Curriculum: Digital Photography

Curricular Unit: Communication

Instructional Unit: A. Define terms related to the digital media production process

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (CA) 1,3 (FA) 3
CCSS: 11-12.RI.4; 11-12.W.2a
NETS: 3b
Performance: 1.4, 1.5, 1.8

Unit (Section 3)

Learning Targets:

- Utilize online and technical print resources to define terms related to photography and digital media and utilize them in context specific situations

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - for reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

Board Approved 8-3-15

Assessments/Evaluations:

- Formative:
  - Online and/or written quizzes to check understanding
  - Q&A
  - Pair share
  - Teacher:
    - guided practice
    - monitoring
    - feedback
- Summative: Written exam

Sample Assessment Questions:

- Given the 20 digital media terms below, match with the correct definition.

Instructional Resources/Tools:

- Technical manuals/textbooks
- Online resources
- Adobe Editing Suite

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 1

Curriculum: Digital Photography

Curricular Unit: Communication

Instructional Unit: B. Summarize copyright laws for digital media as they relate to ethical and legal issues

Standard Alignments (Section 2)

SSCLE: MUSWH.3a.R Knowledge: (CA) 3,4 CCSS: 11-12.RI.4; 11-12.W.2a NETS: 5a Performance: 1.4, 2.1

Unit (Section 3)

Learning Targets: • Utilize online resources to locate copyright laws for digital media • Summarize copyright laws as they pertain to use of digital media in various circumstances

Instructional Strategies:
 	
• Guided practice to demonstrate software:
   • capabilities
   • modeling
   • quality vs. unacceptable work
• Independent practice to give students opportunities to create samples of quality work
• Differentiated instruction for:
   • visual learners
   • auditory learners
   • one-on-one instruction
• Academic labs available to give individual assistance to students:
   • with makeup work
   • for reinforcement
• Small group discussions to:
   • determine relevance of news stories
   • offer feedback
• Online software tutorials to learn specific editing skills to a specific project
• Hands-on demonstrations with equipment to ensure student understanding of operations and safety
• Business partners/guest speakers to relate real-world job assignments to classroom instruction
• Formative feedback to:
   • give positive feedback and suggestions for improvement
   • clarify expectations

Board Approved 8-3-15

Assessments/Evaluations:

- Formative:
  - Edmodo and/or written quizzes to check understanding
  - Q&A
  - Pair share
  - Teacher:
    - guided practice
    - monitoring
    - feedback
- Summative: Written exam

Sample Assessment Questions:

- Name two instances when copyrighted material can and cannot be used.

Instructional Resources/Tools:

- Technical manuals/textbooks
- Online resources
- Adobe Editing Suite

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Digital Photography

Curricular Unit: Communications

Instructional Unit: C. Identify educational, career, and employment opportunities in graphic design and/or the photography industry

Standard Alignments (Section 2)

MGCLE: CD.8.A (Gr. 12) Knowledge: (CA) 1,3 CCSS: 11-12.RI.4; 11-12.W.2a NETS: 3b Performance: 1.4, 2.1

Unit (Section 3)

Learning Targets: • Utilize online resources to define graphic arts/desktop publishing, research jobs with income levels, and determine program descriptions and requirements at post-secondary education institutions

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - for reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:
- Formative: - Edmodo and/or written quizzes to check understanding   - Q&A   - Pair share   - Teacher: - guided practice   - monitoring   - feedback   - Summative: Written exam
Sample Assessment Questions: Name 2 professional job areas where photography skills might be utilized.
Instructional Resources/Tools: - Technical manuals/textbooks   - Online resources   - Adobe Editing Suite
Cross Curricular Connections: - ELA: - Reading   - Writing   - Language   - Speaking and listening   - Visual Arts

Depth of Knowledge (Section 5)

DOK: 1

Board Approved 8-3-15

Curriculum: Digital Photography

Curricular Unit: Communication

Instructional Unit: D. Create a print and/or digital portfolio

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (CA) 5 (FA) 1
CCSS: 11-12.W.5; 11-12.L.2a,b
NETS: 2a,b
Performance: 1.8, 2.1, 2.5

Unit (Section 3)

Learning Targets: • Manage the printing process through multiple types of printers (monochrome laser, color laser, color inkjet) • Save/export digital images into portable document format (pdf) • Transfer digital images to a shared, cloud-based storage location

Instructional Strategies:
 	
• Guided practice to demonstrate software:
  • capabilities
  • modeling
  • quality vs. unacceptable work
• Independent practice to give students opportunities to create samples of quality work
• Differentiated instruction for:
  • visual learners
  • auditory learners
  • one-on-one instruction
• Academic labs available to give individual assistance to students:
  • with makeup work
  • for reinforcement
• Small group discussions to:
  • determine relevance of news stories
  • offer feedback
• Online software tutorials to learn specific editing skills to a specific project
• Hands-on demonstrations with equipment to ensure student understanding of operations and safety
• Business partners/guest speakers to relate real-world job assignments to classroom instruction
• Formative feedback to:
  • give positive feedback and suggestions for improvement
  • clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo and/or written quizzes to check understanding
  - Q&A
  - Pair share
  - Teacher:
    - guided practice
    - monitoring
    - feedback
- Summative: Written exam

Sample Assessment Questions:

- Describe the process for saving or exporting digital files into a format that is accessible on a variety of computer platforms regardless of operating system or source programs

Instructional Resources/Tools:

- Technical manuals/textbooks
- Online resources
- Adobe Editing Suite

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 3

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Curriculum: Digital Photography

Curricular Unit: Managing Digital Files

Instructional Unit: E. Classify and differentiate types of files used in digital applications

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 2,4)
Knowledge: (CA) 1,3
CCSS: 11-12.RI.4; 11-12.W.8; 11-12.RST.7
NETS: 3b,c
Performance: 1.4, 1.6, 1.8

Unit (Section 3)

Learning Targets: • Utilize online resources to classify and differentiate digital file extensions to match them to appropriate media and source editors

Instructional Strategies:
 	
 • Guided practice to demonstrate software:
    • capabilities
    • modeling
    • quality vs. unacceptable work
 • Independent practice to give students opportunities to create samples of quality work
 • Differentiated instruction for:
    • visual learners
    • auditory learners
    • one-on-one instruction
 • Academic labs available to give individual assistance to students:
    • with makeup work
    • for reinforcement
 • Small group discussions to:
    • determine relevance of news stories
    • offer feedback
 • Online software tutorials to learn specific editing skills to a specific project
 • Hands-on demonstrations with equipment to ensure student understanding of operations and safety
 • Business partners/guest speakers to relate real-world job assignments to classroom instruction
 • Formative feedback to:
    • give positive feedback and suggestions for improvement
    • clarify expectations

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Assessments/Evaluations:
 	
• Formative:
   • Edmodo and/or written quizzes to check understanding
   • Q&A
   • Pair share
   • Teacher:
      • guided practice
      • monitoring
      • feedback
• Summative: Written exam

Sample Assessment Questions:
 	
• Which of the following formats is considered non-destructive when editing photos?
  A. jpg
  B. tif
  C. pdf
  D. psd

Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
   • Reading
   • Writing
   • Language
   • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15

Curriculum: Digital Photography

Curricular Unit: Managing Digital Files

Instructional Unit: F. Electronically organize and manage digital files

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (FA) 1
CCSS: 11-12.RST.3
NETS: 6a,b
Performance: 1.4, 1.8, 2.7

Unit (Section 3)

Learning Targets: • Create, manage, and transfer files and folders   • Organize files on a server or cloud-based system   • Create screen captures   • Map network drives   • Demonstrate proper network user procedures (log on, passwords, "Save to")

Instructional Strategies:
 	
 • Guided practice to demonstrate software:
   • capabilities
   • modeling
   • quality vs. unacceptable work
 • Independent practice to give students opportunities to create samples of quality work
 • Differentiated instruction for:
   • visual learners
   • auditory learners
   • one-on-one instruction
 • Academic labs available to give individual assistance to students:
   • with makeup work
   • for reinforcement
 • Small group discussions to:
   • determine relevance of news stories
   • offer feedback
 • Online software tutorials to learn specific editing skills to a specific project
 • Hands-on demonstrations with equipment to ensure student understanding of operations and safety
 • Business partners/guest speakers to relate real-world job assignments to classroom instruction

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• Formative feedback to:
  • give positive feedback and suggestions for improvement
  • clarify expectations

Assessments/Evaluations:
 	
• Formative:
  • Online LMS and/or written quizzes to check understanding
  • Q&A
  • Pair share
  • Teacher:
    • guided practice
    • monitoring
    • feedback
• Summative: Written exam

Sample Assessment Questions: • Demonstrate the creation and printing of a screen capture of a file management application (WIN Explorer, Adobe Bridge, cloud storage) showing organization of files by project and file type.
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
  • Reading
  • Writing
  • Language
  • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 2

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Curriculum: Digital Photography

Curricular Unit: Managing Digital Files

Instructional Unit: G. Analyze color management and perform the printing process

Standard Alignments (Section 2)

VACLE: PP.3.B,C (Levels 3,4) Knowledge: (FA) 1 CCSS: 11-12.RST.3 NETS: 6a,c Performance: 2.5, 2.7

Unit (Section 3)

Learning Targets: • Manage the preprint process (color mode, file format) and printer setup dialog box to achieve desired print jobs of digital images (e.g., printers/crop marks, monochrome vs. color, print position, paper type, orientation, quality, size)

Instructional Strategies:
 	
• Guided practice to demonstrate software:
  • capabilities
  • modeling
  • quality vs. unacceptable work
• Independent practice to give students opportunities to create samples of quality work
• Differentiated instruction for:
  • visual learners
  • auditory learners
  • one-on-one instruction
• Academic labs available to give individual assistance to students:
  • with makeup work
  • for reinforcement
• Small group discussions to:
  • determine relevance of news stories
  • offer feedback
• Online software tutorials to learn specific editing skills to a specific project
• Hands-on demonstrations with equipment to ensure student understanding of operations and safety
• Business partners/guest speakers to relate real-world job assignments to classroom instruction
• Formative feedback to:
  • give positive feedback and suggestions for improvement
  • clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo and/or written quizzes to check understanding
  - Q&A
  - Pair share
  - Teacher:
    - guided practice
    - monitoring
    - feedback
- Summative: Written exam

Sample Assessment Questions:

- Summarize the difference between CMYK and RGB color modes and desired resolutions when making printing/publishing decisions.

Instructional Resources/Tools:

- Technical manuals/textbooks
- Online resources
- Adobe Editing Suite

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts
  - Change color modes in editing software
  - Adjust printer preferences

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Digital Photography

Curricular Unit: Manage and Edit Images

Instructional Unit: H. Modify and manipulate graphics, photos, and images

Standard Alignments (Section 2)

VAGLE: EP.1.E,F (Level 2); EP.2.B,C (Levels 2-4)
Knowledge: (CA) 3,5 (FA) 1
CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9
NETS: 1a; 3c
Performance: 1.4, 1.6, 1.8, 3.2

Unit (Section 3)

Learning Targets: • Utilize editing software (Adobe Premiere, Photoshop) to modify and manipulate the quality and resolution of images to be suitable for video production (e.g., color, filters, tints, adjustments, size, layers, tone, crop, rotation)
Instructional Strategies: • Guided practice to demonstrate software: • capabilities   • modeling   • quality vs. unacceptable work   • Independent practice to give students opportunities to create samples of quality work   • Differentiated instruction for: • visual learners   • auditory learners   • one-on-one instruction   • Academic labs available to give individual assistance to students: • with makeup work   • for reinforcement   • Small group discussions to: • determine relevance of news stories   • offer feedback   • Online software tutorials to learn specific editing skills to a specific project   • Hands-on demonstrations with equipment to ensure student understanding of operations and safety   • Business partners/guest speakers to relate real-world job assignments to classroom instruction   • Formative feedback to: • give positive feedback and suggestions for improvement   • clarify expectations

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Assessments/Evaluations:

• Formative:
  • Edmodo and/or written quizzes to check understanding
  • Q&A
  • Pair share
  • Teacher:
    • guided practice
    • monitoring
    • feedback
• Summative: Written exam

Sample Assessment Questions: • What does it mean for an adjustment layer to be non-destructive? • What file format must be used to retain (keep) individual layers?
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
  • Reading
  • Writing
  • Language
  • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Digital Photography

Curricular Unit: Manage and Edit Images

Instructional Unit: I. Critique/evaluate digital media projects utilizing compositional forms/styles and design principles

Standard Alignments (Section 2)

VACLE: EP.2.C (Level 2-4) Knowledge: (CA) 5,6 CCSS: 11-12.RST.9 NETS: 4b; 6c Performance: 2.2, 2.5, 3.5

Unit (Section 3)

Learning Targets: • Utilize various photographic rules/guidelines and compositional forms when framing photos • Identify compositional forms as they relate to a set of given photographs • Utilize design principles (e.g., contrast, balance, symmetry, negative space, rule of thirds, perspective)

Instructional Strategies:
 	
• Guided practice to demonstrate software:
  • capabilities
  • modeling
  • quality vs. unacceptable work
• Independent practice to give students opportunities to create samples of quality work
• Differentiated instruction for:
  • visual learners
  • auditory learners
  • one-on-one instruction
• Academic labs available to give individual assistance to students:
  • with makeup work
  • for reinforcement
• Small group discussions to:
  • determine relevance of news stories
  • offer feedback
• Online software tutorials to learn specific editing skills to a specific project
• Hands-on demonstrations with equipment to ensure student understanding of operations and safety
• Business partners/guest speakers to relate real-world job assignments to classroom instruction

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• Formative feedback to:
   • give positive feedback and suggestions for improvement
   • clarify expectations

Assessments/Evaluations:
 	
• Formative:
   • Edmodo and/or written quizzes to check understanding
   • Q&A
   • Pair share
   • Teacher:
      • guided practice
      • monitoring
      • feedback
• Summative: Written exam

Sample Assessment Questions: • Given a set of photographs, identify the compositional form that best fits the framing of the subject.
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
   • Reading
   • Writing
   • Language
   • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Digital Photography

Curricular Unit: Manage and Edit Images

Instructional Unit: J. Analyze and utilize light effectively

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 2,4) Knowledge: (FA) 1,3 CCSS: 11-12.RST.3 NETS: 1b; 4d Performance: 1.4, 2.5

Unit (Section 3)

Learning Targets:

- Compare and contrast photos with and without the use of an onboard flash

- Utilize camera ISO settings to adjust lighting

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - for reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:
 	
• Formative:
   • Edmodo and/or written quizzes to check understanding
   • Q&A
   • Pair share
   • Teacher:
      • guided practice
      • monitoring
      • feedback
• Summative: Written exam

Sample Assessment Questions: • How does the ISO setting in a camera affect lighting? • What is the result in photos when the ISO setting is too high?
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
   • Reading
   • Writing
   • Language
   • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15

Curriculum: Digital Photography

Curricular Unit: Manage and Edit Images

Instructional Unit: K. **Adjust typography attributes**

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (CA) 1,4
CCSS: 11-12.RI.4; 11-12.RST.3
NETS: 2b; 6a-c
Performance: 1.4, 2.5

Unit (Section 3)

Learning Targets:

- Format text within publications (e.g., font selections, styles [bold, italics, underline, etc.] spacing, text wrap, paragraph settings, indents, tabs)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - for reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:
 	
• Formative:
   • Edmodo and/or written quizzes to check understanding
   • Q&A
   • Pair share
   • Teacher:
      • guided practice
      • monitoring
      • feedback
• Summative: Written exam

Sample Assessment Questions: • Name 5 character attributes or settings that can be used to enhance or draw attention to text. • Describe the difference between point text and paragraph text.
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
   • Reading
   • Writing
   • Language
   • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15

Curriculum: Digital Photography

Curricular Unit: Capture, Import, and Export Digital Files

Instructional Unit: L. **Acquire/transfer data and images from a variety of input devices**

Standard Alignments (Section 2)

GLE/CLE: N/A Knowledge: (CA) 3,5 (FA) 1 CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.WHST.8 NETS: 6c Performance: 1.4, 2.5, 3.5

Unit (Section 3)

Learning Targets: • Acquire digital photographs and images through the use of a digital camera, flatbed scanner, drawing tablet, card readers, or Cloud storage
Instructional Strategies: • Guided practice to demonstrate software: • capabilities • modeling • quality vs. unacceptable work • Independent practice to give students opportunities to create samples of quality work • Differentiated instruction for: • visual learners • auditory learners • one-on-one instruction • Academic labs available to give individual assistance to students: • with makeup work • for reinforcement • Small group discussions to: • determine relevance of news stories • offer feedback • Online software tutorials to learn specific editing skills to a specific project • Hands-on demonstrations with equipment to ensure student understanding of operations and safety • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: • give positive feedback and suggestions for improvement • clarify expectations

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Assessments/Evaluations:

• Formative:
   • Edmodo and/or written quizzes to check understanding
   • Q&A
   • Pair share
   • Teacher:
      • guided practice
      • monitoring
      • feedback
• Summative: Written exam

Sample Assessment Questions: • What input device can be utilized to convert analog images into a digital format?
Instructional Resources/Tools: • Technical manuals/textbooks • Online resources • Adobe Editing Suite

Cross Curricular Connections:
 	
• ELA:
   • Reading
   • Writing
   • Language
   • Speaking and listening
• Visual Arts

Depth of Knowledge (Section 5)

DOK: 3

Board Approved 8-3-15

Curriculum: Digital Photography

Curricular Unit: Capture, Import, and Export Digital Files

Instructional Unit: M. **Export (transfer/output) digital files into multiple formats for a variety of purposes**

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (CA) 3,5 (FA) 1
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.W.6; 11-12.RST.3; 11-12.RST.9
NETS: 2a,b; 6b
Performance: 1.4, 1.8

Unit (Section 3)

Learning Targets: • Utilize various color modes, resolutions and files formats based upon the final destination or usage of digital images (e.g.. web, print, video, pdf)

Instructional Strategies:
 	
• Guided practice to demonstrate software:
   • capabilities
   • modeling
   • quality vs. unacceptable work
• Independent practice to give students opportunities to create samples of quality work
• Differentiated instruction for:
   • visual learners
   • auditory learners
   • one-on-one instruction
• Academic labs available to give individual assistance to students:
   • with makeup work
   • for reinforcement
• Small group discussions to:
   • determine relevance of news stories
   • offer feedback
• Online software tutorials to learn specific editing skills to a specific project
• Hands-on demonstrations with equipment to ensure student understanding of operations and safety
• Business partners/guest speakers to relate real-world job assignments to classroom instruction
• Formative feedback to:
   • give positive feedback and suggestions for improvement
   • clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo and/or written quizzes to check understanding
  - Q&A
  - Pair share
  - Teacher:
    - guided practice
    - monitoring
    - feedback
- Summative: Written exam

Sample Assessment Questions:

- Name 3 types of photographic equipment/devices that can be utilized to capture digital images.
- Identify the correct color mode for each of the following uses of a digital image.
  - Web
  - Print magazine

Instructional Resources/Tools:

- Technical manuals/textbooks
- Online resources
- Adobe Editing Suite

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 3