

**MISSION TRAILS REGIONAL OCCUPATION PROGRAM**  
Pacific Grove Unified School District

**COURSE TITLE:** Advanced Photography (level II)

**CBEDS TITLE:** Commercial Photography

**CBEDS NUMBER:** 5755

**JOB TITLES:** Photographic Assistant  
Photographic Apprentice-printing  
Photographic Apprentice- general  
Developer  
Print Developer  
Electronic Imaging Assistant  
Projection Printer  
Commercial Photographer  
Photo Finisher  
Photographic Assistant- News Services  
Photo Inspector and Assembler  
Reproduction Technician

**COURSE DESCRIPTION:** In Advanced Photography students will continue to explore advanced camera and darkroom techniques while producing a portfolio of their photographic artwork for formal presentation. Exploration of alternative processes, studio work, technology, and electronic imaging will also be an emphasis. Students will prepare for photographic jobs through writing resumes, preparing portfolios and understanding the job interviewing process.

**HOURS:** 180

**PREREQUISITES:** Beginning Photography (level 1)

**REVISION DATE:** February, 2003

**COURSE OUTLINE:**

**a. CONTENT AREA SKILLS:**

**i. EXPECTED STUDENT OUTCOMES**

**ii. HOURS OF INSTRUCTION**

**COURSE OUTLINE**

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
Instruction will include:	Student will be able to:	CL	CC	CP
<p>Units of Instruction for Advanced Photography.</p> <p>Introduction and Review of Basic Photography instruction</p> <p>Beginning Photography: registration, course overview, expectations</p> <p>Camera types and operations</p> <p>Black and White film processing</p> <p>Photo Finishing</p>	<ol style="list-style-type: none"> <li>1. Articulate classroom expectations.</li> <li>2. Explain the different types of cameras.</li> <li>3. Describe the black and white film developing process</li> <li>4. Finish a photo</li> </ol>	10		
<p>Advanced Camera Techniques: Medium/Large format camera</p> <p>The Zone System.</p> <p>Hand held light metering</p> <p>Tripod and cable release cord</p>	<ol style="list-style-type: none"> <li>1. Utilize a medium or large format camera.</li> <li>2. Explain how a hand held light meter works.</li> <li>3. Use a tripod and cable release cord.</li> </ol>	10		

<p>Various lens and filters camera backs</p> <p>Various camera formats</p>	<ol style="list-style-type: none"> <li>4. Create a night photographic image.</li> <li>5. Explain various lens and filter options available to photographers.</li> </ol>			
<p>Advance Lighting Techniques: Studio artificial light</p> <p>Srobe and light metering</p> <p>Studio equipment</p> <p>Portraiture photography</p> <p>Product photography</p> <p>Natural light manipulation</p>	<ol style="list-style-type: none"> <li>1. Describe and operate studio light equiptment</li> <li>2. Use strobe lighting</li> <li>3. Set up an exicute a portrait photo shoot.</li> <li>4. Create a produce photographic image.</li> <li>5. Use natural light in an image.</li> </ol>	20		
<p>Advanced Black and White Printing Techniques</p> <p>Darkroom lab set up</p> <p>Film development manipulation</p> <p>selenium toning</p> <p>push and pulling percentages</p> <p>Printing Papers: fiber and R.C.</p> <p>Sepia toning</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the process of selenium toning</li> <li>2. Sepia tone a print.</li> <li>3. Print on fiber paper.</li> <li>4. Hand color a black and white photograph</li> <li>5. Explain all the necessary equipment necessary for creating a home dark room.</li> </ol>	20		

<p>Portfolio development and Community Classroom</p> <p>Theme and Subject development</p> <p>Personal daily photo journals</p> <p>Study of past and present photographers</p> <p>Speakers, professional studio and lab tour</p> <p>Museum/gallery reports</p> <p>Commercial graphic assignments</p> <p>Photo journalism and documentary photography</p>	<ol style="list-style-type: none"> <li>1. Create a photographic image journal.</li> <li>2. Make a series of image incorporating a personal theme and subject.</li> <li>3. Visit local museums and galleries</li> <li>4. Create a museum and gallery report critiquing the work</li> <li>5. Create an original photo journalistic series of images.</li> <li>6. Experience professional photographers share about their careers.</li> </ol>	50		
<p>Alternative Photographic Processes: Hand coloring black and white prints</p> <p>Liquid Light</p> <p>Polaroid transfer process</p> <p>Polaroid emulsion transfer process</p> <p>Framing and marketing sales</p> <p>Exhibitions and display installations</p> <p>Amateur and professional competitions</p>	<ol style="list-style-type: none"> <li>1. Hand color a print.</li> <li>2. Apply liquid light (emulsion) to an alternative surface.</li> <li>3. Create a liquid light image</li> <li>4. Operate a day light lab.</li> <li>5. Create a Polaroid transfer print.</li> <li>6. Create a emulsion transfer image.</li> </ol>	40		

<p>Introduction to Digital Imaging:  Digital cameras  Computer graphic software  Camera and software interfacing  Scanning  Digital imaging techniques and assignments  Interdisciplinary Skills and Job Research:  Portfolio critiques – group and individual  School and community exhibition  Career-center and job market research  Photographic resume</p>	<ol style="list-style-type: none"> <li>1. Articulate how to operate a digital camera.</li> <li>2. Down load images to a computer.</li> <li>3. Scan an image</li> <li>4. Use Photoshop to edit images.</li> <li>5. Use Photoshop to combine 2 images.</li> <li>6. Use color control data to correctly print an image.</li> <li>7. Critique their photographs using the language of the principles of art.</li> <li>8. Exhibit their artwork.</li> <li>9. Research photographic careers.</li> <li>10. Create a photographic resume.</li> </ol>	15	15	
<b>CAREER PERFORMANCE STANDARDS</b>	<b>EXPECTED STUDENT OUTCOMES</b>	<b>HOURS</b>		
<b>Instruction will include:</b>	<b>Student will be able to:</b>			

<p><b>1. Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>▪ Sexual harassment laws</li> <li>▪ Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p><b>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>CAREER PERFORMANCE STANDARDS</b></p>	<p><b>EXPECTED STUDENT OUTCOMES</b></p>	<p><b>HOURS</b></p>
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>	

<p><b>2. Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul>	<p><b>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>3. Thinking and Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills</li> <li>▪ Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<p><b>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</b></p> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>CAREER PERFORMANCE STANDARDS</b></p>	<p><b>EXPECTED STUDENT OUTCOMES</b></p>	<p><b>HOURS</b></p>
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>	

<p><b>4. Communication Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<p><b>4. Understand principles of effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>5. Occupational Safety</b></p> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<p><b>5. Understand occupational safety issues, including avoidance of physical hazards</b></p> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>6. Employment Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<p><b>6. Understand career paths and strategies for obtaining employment.</b></p> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	<p><b>Integrated in content area skills</b></p>
<p><b>7. Technology Literacy</b></p> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<p><b>7. Understand and adapt to changing technology.</b></p> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	<p><b>Integrated in content area skills</b></p>