

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey

Curriculum Guide

Digital Photography
Grades 10-12

Text:

Adobe Photoshop CS6 Classroom in a Book
The Design Collection Revealed Premium Edition
The Web Collection Revealed Premium Edition

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Digital Photography; Grades 10-12 Curriculum Guide

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Introduction

Digital Photography is a yearlong, project-based curriculum that develops career and communication skills. This course teaches traditional skills and digital skills in photography using Adobe tools. This course explores digital camera technologies and teaches students a working knowledge of composition, lighting, and imaging of black and white and color photography. Research in advertising and marketing is done for authentic photography projects. Editing of digital images on the computer will be taught using The Adobe Creative Suite.

The projects in this course are based on the Adobe curriculums developed specifically for their software applications. Adobe collaborated with a community of educators across the US to develop the appropriate depth and breadth of each project. Additionally, Adobe collaborated and co-authored content of their curriculum with the International Society of Technology Education (ISTE) to create standards-aligned, career-track, course materials that focus on print production, graphic design. The NJCCCS in Technology are based on these standards.

Materials

Textbook:

The Web Collection Revealed

Supplementary Text:

Adobe Photoshop CS4 Classroom in a Book

Adobe Photoshop CS6 Classroom in a Book

Technology in Computer Labs

- Windows
- Adobe CS4 and CS6 Web Collection and Design Collection
- 1.3GHz or faster processor
- Microsoft® Windows® XP Home, Professional, or Tablet PC Edition with Service Pack 2 or 3 (32-bit and 64-bit); Windows Server® 2003 (with Service Pack 2 for 64-bit); or Windows Vista® Home Basic, Home Premium, Business, Ultimate, or Enterprise with or without Service Pack 1 (32-bit and 64-bit)
- Internet Explorer 6.0
- 256 MB of RAM (512 MB recommended)
- 2.13 GB of available hard-disk space
- 1,024 x 768 screen resolution
- DVD-ROM drive
- Video hardware acceleration (optional)
- Internet or phone connection required for product activation
- HP Scanjet G4010
- Kodak Digital Cameras
- Canon Digital Camera

References

Adobe Systems Incorporated Visual Design Foundations of Design and Print Production 2008.

State of New Jersey, Department of Education. "Core Curriculum Content Standards." Curriculum and Instruction. 2014

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.	8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
		8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
		8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
		8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
		8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
		8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
		8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
		8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking)
			and disclosure, and on dissemination of personal information.
	Exhibit leadership for digital citizenship.	8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
		8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.	
Strand		A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.	
Strand		B. Technology and Society: <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
	Students will be able to understand:		
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
	Students will be able to understand:		
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.	
Strand		D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
Grade Level bands	Content Statement Students will understand how to:	Indicator	Indicator
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.	
Strand		E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Sequence of Material

- 1. The History of Photography**
- 2. The Digital Camera**
- 3. What is Digital?**
- 4. Photography as Art**
- 5. Digital Editing**
- 6. Digital Presentations**
- 7. Digital Photography Careers**

UBD COURSE OUTLINE

Big Idea: The application of the principles of traditional photography to combine with the digital manipulation of pixels in photographic images is one of the most rapidly growing computer fields.

Critical Vocabulary:

Ambient light	Image browser
Archival	Image editor
Aperture	Image resolution
ApplicationBuffer	Inkjet
Burning	ISO speed
CCD	JPEG
CD-R	LCD
CD-RW	Media
CMOS	Megabyte (MB)
CMYK	Memory Stick®
CompactFlash™	NiMH
Contrast	Panning
Digital camera	Pixel
Download (downloading)	RAW
DPI	Red-eye
EXIF	RGB
External flash	Saturation
File	Sensitivity
Fill flash	Serial
Fire	Sharpness
FireWire	Shutter speed
Grayscale	SmartMedia™
Highlights	Thumbnail
Histogram	USB
	White balance

Essential Questions:

What computer skills are necessary in our world of constant technology change?

What knowledge about the computer can be transferred to new technology situations and experiences?

What computer skills do I most need to develop computer literacy?

What is important to know in selecting a digital camera and computer for a specific use?

What are the strengths and weaknesses of digital cameras and computers?

How is a digital camera and computer connected to everyday life?

How can a digital camera and computer help expedite workflow and manage tasks in society?

What are the differences in applications, hardware and software?

What are the different tools in Adobe Creative Suite used for?

What careers are associated with digital photography?

Topical Units

<i>UNIT 1: The History of Photography (11 days)</i>							
Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
The history of photography	2	Camera obscura Louis-Jacques Mandé Daguerre Photojournalism (Matthew Brady) George Eastman (Kodak)	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud Pinhole camera	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
Usage of Photography	1						
The History of the camera	5	History of vintage cameras	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Hands on research of vintage cameras Research paper	Observation of students techniques at the computer, confirm and correct. Printout of activity.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
Vocabulary of Photography	1				Vocabulary word search		
Unit 1 Assessment	Ongoing				Gathering Images of historical photography		
Concepts Review	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	1	Pass a test on concepts and skills learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

<i>UNIT 2: The Digital Camera (5 days)</i>							
Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Parts of a Camera	1						
Basic Camera Operation	2	Holding the camera Turning on the camera Flash modes Shooting modes Viewing and deleting photos Using the menu options Exposure Formatting the memory card Changing the batteries	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1		Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Unit 2 Assessment	Ongoing				Paper Doll Disco	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Concepts Review	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1		Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1		Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	1	Pass a test on concepts and skills learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

UNIT 3: What is Digital? (20 days)

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
The advantages of digital photography	.5	Benefits of digital photography <ul style="list-style-type: none"> • See them right away • Easy to share • Costs less • Commonly used everyday 	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
Types of digital photography	.5	Using a digital scanner Using a Photo CD Using a Digital camera	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
Power of digital editing	.5	Discuss possible digital photography creations <ul style="list-style-type: none"> • Calendars • Cards • Albums • Photo CD 	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
The power of digital photography	.5	People use digital photography everyday: police, real estate, Lawyers, scientists, doctors, insurance, educators Examples: Hubble telescope, x-ray, MRI, microscope.	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments Peer Teaching Anchoring Activities
How Digital Works	1	Image sensor Types of storage Different types of digital media (DVD, CD, ipod etc.)	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud	Class Discussion	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Bits and Bytes	1	Learn what bits and bytes are The prefixes used kilo, mega giga, tera, peta, exa	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud Creating a file size chart	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
20 What is a pixel	5	Pixels	8.1.12.A.2	3.2.12.A.3	Teacher-made handout	Observation of	Acceleration/Deceleration

Digital Photography

		Megapixel (MP) Resolution format	<i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Read Aloud Lite Brite pictures Mosaics	students techniques at the computer, confirm and correct.	Learning Profiles/Styles Tiered Assignments
File Formats	1	Camera RAW, jpeg, tiff, gif, psd, pdf	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handout Read Aloud Convert and save a picture in different formats	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Downloading/Uploading Photos	1	Using USB	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1		Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Scanning	7	How to use a digital scanner	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Scan an everyday object	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Unit 3 Assessment	Ongoing						
Concepts Review	.5	Review all concepts learned	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	1	Pass a test on concepts and skills learned	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

UNIT 4: Photography as Art (40 days)

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
What to Shoot?	1	Learning how to see through the camera's lens	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Light and Shadows	5	To learn how light and shadows affect photographs	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Simplicity	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Rule of Thirds	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Lines & Shapes	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Patterns	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Framing	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Point of View	5	To learn design concepts and photographic composition techniques	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Guidelines for Better Photographic Composition	Observation of students' techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
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Unit 4	Ongoing						

Digital Photography

Assessment							
Concepts Review	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	1	Pass a test on concepts and skills learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

UNIT 5: Digital Editing (44 days)

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Exploring the Workspace	2	To learn the function of Adobe Photoshop and where things are located in the workspace	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Customizing your workspace	.5	Saving a Custom Workspace	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Starting Photoshop and opening a file	.5	Opening a File in Photoshop Opening a File with Adobe Bridge Creating a New Photoshop Document	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Overview of the Tool Palette	3	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the Navigation Tools	2	Zoom Tool Hand Tool Rotating an Image Using the Navigator Palette	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Working with Selection Tools

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
About Selecting and selection tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1	3.2.12.A.3 3.2.12.A.4	Text: Adobe Photoshop Classroom in a Book	Observation of students techniques	Acceleration/Deceleration Learning Profiles/Styles

Digital Photography

			9.4.12.D.4.4	3.2.12.B.10 3.2.12.C.1	(ISBN # 0-321-19375-X)	at the computer, confirm and correct.	Tiered Assignments
Using the Magic Wand Tool	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the Magic Wand with other selection tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Working with oval and circular selections	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Selecting using the lasso tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Rotating a selection	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Cropping and erasing using the selection tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Working with Layers and Masks

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
About Layers	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Rearranging Layers in the Layer palette	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer,	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Digital Photography

				3.2.12.C.1		confirm and correct.	
Editing Text Layers	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Flattening layers and saving	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Creating a layer set and adding a new layer	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adjusting layer opacity and blend modes	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adding layers styles	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Creating and editing a quick mask	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Saving a selection as a mask	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Editing a mask	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Basic Photo Corrections

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Strategy for Retouching	1	Learning how to use retouching tools (clone stamp, Healing Brush, patch tools)	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Straightening and Cropping and Image	1	Using Transformation and crop tools	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using Adjustments Layers	1	Learning to use non destructive editing methods	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adjusting the Tonal Range	1	Learning how to use color corrections	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Removing Color Cast	1	Learning how to remove color cast	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Replacing Colors in an Image	1	Learn how to use color replacement tool and editing color	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the Dodge and Burn Tools	1	Learning How to Use the Dodge and Burn Tools	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adjusting Color Saturation using the Sponge Tool	1	Learning How to Use the sponge tool	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Applying and	2	Learning how to use filters in Adobe	8.1.12.A.2	3.2.12.A.3	Text: Adobe Photoshop	Observation of	Acceleration/Deceleration

Digital Photography

Unsharp Mask		Photoshop	9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Classroom in a Book (ISBN # 0-321-19375-X)	students techniques at the computer, confirm and correct.	Learning Profiles/Styles Tiered Assignments
Saving for 4 color print	2	Learning the CMYK printing process	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Painting, Editing and Special Effects

Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Defining a Custom Workspace	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Blending an Image with the background	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the history tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the brush tools	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using the pattern maker to make a frame	1	To learn the basic function of the tools in Adobe Photoshop	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Photoshop Classroom in a Book (ISBN # 0-321-19375-X)	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Unit 5 Assessment	Ongoing						
Concepts Review 28	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments

Digital Photography

Skills Review	.5	Review and practice skills again	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	1	Pass a test on concepts and skills learned	<i>8.1.12.A.2</i> <i>9.4.12.D.4.1</i> <i>9.4.12.D.4.4</i>	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

UNIT 6: Digital Presentations (14 days)							
Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Using Software to create visual presentations	3		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Acrobat Professional Classroom in a Book (ISBN #	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Using software to create a digital portfolio	3		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Acrobat Professional Classroom in a Book (ISBN #	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adding sound	1		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Acrobat Professional Classroom in a Book (ISBN#	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Adding graphics	1		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Text: Adobe Acrobat Professional Classroom in a Book (ISBN #	Observation of students techniques at the computer, confirm and correct.	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Unit 6 Assessment	Ongoing						
Concepts Review	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Test	5	Pass a test on concepts and skills learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help
30							

<i>UNIT 7: Careers in Digital Photography (18 days)</i>							
Topic	Number of Days	Goals and Objectives	Content Goals as per NJCCCS	Cross Content Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Strategies for Differentiation*
Different Types of Photography Careers	5	Commercial Photography Photoshop Guru Fashion Photo Journalism Paparazzi Portraits Events Freelance	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Functions	1		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Benefits	1		8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Unit 7 Assessment	Ongoing						
Concepts Review	.5	Review all concepts learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Review concepts	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Skills Review	.5	Review and practice skills again	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made handouts	Read, review, and practice skills again	Acceleration/Deceleration Learning Profiles/Styles Tiered Assignments
Project	10	Pass a test on concepts and skills learned	8.1.12.A.2 9.4.12.D.4.1 9.4.12.D.4.4	3.2.12.A.3 3.2.12.A.4 3.2.12.B.10 3.2.12.C.1	Teacher-made Assessment	Pass teacher prepared tests and quizzes with a minimum accuracy of 65%	Extra time and help

Digital Photography

***Differentiation Strategies:** Definitions of differentiation strategies that are used in this curriculum

Tiered Assignments – series of related tasks of varying complexity and independence to ensure essential understandings and key skills that students need to acquire while ensuring challenge and not frustration based on the students' level and prompts continued growth while also practicing concepts.

Independent Study – project of independent investigation with flexible pacing that culminates in a product that demonstrates learning outcomes that differ in level of complexity with varied guidance and structure using self-management to ensure high standards of investigation and product.

Acceleration/Deceleration – change the pace of curriculum to match students' levels.

Peer Teaching – “resident expert” students will help re-teach concepts to peers.

Learning Profiles/Styles – auditory, listen to directions and explanations; visual, teacher demonstrate concepts; kinesthetic, practice the concept.

Anchoring Activities – activities students can do at any time when they have completed assignments to enrich their knowledge by letting students work at different flexible paces with tasks that vary in level of complexity and degree of abstract thinking so students always have productive to do and promotes guided self-management.