**Grade Level / Content Area: Eighth Grade Photojournalism Cycle**

**Length of Course: 9 Weeks (45 Days)**

**Curriculum**

**Course Description:**

This one marking period course is designed for students interested in learning about photojournalism as a means of communication and its impact in today’s digital society. Photojournalism is the practice of creating an honest and impartial visual representation of a newsworthy event with several dynamic photographs that employ images to tell the story of that event. Social media has raised digital photography to a level that stresses the importance of being able to evaluate and decipher the message of images presented to an audience. Through new advances in technology, individuals, not just news outlets, are able to manipulate, reproduce and transmit images for a specific purpose and audience (citizen journalism). It is important for students to be able to not only access photos from reputable sources, but also to analyze, synthesize and evaluate the intended message. These are essential skills to promote digital citizenship and master 21st Century learning skills. This course will explore the history of photojournalism, the legal and ethical responsibilities of the photographer, as well as, the social and emotional impact of photos to tell a story. Students will also receive basic instruction of camera use and effective photography techniques. In understanding the power of digital photography, individuals will choose to tell their own story through a portfolio or other forms of visual storytelling (including social media) and receive an appropriate critique of the media.

**Unit One Introduction**  **(7 days)**

Students will define the term media and understand that all media is constructed. Focus will be placed upon the role of photography in conveying specific messages. Students will explore the history of photojournalism to understand how the art of photography can bring awareness to the world.

**Big Ideas:** *Course Objectives / Content Statement(s)*

* Understand the forms of communication including online, print, digital photography and social media. (websites, social media, printed newspapers)
* Access, analyze, and evaluate messages conveyed through photography.
* Consider relevance in decision-making and news events or points of view.

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| **Essential Questions*** How do we define media?
* How do we define photojournalism?
* How does photography shape our view of the history and the world?
* What is the difference between ethical and legal and what are responsibilities of the photographer?
* What are the responsibilities of a photographer employed by a news agency? How is this different from a citizen journalist?
* What is editorializing?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* Media is constructed.
* Different people experience the same media messages differently.
* Media has embedded values and points of view.
* Different media outlets represent distinct points of view despite attempting to remain objective
* The basics of communication and public speaking are essential to all forms of media, including planning research and execution including the following: Planning, Research, vivid vocabulary, eye contact, posture, speaking clearly and slowly, varying voice, tone and inflection.
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| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)* ***More to follow.****..* CCSS.ELA-LITERACY. RL. 8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.* Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
* Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY. SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA-LITERACY. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA-LITERACY. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(\*See grade 8 Language standards 1 through 3 heretofore specific expectations.)  CCSS.ELA-LITERACY. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CCSS.ELA-LITERACY. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  CCSS.ELA-LITERACY. W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-LITERACY. W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.    | **Examples, Outcomes, Assessments***(see* [*note*](#do8n8x7oxp51) *below about the content of this section)* **Instructional Focus:*** Students will identify the types of media and define for media literacy.
* Students will define photojournalism.
* Students will view and evaluate online newspapers and determine the difference and similarities and make observations about the stories and photos and the newspaper decisions.
* Students will explore the basic factors that influenced photo journalism’s history.
* Students will conduct mini research projects on topic about photojournalism, evaluate the sources for their accuracy and present what they have learned concisely to others.
* Students will examine a variety of photos and consider how and why emotions are communicated through photography.
* Students will conduct research on topics about photojournalism and present their findings.

 **Sample Assessments:*** Students will be assessed formatively on the completion of the timeline and their think-pair-share about the important aspects of photojournalism.
* Summative assessment occurs in the mini-presentations that are done in groups.

 **Instructional Strategies:*** Pre-assessment - Students will identify their current knowledge of the media and literacy as pertains to photojournalism through a survey. (polleverywhere.com)
* Students will construct a working definition of media literacy and photojournalism.
* Students will evaluate the front pages of various newspapers or online news sources
* Students will visit the Newseum website Working with a partner, students will examine the front pages of at least 3 different newspapers: one local, one regional, and one national. Students will complete the activities associated with viewing the front pages. (Core Concepts) Class will share findings.
* Students will partner with another to create a photojournalism timeline to be used a formative assessment tool.
* Students will be grouped and assigned topics. They will research their topic and prepare a short one minute explanation of their findings about photojournalism. Additionally they will evaluate sources for accuracy and present findings concisely to others.
* Pulitzer Prize Resources: <http://www.newseum.org/exhibits/current/pulitzer-prize-photographs-gallery/>, <http://www.apimages.com/collection/landing/ap-pulitzer-prize-winning-photos/a4c6409b4b4f42ce963d8c1687c33612>
* <http://proof.nationalgeographic.com/2014/04/15/qa-renee-c-byers-living-on-a-dollar-a-day/>
* <https://www.youtube.com/watch?v=2cxgf8SfQ3Y>

**Interdisciplinary Connections** **Technology Integration**Students will:* access various online newspapers to analyze the differences and similarities of front pages.
* access online search engines and libguides in the LCJSMS Library.
* Use polleverywhere.com to conduct a pre-survey of media/journalism knowledge
* Using online search engines, paired students will complete the photojournalism timeline by filling in

**Global Perspectives*** Students will respond to online newspaper treatment of international news stories through photography. As a result, students will gain insight to relevant social issues and viewpoints throughout the world.

**Culturally Responsive Teaching:*** The sources used will relate to all cultures.
* Students’ analysis will reflect cultural background and beliefs.
* Front pages from Newseum will include the news from various cultures and countries.
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

**Course Description: Unit 2 - Photojournalism (5 days)**

Students will view photos that have created controversy over the last century. Additionally, students will examine editorials and blogs and discuss whether newspapers should print such controversial pictures. They will discuss the First Amendment and the legal rights versus the ethical responsibility of photographers. Students will discuss the ethical issues that surround using tools like Adobe Photoshop and excessive editing. Students will work in pairs to research a famous manipulated photo and present their findings to the class.

**Big Ideas:**

* Understand the ethical ramifications of publishing photos of tragic moments.
* Understand the key times when ethically questionable photos were published.
* Understand what types of photos legally permitted under the First Amendment and what types of photos should be printed, especially as it relates to print, online, and social media accounts.
* Understand “reasonable expectation of privacy” and the rights of journalists to take photos

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| **Essential Questions*** What are ethical ramifications of publishing photos?
* What are the legal ramifications regarding publishing photos?
* What rights are guaranteed by the First Amendment?
* What are the ethics of manipulating pictures?
* What rights do citizens have when it comes to photos taken of them?
* Should images that have been photoshopped be considered art or can the qualify as journalism?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* under the First Amendment photographers have certain legal rights; however, there are also ethical questions regarding printed photos.
* In today’s digital world, the ethical issue as it applies to individual social media accounts.
* The decision process involved in selection of photos fit for print.
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| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)*CCSS.ELA-LITERACY. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.* Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
* Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA.SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | **Examples, Outcomes, Assessments***(see* [*note*](#kix.d9kx9f1fxvpg) *below about the content of this section)* **Instructional Focus:*** Students will consider the ethical ramifications of publishing photos of tragic moments.
* Students will understand key times when ethically questionable photos are published.
* Students will review the first amendment and determine its ramifications.
* Students will think critically about ideas and participate in a wide range of discussions.
* Students will understand key instances where photographs are manipulated in questionable ways.
* Students will conduct mini-research projects about photojournalism, evaluate sources for accuracy and present concisely to others.

**Sample Assessments:** * [Students present their findings on specific topics to the class using a Manipulation of Photos Rubric](http://curriculum.jea.org/lesson-a-picture-never-lies/).

  **Instructional Strategies:*** Students will work with a partner to answer the question: Is it appropriate for a newspaper to publish a picture of a person about to die? Share.
* Teacher gives an example for further discussion. Read a article discussion the rationale for posting the photo.
* Review the Five Freedoms of the First Amendment. Distribute the Appropriate Photo Chart. In small groups students will discuss where photos are are appropriate vs. inappropriate.
* Consider the concept of social media and online websites and how does this differ for students posting to their individual social media account.
* View controversial photo that have been printed in newspapers throughout history followed by discussion
* Read article regarding the appropriateness of printing this picture. Students will respond to questions: What is the author’s perspective of the printing of this picture? What evidence does the author provide to back up that opinion? What specific arguments does the author make that are effective? Are there any specific arguments the author makes that are not effective? Is this article effective in convincing you of the author’s opinion? Why or why not?
* Review the First Amendment - freedom of the press. Fill out the Appropriate Photo Chart. Share opinions.
* Consider the concept of social media and online websites.What additional responsibilities should be considered? How does this differ from students posting to their individual social media accounts? Consider using photo manipulation apps to edit or consider embedded software
* View examples of controversial photos that have been printed throughout history. Discuss.
* Students will read an article by photojournalist Snorri Gunnarsson about ethics of manipulating photos.
* Assign manipulated photos (optional) that have created photoshop controversy.
* Additional interest/time, review “Izitru” photo technology to confirm authenticity of photos on the internet.

**Interdisciplinary Connections** **Technology Integration*** Access search engines, pre-selected websites, and databases in the LCJSMS Library
* Knowledge of Photoshop application

**Global Perspectives*** Students will view and respond to pictures that have appeared in national and international context.

**Cultural Responsive Teaching*** The sources used will relate to all cultures.
* Students analyses will reflect cultural background and beliefs
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

**Grade Level / Content Area: Unit 3 Basics of Photojournalism**

**Curriculum**

**Course Description: Unit 3 Basics of Photojournalism (**5 days)

Students will learn about the importance of storytelling in journalistic photography and the visual impact that occurs when photographers capture unique storytelling moments. Students will learn basic composition techniques such as the rule of thirds, framing, strong subject, angle, decisive moment, leading lines, etc.) Students will work in small groups to learn practical basic skills in taking photos. They will explore the differences between news and feature photos and practice them as an outside assignment.

**Big Ideas:** *Course Objectives / Content Statement(s)*

* the importance of storytelling in journalistic photography and its visual impact
* explore recent work in photojournalism and evaluate phoos based upon a hierarchy of photography
* learn the basic photography composition techniques and pitfalls
* the basic practical camera skills using composition rules
* learn about photo stories and how to tell an effective story through photography
* learn basic, practical camera skills that can be applied to taking pictures
* learn key concepts for improving news and feature photography

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| **Essential Questions*** What is the difference between journalistic photography and art photography?
* What are some basic photo techniques that can help capture an image?
* Why is light important in photography?
* How can a photo tell a story?
* What makes a photo have impact?
* Why does a photo need a caption?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* journalistic photos must tells a story and have a basic structure of a beginning, middle and end.
* there are the basic rules to follow in order to create an impact.
* there are basic, practical camera skills that can be applied when taking a photo.
* There is a difference between “news” photos and “feature” photos.
* Journalistic photos should be able to convey the 5Ws and 1 H.
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| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)*CCSS.ELA-Literacy.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.CCSS.ELA-Literacy.SL.8.1ACome to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.SL.8.1 B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.CCSS.ELA-Literacy.SL.8.1 C Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.CCSS.ELA-Literacy.SL.8.1 D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.CCSS.ELA.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  CCSS.ELA.SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA.SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA.W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | **Examples, Outcomes, Assessments***(see* [*note*](#kix.2ncqz0fe3wzj) *below about the content of this section)* **Instructional Focus:*** Students will learn basic photography composition rules and errors.
* Students will practice identifying composition rules in photos
* Students will take photos using composition rules.
* Students will learn about photo stories and how to tell an effective story through photography
* Students will learn basic, practical camera skills that can be applied to picture taking.
* Students will learn about AP Style for writing captions and headlining photos.
* Students will understand the difference between news and feature photography and practice taking news and feature photos.

 **Sample Assessments:*** Students will create an infographic sharing 6 tips for taking a photo using [Canva.com](https://www.canva.com/), the Canva app, or the Canva Chromebook assessment.
* Student will attend one school event or activity, capture a “news” picture and several “feature” photos. Photos will meet requirements established in class.
* Final transfer task will utilize the photo-taking skills presented in this unit, following an assessment with an evaluative rubric.

 **Instructional Strategies:*** Students will view a slide presentation *Capture the Moment* (JEA Curriculum) Consider the following questions: What makes a good photograph? Is there a difference between good art photography and good journalistic photography? Do they tell a story?
* Discuss the “decisive moment” and what it means for the impact of photography.
* View the typical student photography and compare to the photos that capture the comment. Students may think/pair/share.
* View the Joe Elbert’s Hierarchy of Image Energy (Pulitzer Prize Winning Photographer) and discuss.
* The teacher will find a photo heavy website (Suggestion: Google search Photos of the Year)
* View photos as a class giving student 20 seconds to determine what composition rule is evident.
* View the slideshow *Works in Progress.* Ask students to consider what errors make the photo.
* Students will move out of the classroom in groups of 2-3 and take one photo using each of the seven composition rules that they have learned. Give students 30 minutes, followed by additional time for uploading. Present photos and explain the rules engaged.
* Explain the importance of telling a story (beginning, middle, end)
* Pass out the article “Show & Tell” explaining that these are tips on how to tell a cohesive and interesting story through photography.
* Working with partners, give students a copy of the sample photo story and respond to several questions:

How well does the group of photos tell a cohesive, powerful story? How does the story follow the guidelines? What composition techniques does the photographer do well? How could the story be improved? Rate this story on a 1-10 citing specific reasons for the rating.* Divide class into small groups and distribute cameras. Demonstrate the various camera basics. Have students practice.
* While groups are being instructed on camera basics, other groups can work on writing captions and headlines for photos.
* Present the students with a fictional scenario about a school assembly. You must photograph the event. Where will you stand? What photos will you shoot?
* View slideshow *News and Feature Photography*. Students will take notes and discuss.
* Divide into small groups. Assign a fictional school event. Students will brainstorm the type of “news” versus “feature” photos they would take. Share with the whole group.
* Homework assignment: Student will attend one school event or activity, capture a “news” picture and several “feature” photos. Photos will meet requirements established in class. (Optional)

**Interdisciplinary Connections**Students may capture an event in other classes or school activities. **Technology Integration:*** Use of Ipad/chromebook apps, such as for presentation
* Use of computers and browsers to search photos

 **Global Perspectives**Photos used may reflect international and national topics. |

NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

**Grade Level / Content Area: Photojournalism**

**Length of Course: (HS/MS ONLY) 9 weeks**

**Curriculum**

**Course Description: Unit 4 Photography Tips and Tricks 12 days/2 week**

Students will explore websites and videos for strategies and techniques for taking action photos giving consideration to lighting, shutter speed, ISO, aperture priority, etc. Additionally, they will practice different techniques for capturing the moment of decision. Finally, they will take photos and submit their best for critique by their peers. They will have an understanding of various lenses and determine the effect as well as the understand the value of effective lighting.

**Big Ideas:** *Course Objectives / Content Statement(s)*

* Conduct research on types of photojournalism (portrait, environmental portrait, landscape, action-indoor or outdoor), evaluate sources, and present findings in an interactive format to share techniques for specific types of photojournalism
* Practice photography techniques and submit best photos to build a portfolio

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| **Essential Questions*** What are strategies and techniques used by professional photographers to capture the moment of decision?
* What is the impact of different lenses and lighting on photos?
* What is aperture?
* What is exposure?
* What is depth of field?
* How does ISO affect the clarity of an image?
* What are tips for taking a landscape photograph?
* How does an environmental portrait differ from a traditional portrait?
* How does a caption enhance a photo?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* There are a variety of strategies used to take photos that convey a message.
* Using a variety of lenses and lighting can create a different effect that leads to an improved photo.
* A photographer chooses how to represent his or her subject <https://fstoppers.com/portraits/six-photographers-shoot-same-subject-see-different-person-96891>
* Different types of photography styles send a different message to the viewer.
* Having control of a camera’s function allows the photographer to tell a greater story using depth of field, exposure, aperture, etc.
* Portraiture, environmental portraiture, landscapes, and action photography each tell a different version of the story.
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| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)*CCSS.ELA-Literacy. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.CCSS.ELA-Literacy.SL.8.1A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.SL.8.1B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy. SL.8.1C Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.CCSS.ELA-Literacy.SL.8.1D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCSS.ELA-LITERACY.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  CCSS.ELA-LITERACY.W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-LITERACY.W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  CCSS.ELA-LITERACY.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.          | **Examples, Outcomes, Assessments***(see* [*note*](#kix.1lf34jzust) *below about the content of this section)* **Instructional Focus:*** Research techniques on topics of photojournalism and present findings to the class
* Practice taking action photos
* Use of different lenses
* Skills for taking effective portraits and environmental portraits
* Learn different types of lighting in photography and its impact on a photo

 **Sample Assessments:*** A written response evaluating the web resources including examples supporting their response.
* Final transfer task will include samples of these types of photos in the final portfolio - these pieces will be evaluated as part of the culminating exercise.
* Portfolio pictures will be shared on an Instagram site controlled by teacher.
* Flickr site so students can have access to photos they’ve taken.

**Instructional Strategies:*** Students will use online resources and videos for how to take good action photography. These sources will be placed in a google classroom site or website as a resource list. <http://digital-photography-school.com/>
* View the list and evaluate the source.
* Working in small groups, compile a class list of tips for that group’s type of photography. As a class, discuss the value of each tip.
* Using a professional photographer website, evaluate what is well done or what could be stronger.
* Write a response evaluating the web resources. Which sites were helpful? Were they reputable? Students need to include examples in the response.
* Review the tips for taking sports photos. Working in groups of three, students will practice taking shots of a gym class in action. Share samples and discuss.
* Explain the purpose of the lens.(depending on availability)
* Students will then practice using different lenses.
* View *Exploring Lenses* slideshow to see photographs that are taken with different lenses.
* Prior to *Taking Portraits* lesson, instruct students to bring in portraits and snapshots of themselves that they have taken.
* Think/pair/share the sample portraits and discuss what do the photos do well or not do well. Consider composition, rule of thirds, etc.
* Pass out old copies of the school yearbook and have students look for positive and negative examples of the tips and tricks learned. Ask students to consider ways of improving the negative examples.
* View slideshow *Lighting Techniques* and explain the different types. Have students take notes.
* Show examples of professional photos and identify the type of lighting or exposure in these photos.
* Students will practice using a specific lighting technique. Share samples from the class.

**Interdisciplinary Connections**  **Technology Integration**PhotoWebsites and video resourcesFlowvella or Google Slides to share findings with class (interactive share sites Flickr)<http://digital-photography-school.com/> **Global Perspectives**Students will view photos from UNESCO, National Geographic, Britannica Images, etc. |

NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

**Grade Level / Content Area: Grade 8 Photojournalism Cycle**

**Length of Course: 9 weeks**

**Curriculum**

**Course Description: Unit 5 - Choosing and Editing Photos for Publication (print, digital, social media, graphics) 4 Days**

**Big Ideas:** *Course Objectives / Content Statement(s)*

* Learn how newspaper’s message changes based upon the paper’s visual content
* Learn how to evaluate and choose which photos to include in a publication
* Explore the different types of file (.gif, .tif, .jpeg, and .png)
* Learn the basics of photo editing

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| **Essential Questions*** How are photos selected for publication?
* What are the differences between print photos and digital photos?
* Why do file types matter for publications?
* Why are file naming conventions necessary, especially for digital publications?
* What are the essential photo editing skills (cropping, white balance, noise)?
* Does what’s left outside of the frame matter?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* Photos can be edited without losing the integrity of the image.
* The process for selecting the most impactful image for a publication.
* File naming conventions allow for easy identification and organization of photos so they are easy to find in a newsroom.
* Techniques for cropping, balancing, and preparing an image for publication.
* To prepare a file for different publication formats (website, print, social media).
 |
| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)*CCSS.ELA-Literacy.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.CCSS.ELA-Literacy.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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 | **Examples, Outcomes, Assessments***(see* [*note*](#kix.fod5gmxa9li1) *below about the content of this section)* **Instructional Focus:*** File types make a difference in the newsroom. Action photos may tell an important story, but can be grainy if their focus is off. In order to organize photos and keep them at their best quality, images selected for publication need to have high enough resolution and need to be cropped to send an unbiased message of the events

 **Sample Assessments:*** Cropping and balancing an image, adjusting file formats and naming conventions for a set of images
* [Photo editing quiz](http://curriculum.jea.org/lesson-photo-editing-review-assess/)

 **Instructional Strategies:*** Students will complete a “What’s in a file name?” [webquest](http://curriculum.jea.org/lesson-whats-in-a-file-name/)
* Each student will decided how to name and organize photos they’ve taken
* Once photos are saved in a format, they can have different versions that have been edited.
* Using a photo editing app extension or Google Photos Select an image and complete the following tasks: Crop to remove distractions from background, balance light to improve image quality.
* Before and after analysis of an image: What is left out of the frame? Does this matter?
* Photoshop Ethics: Is it right to edit images? Does it change the story they tell? Open ended question/RST.

Interdisciplinary Connections **Technology Integration** Use of Photos.Google.com for editing purposes Use of instructional videos from ExpertPhotography.com <http://digital-photography-school.com/>**Global Perspectives**Students will international as well as national photos.<https://members.expertphotography.com/members-area/7-days-to-better-photography/> |

NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

**Grade Level / Content Area: Photojournalism**

**Length of Course: (HS/MS ONLY)**

**Curriculum**

**Course Description: Unit 6: Digital Citizenship, Social Media, and Images - 4 Days**

Students will discuss what is the appropriate behavior for digital media. Each one of us has a responsibility to be a good citizen in the world of media.

**Big Ideas:** *Course Objectives / Content Statement(s)*

* Appropriate behavior for digital media

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| **Essential Questions*** What are the nine themes of digital citizenship?
* How can we appropriately share images on social media?
* What are some expectations for interacting in a digital space?
* What is a digital footprint?
* Can social media change the intended story?
* Does commenting on images change the story?
* Why does audience matter when using social media?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* There are appropriate ways citizens should behave online.
* The nine areas of digital citizenship are guidelines for searching.
* Media outlets are present on all social media platforms, but the content shared on each platform is different.
* Audience, demographics, and users can change a story based on the comments and interpretations of the image.
 |
| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)*CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCSS.ELA-LITERACY.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA-LITERACY.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA-LITERACY.SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.           | **Examples, Outcomes, Assessments***(see* [*note*](#kix.d1v4o6nx9zo4) *below about the content of this section)* **Instructional Focus:*** Differentiating between the nine themes of digital citizenship by creating an infographic to share in the classroom
* Using proper online behaviors for communicating and sharing images in Google Classroom and digital forums.
* Identifying the differences and features of major [social media platforms](http://curriculum.jea.org/lesson-social-media-photography/) and understanding the audience of each.
* Creating a sample post for a social media site using Google Draw or Canva to explore what goes into a single post. Consider profile components. Show profiles of NY Times, Washington Times.
* Discuss the impact of the student-created social media posts by asking students to comment on the work of other students. Would you want someone to find your images online later today? Would you want someone to find this representation ten years from now when you’re applying for a job?
* Snapchat is the “erasable internet” - discuss the pros and cons of a news source using this medium. - Post response on Padlet or use an exit ticket.

 **Sample Assessments:*** Digital Citizenship [Infographics](https://docs.google.com/a/summit.k12.nj.us/document/d/12GKuEd2xDBW29gPNaPqMnkepe06pPoxFioE7tbRL1X4/edit?usp=sharing) Project with web exploration
* Social Media post mock-up and analysis
* Erasable Internet and making information last exit ticket.

 **Instructional Strategies:*** Ask what is a digital footprint? Are there specific rules one should follow while using the internet and social media? What is a long range effect of or negative effects of a digital footprint? What is digital citizenship? Use Polleverywhere.com to record responses.
* Review responses.

 (**Option 1)*** Review the presentation “Social Media + Photography” with students, stopping frequently to discuss, share, and debrief. Students may want to take notes, particularly if they are unaware of some of the specific details of social media sites.
* After the presentation, ask students to share information with the class about any other Social Media tools that they are familiar with. For each tool that they share, ask students to highlight the benefits and disadvantages.
* Hand out “Social Media + Photography = Classroom Experiment” paper and go through expectations with students. Over the next 24 hours, students will be expected to “log” activity on a social media account created by the classroom teacher. Students will need to log 10 points’ worth of activity. All activity should be related to photojournalism in some way. Students get 4 pts for posting an original photo, 3 pts for linking to an existing photo, and 2 pts for commenting on other students’ posts/content.
* The class should compile a list of possible rules to follow when using the internet.
* Review the Nine Themes of Digital Citizenship. Discuss the appropriate ways students should behave online. Compare lists.
* The following day upon completion of the internet class experiment in small groups, students will share general thoughts about their experience, and briefly discuss their posts/comments. Students will answer the following question: What challenges did you face in this experiment?
* Pick a popular news outlet (Wall Street Journal, USA Today, CNN, a local paper, etc) and/or other social media accounts to see how prevalent photos are, whether content is new or re-posted from elsewhere, how many similarities exist between social media networks. Note the types of comments and determine if they follow the nine themes of digital citizenship.

**(Option 2)**Discuss the appropriate ways students should behave online, especially when commenting in Google Classroom. * Have the class compile a list of possible rules to follow when on the internet?
* Review the Nine Themes of Digital Citizenship
* Create an infographic to be displayed in a middle school classroom that would promote digital citizenship using infographics.
* Students will create mock up social media post commenting and/or analyzing the infographics in the form of an exit ticket.

Interdisciplinary Connections  **Technology Integration**Options 1 and 2  <https://www.polleverywhere.com>Option 1 and 2 Digital Citizenship Links:<https://youtu.be/FdEXijFXfD8><http://elearninginfographics.com/tag/digital-citizenship-infographic/><http://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki-davis><https://vimeo.com/6709512>Social Media accounts for New York Times, Huffington Post etc.  **Global Perspectives**Students will review the news outlet twitter accounts and will include national and international sources. |

NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy

**Grade Level / Content Area:**

**Length of Course: (HS/MS ONLY)**

**Curriculum**

**Course Description: Unit 7 Final Portfolio Project (1.5-2 weeks)**

The students will demonstrate understanding of the principles present in this 45 day cycle by producing a final portfolio that showcasing their learning about photography and photojournalism.

**Big Ideas:** *Course Objectives / Content Statement(s*

Pictures represent the students’ learning regarding a variety of photography and photojournalism.

Students will demonstrate their understanding of the skills presented in this cycle by showcasing their skills in a collections of several photos that tell a story. There will be specific guidelines for the students.

Students will present portfolios to small groups in the class and use instant feedback to improve presentation skills.

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| **Essential Questions*** How does a group of photos tell a more compelling story than a single photo?
* What is the formula for telling a story?
* Why do words and pictures need to combine in photojournalism?
 | **Enduring Understandings***What will students understand about the big ideas?*Students will understand that…* More than one image is needed to tell a broad story.
* A series of portraits, landscapes, and action photos must be combined to build a comprehensive understanding. Start broad with a landscape to set the scene. Move into an environmental portrait, an action shot, and settle on a portrait that highlights details to conclude. Go from broad to specific.
* The setting of an image is where the story begins.
* Photography techniques will alter the way a person understands a story.
* Perspective and photography go hand in hand.
 |
| **Areas of Focus: Proficiencies****(Cumulative Progress Indicators)** Students will:(*Enter NJCCCS or Common Core CPI’s here)* CCSS.ELA-LITERACY.SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  CCSS.ELA-LITERACY.SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.       | **Examples, Outcomes, Assessments***(see* [*note*](#kix.3otiy6h7kyf1) *below about the content of this section)* **Instructional Focus:**Student will use the skills learned during this course to create a portfolio of photos that tell a story. The portfolio will tell the story of a family, culture, a community, or a significant event. Students will follow specific guidelines which demonstrate an understanding of the aspects of photojournalism.  **Sample Assessments:*** Google Slide Portfolio presentation incorporating Google Photos telling a story following an rubric
* Peer Presentation Feedback

**Instructional Strategies:*** Students will be given a handout with expectations and requirements for their portfolio.
* Students will plan and execute different photos needed to tell their story. Students will create a storyboard which plots the photos needed. The photos will be uploaded to Google classroom or Google slides for view.
* Students will present their portfolios in small rotating groups. Students who are listening will complete a Presentation Feedback Form and give to the presenter upon completion for instant feedback.

**Interdisciplinary Connections**  **Technology Integration**Use of Google Slides and Photo.GoogleAdobe Photoshop, if available **Global Perspectives**The students have the option to create a story of a culture, community, or family which represents international connections, as well as cultural connections. |

NOTE re: Examples, Outcomes and Assessments

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 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content

 area):

 Financial, Economic, Business, and

 Entrepreneurial Literacy