

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown High School  
Arts & Technology: Visual & Media Arts*

*Photography II  
Grades 10–12*

**Date: February 2023**

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## [Course Description and Fundamental Concepts](#)

Photography II is an advanced course in digital and film photography. Students will utilize digital and analog cameras to explore visual communication. Students will digitize 35mm film using advanced scanning techniques. Photographic experiences will include advanced Photoshop and Lightroom techniques, portrait and studio lighting, sports, photojournalism, commercial applications, interpretation of subject matter, and professional display techniques. Students will create expressive images with effective compositions.

**Prerequisite:** Successful completion of Photo I with a minimum final grade of C.

### **Fundamental Concepts**

- Review of Photo I
- Digital Citizenship
- Digital Camera
- Film Photography
- Visual Literacy
- Critiquing Photographs
- Personal Photography Assignments off Campus
- Adobe Photoshop and Lightroom
- Printing Photographs
- Archiving digital and printed photographs
- Copyright, fair use, public domain, and creative commons
- Digital compositing
- Selected photographic studies
- Portfolio development
- Displaying Printed Work

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### Visual & Media Arts

#### Visual Arts Standards (By Grade 12)

**Visual Arts Standard 1** Generating and conceptualizing ideas.

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Practice:** Explore

Standard #	Standard Description
1.5.12.Cr1a	1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**Essential Question(s):** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Practice:** Investigate

Standard #	Standard Description
1.5.12.Cr2a	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12.Cr2b	1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

**Anchor Standard 3:** Refining and completing products.

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Question(s):** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**Practice:** Reflect, Refine, Continue

Standard #	Standard Description
1.5.12.Cr3a	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.

**Anchor Standard 4:** Selecting, analyzing, and interpreting work.

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

**Essential Question(s):** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

**Practice:** Analyze

Standard #	Standard Description
1.5.12.Pr4a	1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

**Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.

**Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Questions:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Practice:** Select

Standard #	Standard Description
1.5.12.Pr5a	1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

**Anchor Standard 6:** Conveying meaning through art.

**Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

<b>Practice:</b> Share	
<b>Standard #</b>	<b>Standard Description</b>
<b>1.5.12.Pr6a</b>	1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

**Anchor Standard 7:** Perceiving and analyzing products.

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Essential Question(s):** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Practice:** Perceive

<b>Standard #</b>	<b>Standard Description</b>
<b>1.5.12.Re7a</b>	1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
<b>1.5.12.Re7b</b>	1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

**Anchor Standard 8:** Interpreting intent and meaning.

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Question(s):** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Practice:** Interpret

<b>Standard #</b>	<b>Standard Description</b>
<b>1.5.12.Re8a</b>	1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

**Anchor Standards 9:** Applying criteria to evaluate products.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**Practice:** Analyze

Standard #	Standard Description
1.5.12.Re9a	1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question(s):** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Practice:** Synthesize

Standard #	Standard Description
1.5.12.Cn10a	1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

### Media Arts Standards (By Grade 12)

**Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Question(s):** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Standard #	Standard Description
1.2.12acc.Cr1	a. Strategically uses generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
1.2.12acc.Cr1	b. Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr1	c. Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Question(s):** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

Standard #	Standard Description
1.2.12acc.Cr2	a. Organize and design artistic ideas for media arts productions.



1.2.12acc.Cr2	b. Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
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**Anchor Standard 3:** Refining and completing work.  
**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.  
**Essential Question(s):** How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Standard #	Standard Description
1.2.12acc.Cr3	a. Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
1.2.12acc.Cr3	b. Demonstrate an understanding of media art principles through a selection of tools and production processes.

**Anchor Standard 4:** Selecting, analyzing, and interpreting work.  
**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.  
**Essential Question(s):** How are complex media arts experiences constructed? At what point is a work considered "complete"?

Standard #	Standard Description
1.5.12acc.Pr4	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

**Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.  
**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.  
**Essential Question(s):** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Standard #	Standard Description
1.5.12acc.Pr5	a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
1.5.12acc.Pr5	b. Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

**Anchor Standard 7:** Perceiving and analyzing products.  
**Enduring Understanding:** Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

**Essential Question(s):** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Standard #	Standard Description
1.5.12acc.Re7	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact the audience.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.  
**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

**Essential Question(s):** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

Standard #	Standard Description
1.2.12acc.Cn10	a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

**Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Question(s):** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Standard #	Standard Description
1.2.12acc.Cn11	a. Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, truth.

### [English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are *required* in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	<b>NJSLSA.R3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
<b>2, 3, 4, 5, 6</b>	<b>NJSLSA.R4</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>3, 4, 5, 6</b>	<b>NJSLSA.R5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	<b>NJSLSA.R6</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>3, 4, 5, 6</b>	<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	<b>NJSLSA.R8</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	<b>NJSLSA.R10</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>3, 4, 5, 6</b>	<b>NJSLSA.W1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>3, 4, 5, 6</b>	<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<b>NJSLSA.W3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>2, 3, 4, 5, 6</b>	<b>NJSLSA.W4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<b>NJSLSA.W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>2, 3, 6</b>	<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>4, 5, 6</b>	<b>NJSLSA.W7</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

	<b>NJSLSA.W8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	<b>NJSLSA.W9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>NJSLSA.W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1,2,3,4,5,6	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). <b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1,2,3,4,5,6	<b>Critical Thinking and Problem-solving:</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). <b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <b>9.4.12.CT.4:</b> Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

1,2,3,4,5,6	<b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>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).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
1,2,3,4,5,6	<b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
1,3,5,6	<b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
1,2,3,4,5,6	<b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>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).</i>
2,3,4,5,6	<b>Digital Citizenship:</b> Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	<i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i>

1,2,3,4,5,6	<p><b>Global and Cultural Awareness:</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><b>9.4.12.GCA.1:</b> Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
1,2,3,4,5,6	<p><b>Information and Media Literacy:</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><b>9.4.12.IML.1:</b> Compare search browsers and recognize features that allow for filtering of information.</p> <p><b>9.4.12.IML.2:</b> Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
1,2,3,4,5,6	<p><b>Information and Media Literacy:</b> Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><b>9.4.12.IML.3:</b> Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRES.8)</p> <p><b>9.4.12.IML.4:</b> Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>
	<p><b>Information and Media Literacy:</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><b>9.4.12.IML.5:</b> Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p><b>9.4.12.IML.6:</b> Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</p>
5,6	<p><b>Information and Media Literacy:</b> Accurate information may help in making valuable and ethical choices.</p>	<p><b>9.4.12.IML.7:</b> Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>



5,6	<b>Information and Media Literacy:</b> Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>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).</i>
	<b>Technology Literacy:</b> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
2,3,4,5,6	<b>Technology Literacy:</b> Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

### Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
3,4,5,6	There are strategies to improve one's professional value and marketability.	<i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i> <i>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>

3,4,5,6	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p><b>9.2.12.CAP.4:</b> Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.2.12.CAP.6:</b> Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p><b>9.2.12.CAP.7:</b> Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p><b>9.2.12.CAP.8:</b> Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>9.2.12.CAP.9:</b> Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p><b>9.2.12.CAP.10:</b> Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.2.12.CAP.11:</b> Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
6	An individual's income and benefit needs and financial plan can change over time.	<p><b>9.2.12.CAP.12:</b> Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p><b>9.2.12.CAP.13:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p><b>9.2.12.CAP.14:</b> Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>



2,3,4,5,6	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><b>9.2.12.CAP.15:</b> Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p><b>9.2.12.CAP.16:</b> Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p><b>9.2.12.CAP.17:</b> Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p><b>9.2.12.CAP.18:</b> Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p><b>9.2.12.CAP.19:</b> Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p><b>9.2.12.CAP.20:</b> Analyze a Federal and State Income Tax Return.</p>
2,3,4,5,6	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><b>9.2.12.CAP.21:</b> Explain low-cost and low-risk ways to start a business.</p> <p><b>9.2.12.CAP.22:</b> Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p><b>9.2.12.CAP.23:</b> Identify different ways to obtain capital for starting a business</p>

### Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

<b>Standard 8.2</b>	<p><b>Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<b>1, 2, 3, 4, 6</b>	<b>Strand A</b>	<p><b>The Nature of Technology: Creativity and Innovation:</b> Technology systems impact every aspect of the world in which we live.</p>

1, 2, 3, 4, 6	<b>Strand B</b>	<b>Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1, 2, 3, 4, 5, 6	<b>Strand C</b>	<b>Design:</b> <i>The design process is a systematic approach to solving problems.</i>
1, 2, 3, 4, 6	<b>Strand D</b>	<b>Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
1, 2, 3, 4, 6	<b>Strand E</b>	<b>Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Photo I Review</b> <b>Film Photography</b>	<b>September</b> (~19 days)
<b>Critiquing</b> <b>Visual Literacy</b> <b>Photo I Review</b>	<b>October</b> (~19 days)
<b>Topical Studies- Study 1</b>	<b>November</b> (~16 days)
<b>Topical Studies- Study 2</b>	<b>December</b> (~15 days)
<b>Concept Driven Photography</b> <b>Topical Studies- Study 3</b>	<b>January</b> (~18 days)
<b>Topical Studies- Study 4</b>	<b>February</b> (~18 days)
<b>Topical Studies- Study 5</b>	<b>March</b> (~15-20 days)
<b>Topical Studies- Study 6</b>	<b>April</b> (~15-20 days)
<b>Topical Studies- Study 7</b>	<b>May</b> (~18 days)
<b>Topical Studies- Study 8</b>	<b>June</b> (~15 days)

**\*As noted in the pacing guide above, the major units of study will be spiraled throughout the school year with subunits denoting the specific areas of concentration to be scaffolded in conjunction with one another.\***

## Units Scope and Sequence

### Unit 1: Photo I Review

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLS](#) - (1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

*NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart*

*NJSLS - Life Literacies and Key Skills- see NJSLS chart*

*NJSLS - Interdisciplinary Standards- see NJSLS chart*

##### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- Class expectations
- File management
- Manual Camera use
- RAW file type
- Adobe Lightroom Basics (catalogs, editing, exporting)
- Adobe Photoshop basics (creating new files, layers masks, adjustment layers, selections tools, saving)
- Problem Solving

##### Objectives

*Students will be able to...*

- Understand the expectations and rigor of the class
- Use the photography equipment with minimal hindrance on their work
- Problem solve through different technical issues they might encounter

## Unit 2: Film Photography

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - (1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

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*NJSLs - Life Literacies and Key Skills- see NJSLs chart*

*NJSLs - Interdisciplinary Standards- see NJSLs chart*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- Selecting appropriate film
- Loading film
- Metering a scene correctly
- Preparing film for development
- Black and white film development

#### Objectives

*Students will be able to...*

- Evaluate which type of film would be best for varying situations
- Use a manual film camera correctly
- Analyze the film photography process from start to finish to determine where success or failure happened

## Unit 3: Critiquing

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - (1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

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*NJSLs - Interdisciplinary Standards- see NJSLs chart*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- General Steps of Critiquing (describe, analyze, interpret, evaluate)
- Note taking during Critiques
- Applying Critiques to work
- Critique Etiquette

#### Objectives

*Students will be able to...*

- Evaluate a photograph on varying criteria
- Record, review, and evaluate feedback given by teacher and peers about their work
- Revise work based off of critique
- Critique photography in a respectful beneficial way

## Unit 4: Visual Literacy

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - (1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

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*NJSLs - Life Literacies and Key Skills- see NJSLs chart*

*NJSLs - Interdisciplinary Standards- see NJSLs chart*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- Elements of art and principles of design
- Expressive photography
- Using composition and elements of art and principles of design expressively

#### Objectives

*Students will be able to...*

- Extrapolate meaning from images
- Describe why and how images carry specific meaning
- Understand the elements, principles, and techniques that allow images to communicate
- Apply knowledge of visual literacy to their own work
- Communicate messages with meaning and depth with their work

## Unit 5: Concept Driven Photography

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - ((1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

*NJSLs - Career Awareness, Exploration, Preparation, and Training- see NJSLs chart*

*NJSLs - Life Literacies and Key Skills- see NJSLs chart*

*NJSLs - Interdisciplinary Standards- see NJSLs chart*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- What a concept is
- Why use a concept
- How to use a concept

#### Objectives

*Students will be able to...*

- Create strong concepts
- Employ visual literacy skills to communicate their concepts through images
- Extrapolate correct meaning from works of art



## Unit 6: Topical Studies

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - (1.5.12acc.Cr1a) (1.5.12acc.Cr2a) (1.5.12acc.Cr2b) (1.5.12acc.Cr3a) (1.5.12acc.Pr4a) (1.5.12acc.Pr5a) (1.5.12acc.Pr6a) (1.5.12acc.Re7a) (1.5.12acc.Re7b) (1.5.12acc.Re8a) (1.5.12acc.Re9a) (1.5.12acc.Cn10a) (1.2.12acc.Cr1) (1.2.12acc.Cr2) (1.2.12acc.Cr3) (1.5.12acc.Pr4) (1.5.12acc.Pr5) (1.5.12acc.Re7) (1.2.12acc.Cn10) (1.2.12acc.Cn11)

*NJSLs - Career Awareness, Exploration, Preparation, and Training- see NJSLs chart*

*NJSLs - Life Literacies and Key Skills- see NJSLs chart*

*NJSLs - Interdisciplinary Standards- see NJSLs chart*

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- Exploration and application of concepts taught previously in the year
- Effective critiquing

#### Objectives

*Students will be able to...*

- Apply skills and knowledge from previous projects to current projects
- Start independently manage time
- Learn new skills through self exploration or peer sharing
- Problem solve issues that will arise
- Professionally display and talk about their work

Please contact the Content Supervisor for any questions.