

CAREER TECHNICAL EDUCATION COURSE DESCRIPTION

COURSE TITLE: Advanced Visual/Commercial Art: Photography

INDUSTRY SECTOR: Arts, Media, and Entertainment

PATHWAY: Design, Visual, and Media Arts

CALPADS TITLE: Intermediate Film/Video Production

CALPADS CODE: 7218

HOURS Total	Classroom	Lab Hours
140	100	40

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Camera Operators, Television, Video, and Film	27-4031.00	Cartographers and Photogrammetrists	17-1021.00
Self-Enrichment Teachers	25-3021.00	Curators	25-4012.00

COURSE OVERVIEW:

Advanced Photography students focus on portfolio development and further refinement of skill need for careers in commercial photography, editing and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflections. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written responses in class during discussions and lecture. For each art project, students will be required to analyze their art piece to see if he or she satisfies the project's requirements and if viewers agree with the students findings. The criteria for these assessments is the following:

- *Originality*
- *Performance*
- *Means and function: synthesis of conceptual content, ability to solve formal and technical problems*

Technical and Media Skills; technical competence, appropriate use of media in relationship to intended expressive purposes of artwork.

A-G APPROVAL: Approved as Fine Arts / Visual Arts (F)

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METHODS OF INSTRUCTION:

- Direct Instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field Trips
- Guest Speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

COURSE CONTENT:

CTE ANCHOR STANDARDS:

1.0 Academics 2.0 Communications 3.0 Career Planning and Management 4.0 Technology 5.0 Problem Solving and Critical Thinking 6.0 Health and Safety 7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibilities 9.0 Leadership and Teamwork 10.0 Technical Knowledge and Skills 11.0 Demonstration and Application

CTE: PATHWAY STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. 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. A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

Key Academic Standards from the Academic Alignment Matrix:

11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or

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<p>style, and to comprehend more fully when reading or listening. 011-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
UNIT 1:	Portfolio Revision and Maintenance
Content	<p>Students will revise their portfolio created over the previous classes (intro/intermediate). Students will continue to compile and organize photography examples into a professional portfolio for review by industry professionals. The images will illustrate the students’ creativity in designing compositions employing proper exposure, sharpness, and use of art elements and principles of design. A peer to peer review will prepare students to meet with industry professionals and mentors. Students will reflect on this portfolio and plan future improvements based on post graduation goals.</p>
Standards	<p>CTE STANDARDS: 2.3 Interpret verbal and nonverbal communications and respond appropriately. 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success. 3.3 Explore how information and communication technologies are used in career planning and decision making. 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning. 3.7 Recognize the importance of small business in the California and global economies. 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options. 5.1 Identify and ask significant questions that clarify various points of view to solve problems. 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 7.1 Recognize how financial management impacts the economy, workforce, and community. 7.2 Explain the importance of accountability and responsibility in fulfilling personal,</p>

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	<p>community, and workplace roles.7.3 Understand the need to adapt to changing and varied roles and responsibilities. 7.4 Practice time management and efficiency to fulfill responsibilities. 7.5 Apply high-quality techniques to product or presentation design and development. 7.6 Demonstrate knowledge and practice of responsible financial management. 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector. 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment. 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.10.4 Collaborate with industry experts for specific technical knowledge and skills. 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowl-edge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level. Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p> <p>CTE PATHWAY STANDARDS: A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.</p> <p>Academic Alignment Matrix: 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 11-12.1. Write arguments to</p>
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	support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Assignments	<ol style="list-style-type: none"> 1. last year's portfolio review 2. Long and short term goal worksheet 3. revised portfolio, image changes; design changes 4. Professional review.
UNIT 2:	Alternative Photography
Content	Students will review historic and alternative photographic processes with an emphasis on the printed surface. Pinhole, Holga, Cyanotype Silver Salt and Wet plate will all be reviewed as well as digital alternatives of printing on non traditional surfaces.
STANDARDS:	<p>CTE STANDARDS:</p> <p>2.0 Communications 4.1 Use electronic reference materials to gather information and produce products and services.4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.4.5 Research past, present, and projected technological advances as they impact a particular pathway.4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task. 5.1 Identify and ask significant questions that clarify various points of view to solve problems.5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions. 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.6.6 Maintain a safe and healthful working environment.6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA). 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 10.0 Technical Knowledge and Skills 11.1 Utilize work-based/workplace learning experiences to demonstrate and</p>

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	<p>expand upon knowl-edge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.</p> <p>CTE PATHWAY STANDARDS: A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts. A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. A1.8 Compare how distortion is used in a variety of media to modify the message being communicated. A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. A4.6 Create an artistic product for a specific industry and modify that product to accommo-date a different aesthetic perspective. 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.</p> <p>Academic Alignment Matrix: 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combina-tions of different foods. 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in A1.0solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance. 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models. Planning and carrying out investigations Analyzing and interpreting data</p>
<p>Assignments</p>	<p>self made pinhole camera cyanotype and digital negative Alternative digital printing Unit final, one image- three processes</p>
<p>UNIT 3:</p>	<p>Photographic Style and Artistic Intent</p>
<p>Content</p>	<p>Students research the cultural, historical and personal impacts on specific artists’ and photographer’s lives and the impact of their work. Students</p>

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	<p>explore how culture and time change the perceived meaning of artwork. Students will study the images and cultural impact of Photographers like Diane ARbus, Annie Leibovitz and Gordon Parks. Students will use notebooks and journals to reflect upon their own personal style and choices.</p>
<p>UNIT 3:</p>	<p>CTE ANCHOR STANDARDS: 2.1 Recognize the elements of communication using a sender–receiver model.2.2 Identify barriers to accurate and appropriate communication.2.3 Interpret verbal and nonverbal communications and respond appropriately.2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. 4.1 Use electronic reference materials to gather information and produce products and services.4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.4.5 Research past, present, and projected technological advances as they impact a particular pathway.4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task. 5.1 Identify and ask significant questions that clarify various points of view to solve problems.5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowl-edge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.</p>

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	<p>CTE PATHWAY STANDARDS: A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. 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. A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>Academic Alignment Matrix: 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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. 11-12.7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p>
<p>Assignments</p>	<ol style="list-style-type: none"> 1. Influence and Inspiration mini research project 2. Influence and Inspiration incorporation 3. Personal style journal writing 4. Photographic poetry project
<p>UNIT 4:</p>	<p>Photographic Series and Narrative</p>
<p>Content</p>	<p>Students research and practice the art of creating larger bodies of work, using multiple photographs to relate a unified, cohesive broader narrative or story. W Eugene Smith and other contemporary photojournalists, Duane Michals and David Hockney will be reviewed.</p>
<p>STANDARDS:</p>	<p>CTE ANCHOR STANDARDS: 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts,</p>

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	<p>Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.</p> <p>10.0 Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.</p> <p>CTE PATHWAY STANDARDS: A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. 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. A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.</p> <p>Academic Alignment Matrix: 11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 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. 11-12.7. 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Assignments</p>	<p>5 minute narrative, beginning, middle, end. Narrative in a single frame. Create a written artist statement (art project) or written captions. (photojournalism project).</p>

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	Unit Final narrative project.
UNIT 5:	Photojournalism and Event Photography
Content	Students will apply concepts of Narrative storytelling to commercial applications. An emphasis will be placed on technical excellence and customer satisfaction. Students will practice with portable, on location lighting systems. Weddings, dances, social and sporting events will be addressed. Students will also review photojournalism, sports and action techniques.
STANDARDS:	<p>CTE ANCHOR STANDARDS: 2.0 Communications, 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 11.0 Demonstration and Application 6.0 Health and Safety 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.</p> <p>CTE PATHWAY STANDARDS: A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.</p> <p>Academic Alignment Matrix: 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Assignments	<ol style="list-style-type: none"> 1. Portable lighting and off camera worksheet 2. Portable lighting and off camera quiz 3. Out of class camera worksheet and approval. 4. Throughout the class students will cover at least two of the school's social events or performances as a requirement for this unit.
UNIT 6:	Art History / Independent study research

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<p>Content</p>	<p>Students will review and research major 20th and 21st century art movements with an emphasis on the role of photography as well as major developments in the technology of photography.</p>
<p>STANDARDS:</p>	<p>CTE ANCHOR STANDARDS: 4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.</p> <p>CTE PATHWAY STANDARDS: A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. 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. A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A8.6 Analyze and assess technical support options related to various media and design arts. A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions</p> <p>Academic Alignment Matrix: 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 11-12.5.</p>

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	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. D7.0, D8.0, D9.0Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Assignments	<ol style="list-style-type: none"> 1. Art / photo history timeline 2. independent research proposal 3. Independent research paper 4. Independent research photo project.
UNIT 7:	Printing for Exhibition, Portfolio, and Electronic Portfolio Update
Content	Students will learn, practice and incorporate professional printing for their existing work. Mounting, matting, framing presentation and printed portfolios will be reviewed and practiced. Professional quality standards will be enforced.
UNIT 7:	<p>CTE ANCHOR STANDARDS: 3.0 Career Planning and Management 4.0 Technology 5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 11.0 Demonstration and Application</p> <p>CTE PATHWAY STANDARDS: A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications. A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.</p> <p>Academic Alignment Matrix: 2. Create equations in two or more variables to represent relationships between quantities graph equations on coordinate axes with labels and scales. 11-12.4. Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose, and audience.</p>

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Assignments	<ol style="list-style-type: none"> 1. Matt mount and frame 3 images 2. Create a printed portfolio 3. Update digital portfolio
UNIT 8:	Art Exhibition
Content	Students will work as a team to plan, prepare and host a photography exhibit on campus. Together students will select a sample of their portfolio's best works for the exhibition. Students will create an ad and promotional campaign for the show. Artist statements and brief artists talks will also be made.
STANDARDS:	<p>CTE ANCHOR STANDARDS: 2.0 Communications 4.0 Technology 5.0 Problem Solving and Critical Thinking 6.0 Health and Safety 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork 10.0 Technical Knowledge and Skills 11.0 Demonstration and Application</p> <p>CTE PATHWAY STANDARDS: A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.</p> <p>Academic Alignment Matrix: 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.11-12.3. Incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
Assignments	<ol style="list-style-type: none"> 1. Exhibit image selection 2. Exhibit theme and promotional materials 3. Hanging day/event 4. Exhibit opening and event. 5. Artist talk notes
UNIT 9:	Career Choices and Opportunities
Content	Students will prepare themselves for entering the professional photographic community and a career in Arts Media and Entertainment.
UNIT 9:	<p>CTE ANCHOR STANDARDS: 2.0 Communications 3.0 Career Planning and Management 4.0 Technology 5.0 Problem Solving and Critical Thinking 10.0 Technical Knowledge and Skills 11.0 Demonstration and Application A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.</p> <p>CTE PATHWAY STANDARDS:</p>

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	<p>A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products. A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.</p> <p>Academic Alignment Matrix: 11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. 11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Assignments</p>	<ol style="list-style-type: none"> 1. Update resume 2. promotion and business cards 3. sample cover letters 4. Preparing for Freelance and W9 work. 5. Possible (time permitting) practice interviews