

**Trinity Area School District
Template for Curriculum Mapping**

Course: Photo I Grade:9 to 12	Overview of Course Students should be able to understand the historical issues involved in making photographs, make photographs using simple and advanced digital and film cameras, and use image editing software to finish and present their images.
--	---

Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
The Image	9.1, 9.2, 9.3, 9.4	Light can be manipulated to project images of scenes.	What is light? How does it travel? What happens to light when it hits different types of surfaces? How can lenses form images?
The box	9.1, 9.2, 9.3, 9.4	An enclosed chamber (a camera) can isolate and contain a projected image.	How can a projected image be refined by focusing? What are the uses of such an image?
The film	9.1, 9.2, 9.3, 9.4	Silver salts are effected by light. The right chemical treatment can make the effect permanent.	What chemical combinations will work to make photographs? How have these combinations been applied?
The print	9.1, 9.2, 9.3, 9.4	The negative image made in silver salts can be used on a transparent base to make positive prints.	How can prints be made? What can prints be used for?
Information and content	9.1, 9.2, 9.3, 9.4	Photographic images convey visual information as no artists' rendering can.	How can the photograph convey information? How will the photo's information change communication?
Easy access	9.1, 9.2, 9.3, 9.4	Simple cameras put the capability of making photos in everyone's hands.	What commercial assistance will make photography accessible? How will people use the ability to make photos?

Immediate results	9.1, 9.2, 9.3, 9.4	Use of a semiconductor grid in a camera can be used to record the projected image in a computer memory.	How will the digital recording of an image be different from film? How can that image be used?
-------------------	--------------------	---	--

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Week one	Historic background	The image	9.1, 9.2, 9.3, 9.4	Light energy can be manipulated to project images of scenes. The intensity, wavelength, and speed of light play a part in how light can be manipulated.	What will change light from traveling in a straight line? Why does a change in speed change the direction of light? What difference is made by changing the wavelength or intensity of light?	Verbal questioning based on visual examples. Oral or written quizzes.	Light-producing appliances, lenses, prisms
Week two		The camera	9.1, 9.2, 9.3, 9.4	The projected image can be isolated and clarified within an enclosed chamber. The negative image made in silver salts can be used on a transparent base to make positive prints.	How do cameras use projected images? How have people used cameras through their history?	Verbal questioning based on visual examples. Oral or written quizzes.	Cameras, videos of camera obscura

Week three		The film	9.1, 9.2, 9.3, 9.4	An enclosed chamber (a camera) can isolate and contain a projected image.	What chemicals will react to light? How can that reaction be made permanent? What can be done with a negative image to make a print?	Verbal questioning based on visual examples. Oral or written quizzes.	Silver salts, film and processing chemicals
------------	--	----------	--------------------	---	--	---	---

--

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Weeks four to six	Basic black and white picture making	The box, film, and the print	9.1, 9.2, 9.3, 9.4	Silver salts are effected by light. Chemical treatment can make the effect permanent. The negative image made in silver salts can be used on a transparent base to make positive prints.	How does the camera work? How does film capture an image? How is film processed? How are prints made? How does the camera work? How does film capture an image? How is film processed? How are prints made?	Verbal questioning based on visual examples. Oral or written quizzes.	Simple cameras, film, processing equipment and chemicals, enlargers, photo paper and a darkroom.

Week seven and eight	Composition	The image	9.1, 9.2, 9.3, 9.4	Artists arrange elements within the picture space.	How do people look at photographs? What make a photograph visually pleasing?	Verbal questioning based on visual examples. Oral or written quizzes.	Examples of various compositions
Weeks nine and ten	Basic digital picture making	Immediate results	9.1, 9.2, 9.3, 9.4	Digital cameras record images from a sensor grid at their focal plane	How do digital cameras differ from film? How are digital pictures captured, stored, and edited?	Criteria based scoring to verify completion. Verbal questioning based on visual examples. Oral or written quizzes.	Digital cameras, computers with image editing software
Weeks eleven to thirteen	Picturing people	Information and content	9.1, 9.2, 9.3, 9.4	Photos can be created to emphasize the message conveyed by images of people.	What makes photos of people show meaning? How can controls be manipulated to emphasize meaning?	Criteria based scoring to verify completion. Verbal questioning based on visual examples. Oral or written quizzes.	Examples of photos of people. Film, cameras, and darkroom. Digital cameras, image editing software

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Week fourteen	Viewfinders	The box (Camera) construction	9.1, 9.2, 9.3, 9.4	Camera viewfinders give the user useful information	How are different camera viewfinders constructed? How do each of these constructions effect how the camera can be used?	Verbal questioning based on visual examples. Oral or written quizzes.	Examples of each of the six types of camera viewfinders

Week fifteen	Exposure controls	The box (camera) operation	9.1, 9.2, 9.3, 9.4	Camera controls adjust the amount and duration of exposure	What are the controls that adjust exposure? How are they adjusted? What difference do these adjustments make in the way the picture looks?	Verbal questioning based on visual examples. Oral or written quizzes.	Cameras with adjustable exposure controls, picture examples of depth of fields and subject motion
Week sixteen	Light metering	The box (camera) application	9.1, 9.2, 9.3, 9.4	Light meter modes let photographers adjust variables to result in good exposure	What are the different types of light meters? What modes of metering do cameras use?	Verbal questioning based on visual examples. Oral or written quizzes.	Cameras with multimode light metering
Week seventeen and eighteen	Using advanced cameras	The box (camera) fine points	9.1, 9.2, 9.3, 9.4	Advanced cameras combine adjustable focus, exposure, focal length, and light metering to make photos.	How do camera adjustments change to allow various picture taking options?	Verbal questioning based on visual examples. Oral or written quizzes. Criteria based scoring to verify completion.	Cameras with adjustable exposure, focus, focal length, and metering.