

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Photography
 B. **TITLE OF UNIT:** Basic Concepts
 C. **TITLE OF LESSON:** Basic Concepts
 D. **MLO/COMPETENCY FOCUS:**
 E. **DATE & TIME:** —
 F. **WEEK OF INSTRUCTION:**
 G. **INSTRUCTOR:**
 H. **ADDITIONAL INFORMATION:**

II. EXTERNAL ALIGNMENT:

*(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must **KNOW** the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)*

(use this column for course evaluation / improvement suggestions)

(Standard Source)

(Specific Standard Set & Number)

Common Core State Stds:

III. STUDENT PERFORMANCE OBJECTIVES:

*(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)*

*(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment)*

Psychomotor:

Manage electronic files (e.g., storage, naming files, retrieval)

Exhibit leadership skills through a student organization (e.g., SkillsUSA)

Cognitive:

Know terms related to graphic arts/desktop publishing

Understand copyright issues related to graphic arts/desktop publishing (e.g., legal, ethical)

Affective:

Students should feel comfortable with the basics concepts of photography & desktop publishing by understanding terms and how to manage files. Students should also respect copyright laws by understanding them. Students should feel they have a good understanding of careers in photography.

IV. TEACHING METHODS AND TECHNIQUES:

(Category)

(Specifics)

Illustrated Lecture

Powerpoint on common photography terms.

Discussion

Explain and discuss copyright issues related to desktop publishing and photography.

Demonstration

Demonstrate how to manage electronic files.

Other: *Research the various careers in Photography.*

V. RESOURCES REQUIRED:

(Category)

(Specifics)

Computer/Projector

Other:

VI. INTRODUCTION:

Welcome to Photography, this unit is an introduction of photography. We will explore career opportunities, define terms relevant to today's photography, and discuss copyright laws while learning the basics of acquiring files.

VII. CONTENT:

*(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)*

Identify careers/self-employment opportunities in photography.

Define terms related to graphic arts/desktop publishing

Manage electronic files (e.g., storage, naming files, retrieval)

Explain copyright issues related to graphic arts/desktop publishing (e.g., legal, ethical)

VIII. SUMMARY:

(Students should know what career options are available in the photography field and understand the related terms. They should also witness how to manage electronic files and understand copyright issues involved in photography and desktop publishing. Now that they understand this they should be ready to cover the safety lesson so they can get to handling cameras.

IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment):

Psychomotor:

Cognitive:

Know what Photography Careers are available.

Know terms related to current photography.

Know the basics of acquiring images onto a PC or Mac.

Understand copyright laws related to desktop publishing and photography.

Affective:

Students should feel obligated to abide by copyright laws.

X. ASSIGNMENTS (reinforce major lesson components):

Sample Problems:

Frayer model on current photography terms.

Sample Problems:

How to acquire and transfer files to a computer.

(select)

XI. RELEVANCE TO FUTURE LESSONS:

Now that they understand definitions and how images are transferred they should be ready to cover the safety lesson so they can get to handling cameras.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)