concepts :	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
----------------	-------------------------------	------------------------------------	-------	---------------------------------------	---------------------

Time: 3 weeks Content Statement: • Portraits of strangers • Ironical juxtapositions • Cityscapes • Textures and abstract forms • Chasing the light • Narratives • Fashion Essential Question: How do we use Cartier Bresson's "decisive moment" to feel more in tune with the world?	• Prepare for the "decisive moment" • Use wide angle lens to include more context yet separate subject from background • Use sunny 16 rule when applicable • Aperture and shutter control • Bracket exposures for HDR images • leave room for angle of view corrections in architecture	Students will be able to: • Approach strangers for portraits • Predict where the subject is moving and be ready for the "decisive moment" • Pre-visualize in black-and-white • Use editing software to straighten buildings • choose the correct focal length for the desired composition • choose the correct aperture/shutter speed combo for the desired sharpness/ blur	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Students will capture images on field trips to NYC or on their own by the assigned deadline and complete post processing requirements by final deadline (F/S). Students will be assessed on their ability to creatively control the camera settings & to capture the decisive moment (F/S). Images will also be evaluated for use of elements and principles of design and ability to use editing software and/or darkroom (F/S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final	• DSLR Cameras • Film cameras • Adobe Photoshop • Darkroom equipment • Film & paper
--	--	---	---	---	---

				project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/presentation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F), self-assessment/reflection (F/A)	
--	--	--	--	--	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) - Small group instruction - Space for movement and breaks - Flexible seating arrangement - Maintain a consistent routine/schedule - Provide immediate feedback when applicable	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback when applicable	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly

				and distinctly and delivered in both written and oral forms
--	--	--	--	---

Portraiture

Students learn to create portraits using a variety of light sources and approaches.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
----------------	------------------------------	------------------------------------	-------	---------------------------------------	---------------------

Time: 4-8 weeks Content Statement: • Self-Portraiture • Performance Inspired Portrait Series • Advanced Environmental & Documentary Portraits Essential Question: How do you create portraits of specific people to comment on humanity as whole?	• Use negative space creatively to imply the subject's mood • Large format film yields more detail • Use focal length & aperture to separate subject from the background • Use manual exposure when using strobes • Use light modifiers to diffuse or enhance light • Always work non-destructively • The more specific the details you include, the more universal your images will be.	Students will be able to create a series of portraits with a cohesive visual look and content theme. Students will be able to create meaningful portraits that display an understanding of light, aperture, setting, wardrobe & props. Students will be able to create emotional content by connecting with the subject. Students will be able to use Adobe Photoshop to remove unwanted blemishes, wrinkles etc. to make images "magazine ready".	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F/S). Students will also be assessed on their ability to portray the subject using pose, expression, angle of view, focal length, f/stop, and attention to light (F/S). Images will also be evaluated for use of elements and principles of design and ability to use editing software (F/S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique	• DSLR Cameras • Tripods • Adobe Photoshop • Hot lights • Strobes • Studio background
---	--	--	---	---	--

				demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/present ation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborativ e mural or installation (F), digital media project (F/S), gallery walk with written response (F),	
--	--	--	--	---	--

				self-assessment/ref lection (F/A)	
--	--	--	--	--------------------------------------	--

Interdisciplinary Connections	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Modifications	Students with Disabilities	Struggling/At-Risk	Gifted and	Multilingual Learners
----------------------	-----------------------------------	---------------------------	-------------------	------------------------------

	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	Students • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when	Talented • Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	--	---	---

		applicable		
--	--	------------	--	--

Image Processing

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

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
----------------	------------------------------	------------------------------------	-------	---------------------------------------	---------------------

Time: All year Content Statement: • Basic settings camera of raw • Adjustment layers in Photoshop • Using filters in darkroom (optional) Essential Question: How do you use detail and tone to suggest a three dimensional world in a two dimensional art form?	• Bring in highlight and shadow detail • Adjust tone to create depth • Adjust color • Creatively use adjustments and tone to direct the viewer's eye around the canvas • Use white balance to create a mood • Higher number filter results in higher contrast • Longer film development times creates more contrast	Students will be able to create final images with a desired tonal scale, contrast, detail, and mood. Students will further optimize images with noise reduction, adding camera profiles, and sharpening for capture and print. Students will be able to differentiate between different inkjet and darkroom papers and choose which give their final pieces the desired look.	1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.	Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F/S). Students will be assessed on their ability to bring out or obscure desired detail (F/S). Images will also be evaluated for use of color, contrast, detail, sharpness to create an overall strong final image (F/S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process	• DSLR Cameras • Tripods • Adobe Photoshop • Adobe Camera Raw • B&W film and paper (optional) • Darkroom materials • Contrast filters
---	---	--	--	--	---

				journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/presentation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F), self-assessment/reflection (F/A)	
--	--	--	--	--	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

	8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.
Career Readiness, Life Literacies, and Key Skills	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and

	clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		distinctly and delivered in both written and oral forms
--	--	---	--	--

Advanced Photoshop Editing Students learn to create composite images using Adobe Photoshop.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4-8 weeks Content Statement: • Surrealism • Text/Image • Advanced retouching • Stitching landscapes and cityscapes • Triptychs • Narratives (as needed) • Portraits (as needed) Essential Question: How much Photoshop editing/manipulation can a photographer do without distracting from the intended content of the piece?	• Work non-destructively by using masks and layers • Each selection tool has its own purpose • Match components in camera raw before bringing into Photoshop • Use auto align to correct for mismatch • Images must be optimized for print before printing	Students will be able to: • identify the need for more advanced Photoshop editing to achieve the look of their final image • choose the proper tools & techniques for the job • Using masks and layers to work non-destructively • choose text fonts/style appropriate for the desired message • use printer profiles and sharpen/resize images for print	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.	Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F/S). Images will also be evaluated for use of elements and principles of design and ability to use editing software to create believable pieces (F/S). Students will be assessed on their ability to create files ready for print and exhibition (F/S).	• DSLR Cameras • Tripods • Adobe Photoshop • printers • inkjet papers

				Sketchbook/war m-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/prese ntation of work (S/A), art history or movement research task (F), visual analysis of	
--	--	--	--	--	--

				exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F), self-assessment/reflection (F/A)	
--	--	--	--	---	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine

	optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
--	--

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level

	• Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Directions stated clearly and distinctly and delivered in both written and oral forms
--	--	--	--	---

Experimental Photography and Alternative Processes Students explore the relationship between process and product as they work with various historic processes and unique cameras.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4-8 weeks Content Statement: • Cyanotypes • Van Dyke Brown • Encaustic • Plastic and alternative cameras • Alternative lenses • Pinhole photography Essential Question: How do artists use the elements and principles of art and design to create an imaginary space?	• Work non-destructively by using masks and layers • Each selection tool has its own purpose • Match components in camera raw before bringing into Photoshop • Use auto align to correct for mismatch • Always examine your mistakes for the seeds of your next piece • Get to know the nature of your camera and materials.	Students will be able to use alternative cameras, processes, and materials with a spirit of exploration, to learn from their mistakes, and to make the best use of the nature of each.	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	Students will create images by specified shooting deadline and complete post processing requirements by final deadline (F/S). Final pieces will be evaluated on the attention to the unique nature of the materials (F/S). Images will also be evaluated for use of elements and principles of design (F/S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress	• DSLR Cameras • Tripods • Adobe Photoshop • Plastic & pinhole film cameras • lens babies • various chemicals & papers

				check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/prese ntation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborati ve mural or installation (F), digital media	
--	--	--	--	--	--

				project (F/S), gallery walk with written response (F), self-assessment/r eflection (F/A)	
--	--	--	--	---	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Computer Science	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

--	--

Modifications	Students with Disabilities • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks	Struggling/At-Risk Students • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	Gifted and Talented • Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Multilingual Learners Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
----------------------	---	--	--	--

	• Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			
--	--	--	--	--

Personal Project

Students will create a self-determined portfolio of images with a common theme.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 6-10 weeks Content Statement: • Inspiration • Production • Work-in-progress critiques • Final Production • Display of work • Reflection Essential Question: What subjects/ techniques/ materials resonate most with me as an artist at this time?	• Omit nothing when brainstorming • You need an idea/an attraction to a subject to just get started • Once started, be open to where the project takes you • Photography is a means of communication. Ask others what they are seeing in your work. • Leave time for fine tuning and bringing it all together	Students will be able to create a visually cohesive body of work ready for exhibition. Students will also be able to verbally communicate their original intentions in making the project & reflections on both the product and the process of making it.	1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on the student's existing artwork. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.	Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F/S). Images will also be evaluated for use of elements and principles of design and the level of craftsmanship displayed (F/S). Students will also be assessed on their commitment to choosing the best materials/ forms to express their message (F/S). Sketchbook/warm-up exercises (F), critique	• DSLR Cameras • Film cameras • Tripods • Adobe Photoshop • Film & Paper • Inkjet Paper • Lighting equipment • matt board

				participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/presentatio n of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F), self-assessment/reflec tion (F/A)	
--	--	--	--	---	--

Interdisciplinary Connections	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented Provide	Multilingual Learners Using images and other visual aids to
---------------	----------------------------	-----------------------------	--	---

	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	---	---	---

Art Show and Displays

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

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
-----------------------	-------------------------------------	---	--------------	--	------------------------------------

Time: 2-4 weeks Content Statement: • Art portfolio creation • Analysis • Critique • Preservation • Presentation • Exhibition Planning Essential Question: How do artists select work for preservation and presentation?	• Use class critiques, small groups and individual reflections to analyze and select work for display • Use knowledge of museum display to organize art show • Use methods of artistic preservation and presentation to archive and display work.	Students will be able to develop a portfolio for public presentation and display.	1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Students will submit a selection of works for display (S). Students will be assessed on their planning of personal artwork for display (F). Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S). Sketchbook/warm-up exercises (F), critique participation (F/S/A), work-in-progress check-ins (F), technique demonstrations (F), art vocabulary quizzes (F/S), material/media exploration exercises (F), peer feedback sessions (F), teacher conferencing (F), studio habits/process journals (F), mid-project check (F/S), final project/artwork (S), portfolio review (S/A), artist statement (S/A), exhibition/presentation of work (S/A), art history or movement research task (F), visual analysis of exemplar works (F/S), group/collaborative mural or installation (F), digital media project (F/S), gallery walk with written response (F),	Matt board Archival tape Archival Glue T-pins Display Boards Pedestals Display Cases Featured Museums: MoMA Whitney The MET Brooklyn Museum MoMA PS1 Storm King Grounds For Sculpture Montclair Art Museum
--	---	--	---	--	---

				self-assessment/reflection (F/A)	
--	--	--	--	-------------------------------------	--

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be	Provide opportunities for project based learning	Using images and other visual aids to support understanding of concepts Kinesthetic learning experiences (manipulatives,

	- assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	- mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	- movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
--	---	--	---	---

Unit	Featured Artists	
Shutter Speeds	Tyler Mitchell	Black, LGBTQ+ Fashion work fast shutter speeds, & slow motion video
Apertures	Chuck Close	Disabled painter/photographer
Portraiture	Ethan James Green McCallum & Tarry	LGBTQ+
	Tyler Mitchell	Black, LGBTQ+
Image Processing	Adam Broomberg & Oliver Chanarin Artists who made work about Kodak exposure guides being racist	
Compositing	Kerry James Marshall's Heirlooms & Accessories (using masks & layers in PS) - Erik Johansson	Current/African American multi-media artist
	Tommy Kha	Asian American from Memphis, photo/video

Course: Honors Advanced Photography II/
Communication Design

PVRHSD CURRICULUM MAP

Grade Level: 10, 11, 12