



*Prepares Students for College and Careers*

# ▲ Digital Photography II (g)

## COURSE CODES:

▲ROP 61036 ▲WUHSD 8067 ▲ERUSD 00000 ▲STATE (CALPADS) 7212

**Course Leads to:** Post-Secondary Education and Employment  
**Industry Sector:** Arts, Media & Entertainment  
**Career Pathway:** Design, Visual, and Media Arts – 111  
**Classroom Hours:** 180 **Course Level:** Capstone  
**Work Based Learning:** 180 (optional)

**Approved Textbook/Curriculum:** None

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit Yes, (g)	None	<b>Related Careers (O*NET)</b>  51-9151.00 Photographic Process 27-4021.00 Photographers 27-4031.00 Camera Operators, Television, Video, and Motion Picture  27-1014.00 Multimedia Artists and Animators
<b>COLLEGE MAJORS</b>  Photography Associate of Occupational Studies in Web Design Computer Science and Digital Arts Digital Media Technology Graphic Design Journalism	<b>NEXT STEPS</b>  Post-Secondary Education Participate in Internship	

**Prerequisites:**  
 Successful completion of Digital Photography I with a 70% or better is required.

## Course Description:

The Digital Photography II course picks up where Digital Photography I left off, by utilizing similar but advanced photo skills and software for graphic and image manipulation to create commercial graphic products and aesthetic fine art images, while promoting technological and visual literacy. Students will create advanced products geared towards non-profit clients, using image and text strategies for projects such as graphic and poster design, manipulating found and created imagery, and to work with visual narrative strategies using photojournalist techniques that address both personal as well as public themes of identity, place, and community.

The first semester will focus on creating and developing photographic imagery through advanced photographic techniques to be used in a variety of ways from pure aesthetic images to commercial production. The second semester will further develop these skills by combining photographic imagery with graphic design and textual elements for a variety of authentic, real-world projects.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

## **COURSE OUTLINE**

### **I. ORIENTATION**

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct

### **II CAREERS IN DIGITAL PHOTOGRAPHY**

- A. Research and report on the specialized occupations within the Digital Photography industry
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various photography positions
- D. Explain the impact of pre-employment activities on employability (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

### **III. PREPARING FOR COLLEGE AND CAREERS**

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

### **IV. PHOTOGRAPHY COMPOSITION AND PRINCIPLES OF DESIGN**

- A. Understand the elements of art
- B. Properly identify and describe the principles of design (Emphasis, balance, rhythm, and contrast)
- C. Accurately choose the proper file type for specific images
- D. Camera/Technology Review
  - 1. Discuss basic digital camera types – DSLR/Mirror Less/Cell Phone
  - 2. Review basic framing, cropping
  - 3. Review compositional basics and camera manipulation

### **V. SELF IMAGING: TRADITIONAL VS. CONTEMPORARY PORTRAITURE**

- A. Experiment with self-portraits – various angles, POV, selfies, etc...
- B. Create self-portraits with objects and community as metaphor
- C. Create non-traditional portraits using software and other medium

### **VI. PERSONAL VS. PUBLIC SPACE**

- A. Understand the space a photographer encompasses and their place in that space
- B. Discuss how space is represented as both personal and public community
- C. Understand how to visually record images of space
- D. Accurately describe and document personal and public space through speech, pictures/images, and writing

### **VII. PHOTO TRUTH: FRAMED VS. MANIPULATED REALITY**

- A. Research and understand examples of both framed and manipulated images
- B. Understand collage techniques – natural vs. digital
- C. Explore various photo concepts – surrealism, photo manipulation, and restoration

### **VIII. VISUAL NARRATIVE: PHOTOJOURNALISM AND YOUR CULTURE**

- A. Understand how visual narratives tell a story, change the meaning, and convey meaning
- B. Create and compare visual narratives

### **XIX. GRAPHICS IN PHOTOGRAPHY**

- A. Understand and explain terminology related to typography and graphics
- B. Explain how graphic elements change the meaning of work
- C. Create various pieces of work using graphics and elements of design

## COURSE OUTLINE

### XX. CREATIVE CHOICE: COMPOSITION, CONCEPT, AND YOUR CONCENTRATION WORK

- A. Research significant artists, photographers, and other industry professional to identify their concepts, voice, and examine their body of work
- B. Brainstorm various concepts of developing their own body of work and timeline for production
- C. Create manifesto/ statement in relation to their body of work, including concept and voice, and where their work might take them in the future

### X. BUILDING YOUR PORTFOLIO AND PRESENTATION

- A. Create and adhere to benchmarks and timelines for portfolio
- B. Choose past images to represent the body of work in the portfolio
- C. Understand and be able to explain how the images are related
- D. Generate a concentration summary that discusses the trajectory of the student's work to the present, as well as future goals
- E. Defend portfolio to community, education, and business and industry professionals

## PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON)

- A. Research
- B. Outline
- C. First Draft
- D. Final Draft
- E. Presentation

## ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

### INDUSTRY SECTOR: Arts, Media and Entertainment

#### ESSENTIAL PATHWAY STANDARD – A2.0

Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media

**KEY ASSIGNMENT**

#### ESSENTIAL PATHWAY STANDARD - A2.0

Analyze , assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

**KEY ASSIGNMENT**

#### ESSENTIAL PATHWAY STANDARD – A5.0

Identify essential industry competencies, explore commercial applications and develop a career specific personal plan

**KEY ASSIGNMENT**

#### ESSENTIAL PATHWAY STANDARD – A6.0

Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**KEY ASSIGNMENT**

#### ESSENTIAL PATHWAY STANDARDS – A8.0

Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

**KEY ASSIGNMENT**

## STANDARDS FOR CAREER READY PRACTICE

**1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**1: Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

**2: Communications Language Standard**

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

**3: Career Planning and Management Speaking and Listening Standard**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

**4: Technology Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

**5: Problem Solving and Critical Thinking Writing Standard**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

**6: Health and Safety Reading Standards for Science and Technical Subjects**

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

**7: Responsibility and Flexibility Speaking and Listening Standard**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

**8: Ethics and Legal Responsibilities Speaking and Listening Standard**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

**9: Leadership and Teamwork Speaking and Listening Standard**

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

**10: Technical Knowledge and Skills Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

**11: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.