# Scope & Sequence

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| Course Name: Commercial Photography II **PEIMS Code:** 13009200 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for Grades 10-12  **Prerequisites:** None.  **Recommended Prerequisites:** Commercial Photography l and Commercial Photography l Lab.  **Recommended Corequisites:** Commercial Photography II Lab. |
| **Course Description:** In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.100. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Employability Skills**  Students will begin the course by discussing professional standards and employability skills, including identifying appropriate training, education, and/or certification for commercial photography employment, effective critical thinking and problem solving strategies, interpersonal skills, positive work behaviors, and effective time-management skills. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will demonstrate skills related to finding and obtaining a desired job and use appropriate technology to evaluate and compare employment opportunities as well as research and discuss career portfolios, training, education, or certification opportunities, and technical skills necessary for a successful career in commercial photography. As a culminating activity for the unit, students will review exemplary examples of career portfolios and employ effective critical-thinking and time-management strategies to plan task completion for the course portfolio, resume, cover letter, and job application requirements. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable; and  (C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills.  (4) The student understands and examines problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  10) The student develops career-building characteristics. The student is expected to:  (A) maintain and update a portfolio with information such as work experiences, licenses, certifications, and work samples; and  (B) demonstrate skills in evaluating and comparing employment opportunities.  (11) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. | |
| **Unit 2: Communication Skills and Safety**  Students will use appropriate technology and/or assigned materials to learn and/or review relevant personal and workplace safety rules and regulations and emergency procedures. Students will also learn and/or review how to prepare for, conduct, and participate in meetings to accomplish work tasks within a scheduled time, produce meeting minutes, including decisions and next steps, and how to use parliamentary procedures if/as needed. In a class meeting, students will then discuss how to establish and maintain effective working relationships by providing constructive praise and criticism, ways to manage stress and control emotions, and the importance of demonstrating sensitivity to and value for diversity. Students will also discuss how to employ teamwork and conflict-management skills, leadership skills, and professional communications strategies as well as how to implement relevant safety rules and regulations and emergency procedures. In small groups and/or in other classroom activities, students will then work together to demonstrate relevant safety and emergency procedures. Students will employ constructive mentoring and leadership skills as/when appropriate. | 15 periods  675 minutes | (3) The student applies professional communications strategies. The student is expected to:  (C) interpret and communicate information, data, and observations;  (E) apply active listening skills to obtain and clarify information; and  (F) listen to and speak with diverse individuals.  (7) The student applies safety regulations. The student is expected to:  (A) implement personal and workplace safety rules and regulations in a photography studio and lab; and  (B) follow emergency procedures.  (8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (B) employ teamwork and conflict-management skills to achieve collective goals;  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;  (E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and  (F) employ mentoring skills to inspire and teach others. | |
| **Unit 3: Ethical Conduct and Critical-Thinking Skills**  Students will explore, identify, and explain ethical decision making and laws regarding use of technology in printing, including copyright laws relevant to fair use and duplication of images, Creative Commons laws and licensing, and respect for intellectual property when manipulating, morphing, and editing digital images. Students will employ critical-thinking skills and demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing as well as their understanding of business and personal ethics, relevant laws, and other ethical responsibilities in classroom activities and/or decision-making scenarios/occupational tasks. | 15 periods  675 minutes | (4) The student understands and examines problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups.  (9) The student applies ethical decision making and complies with laws regarding use of technology in commercial photography. The student is expected to:  (A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;  (B) discuss and apply copyright laws in relation to fair use and duplication of images;  (C) model respect for intellectual property when manipulating, morphing, and editing digital images; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing. | |
| **Unit 4: Academic and Technical Skills**  Students will explore, discuss, and demonstrate mathematics and language arts knowledge as well as technical skills required for a successful career in commercial photography. Students will be given multiple opportunities to learn, demonstrate and apply relevant technical and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. In this unit, students will use appropriate technology to research the history and evolution of commercial photography. Students will analyze and summarize and the history and evolution of commercial photography and the impact of photography on society and demonstrate/apply appropriate academic and technical skills to present their findings using writing, publishing, and/or presentation technology applications. Students will also use appropriate technology to research and discuss leadership skills, roles of leaders within organizations, effective leadership styles, and the benefits of participating in civic and community leadership and teamwork opportunities to enhance leadership and mentoring skills. Students will research the leadership and mentoring opportunities and other benefits offered by CTSO and/or other extracurricular student activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | 25 periods  1,125 minutes | (2) The student applies academic knowledge and skills in commercial photography. The student is expected to:  (A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents; and  (B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem.  (3) The student applies professional communications strategies. The student is expected to:  (C) interpret and communicate information, data, and observations; and  (D) deliver formal and informal presentations.  (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.  (6) The student applies knowledge of commercial photography systems. The student is expected to analyze and summarize the history and evolution of the commercial photography field.  (8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders with organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities.  (9) The student applies ethical decision making and understands and complies with laws regarding use of technology in commercial photography. The student is expected to:  (D) analyze the impact of photography on society.  (12) The student develops a basic understanding of commercial photography. The student is expected to:  (B) research the history and evolution of photography. | |
| **Unit 5: Understanding Commercial Photography**  Students will use appropriate technology and/or assigned examples and materials to identify photographs for commercial photography, recognize the elements and principles of art as they apply to a variety of commercial photography projects, research, analyze, and use principles of commercial photography, and identify appropriate cameras and lenses. Students will then apply English language arts knowledge and skills to organize, write, and present a brief research project report that describes an assigned topic from the unit. Students will also be given multiple opportunities to identify the use of appropriate digital black and white and color photography, recognize appropriate photographic composition and layout principles, identify the most appropriate types of photographic paper for projects, and recognize/demonstrate appropriate solutions for mounting, matting, or framing photographs in “hands-on” activities and/or occupational tasks. | 40 periods  1,800 minutes | (2) The student applies academic knowledge and skills in commercial photography. The student is expected to:  (A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents.  (3) The student applies professional communications strategies. The student is expected to:  (B) organize oral and written information;  (C) interpret and communicate information, data, and observations; and  (D) deliver formal and informal presentations.  (12) The student develops an increased understanding of commercial photography. The student is expected to:  (A) identify photographs for commercial photography;  (B) recognize the elements and principles of art as they apply to a variety of commercial photography projects;  (C) use principles of commercial photography such as working with clients, interpreting client instructions, developing production schedules, and delivering products in a competitive market;  (D) identify appropriate cameras and lenses;  (E) recognize appropriate photographic composition and layout principles;  (F) identify the use of appropriate digital black and white and color photography;  (G) understand the use of effective photographic lighting techniques, including three-point, studio, portraiture, and product;  (H) recognize the elements of professional quality photographs;  (I) identify the most appropriate types of photographic paper for projects; and  (J) recognize appropriate solutions for mounting, matting, or framing photographs. | |
| **Unit 6: Commercial Photography: Skills and Design Principles**  Students will use appropriate technology, examples, and/or assigned materials to learn and discuss appropriate, current, industry-standard production processes, how to evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills, and how to identify appropriate resolution and digital file format. Students will also have multiple opportunities to identify and learn how to use the principles of design to discuss, analyze, critique, and write about visual aspects in photographic work, including their own work. In small groups and/or in other classroom activities, students will apply active listening skills as they listen to and appropriately work together with diverse individuals to demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background. | 40 periods  1,800 minutes | (3) The student applies professional communications strategies. The student is expected to:  (E) apply active listening skills to obtain and clarify information; and  (F) listen to and speak with diverse individuals.  (12) The student develops an increased understanding of commercial photography. The student is expected to:  (K) understand appropriate, current, and industry-standard production processes to produce photographs;  (L) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills;  (M) identify appropriate resolution and digital file formats;  (N) identify and use the principles of design to discuss, analyze, critique, and write about visual aspects of photographic work, including the student's own work; and  (O) demonstrate knowledge of the principles of design in photographic work with a focus on composition, color, design, shape, shadow, negative space, and background. | |
| **Unit 7: Presentations and Course Culminating Activities**  Students will use appropriate technology and/or assigned materials to research and examine employment and entrepreneurship opportunities. Students will apply professional communications strategies to present organized, updated portfolios and practicum work samples in formal and/or informal presentations. Students will exhibit public relations skills as participate in mock interviews both as job applicants and as potential employers, as well as create and/or participate in various scenarios and activities that demonstrate skills related to seeking and applying for employment, entrepreneurship opportunities, appropriate workplace conduct, and personal application of workplace ethics. As part of these mock interviews and potential workplace scenarios, students will evaluate and compare employment opportunities as well as demonstrate an ability to communicate effectively with diverse individuals. | 25 periods  1,125 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable; and  (C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills.  (3) The student applies professional communications strategies. The student is expected to:  (A) adapt language for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information, data, and observations;  (D) deliver formal and informal presentations;  (E) apply active listening skills to obtain and clarify information;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:  (A) employ communication skills.  10) The student develops career-building characteristics. The student is expected to:  (A) maintain and update a portfolio with information such as work experiences, licenses, certifications, and work samples; and  (B) demonstrate skills in evaluating and comparing employment opportunities. | |