



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Photography – Media Design Arts / Arts, Media, and Entertainment

2. CBEDS TITLE

Photography

3. CBEDS NUMBER

5755

4. JOB TITLES

O*NET	TITLE
89914B	Reproduction Technician
89914B	Projection Printer
89914C	Developer
93998	Photo Finisher
92908	Photo Checker and Assembler
92908	Print Developer (Automatic)

5. COURSE DESCRIPTION

Students will learn the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Instruction includes studio and field techniques, photojournalism, fashion photography, commercial, portrait, scientific, nature, wildlife and sports photography. Lighting techniques, operation of photographic equipment and computer enhancements will be covered.

6. HOURS

Classroom Theory/Applied	330
Community Classroom/Coop Voc Ed	180
TOTAL HOURS	510

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	None

8. DATE REVISED March 15, 2005
UPDATED August 5, 2008

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	C'TE Pathway Standards	Mention - M Reinforced - R Taught - T
43	30	I. CAMERA AND LENS FUNCTIONS	* See attached pages that follow			
		A. Students will be able to operate a 35 mm and/or digital camera including: 1. Lens functions 2. Image sensors 3. Diaphragm and shutter speeds 4. Focal Lengths 5. Photosites, Pixels and resolution 6. Converting between color modes 7. Images for the Web 8. Image file formats 9. CCD versus CMOS 10. Compensation dial 11. Contrast and saturation 12. Special Effects 13. Depth of field preview 14. Sync flash 15. Hot shoe	M: NS (2.3) R 2.1(2.3) 2.1(2.5) 2.1(2.6) WSA (1.7) WOC 2.3 (1.1) (1.2) LS 2.3 (1.8)	R R R R R	A1.1 (1.1)p (1.4)p (1.5)a (1.6)p (1.6)a A1.2 (2.3)p (2.1)a (2.6)a A1.3 (3.2) (3.3) A2.0 A2.2 A2.3 A2.6a A2.7 A2.8	T T T T T T&R T&R T&R T&R T T T T T T T T T
33	0	II. ELEMENTS OF DESIGN AND COMPOSITION				
		A. Students will explore and apply principles of design including harmony, contrast, balance, and repetition. 1. Students will explore and apply elements of visual art including line, shape, form, texture, space, and value. 2. Students will explore and apply basic color theory.	PH (4e) (4f) RC (2.6) WSA (1.7) T (4.4)	R R R R	A1.1 (1.1)p (1.3)p (1.3)a (1.5)p (1.5)a (1.6)p (1.6)a A1.2 (2.1)p (2.1)a (2.3)p	T T T T T T T T T T T T
33	0	III. CREATIVE EXPRESSION				
		A. Students will practice photographic techniques as applied to: 1. Landscape 2. Architecture 3. Still Life 4. Human interest 5. Advertising and Graphic Design 6. Portraiture	RC (2.6) LS 2.3(1.8) WOC 2.3 (1.1) (1.2) (1.3) (1.8) 3.1----3.8 4.0---11.0	R R R R R M	A1.1 (1.3) (1.5) (1.6) (1.7) (1.8) A1.2 (2.3)p (2.1)a (2.2)a (2.4)a (2.5)a (2.6)a	T T T T T T T T T T T T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
23	0	IV. HISTORICAL AND CULTURAL CONTEXT				
		A. Students will analyze the role and development of photography by researching artists and their work and presenting oral and written reports	R(2.1) H-SS 1.3 (2) WOC2.3(1.1) LS2.4 (1.3) WSA (1.6)	R R R R R	A1.1 (1.8) A1.3 (3.3)p (3.1)a (3.2)a A1.4 (4.4)p (4.5)p (4.3)a (4.4)a A1.5 (5.1)a (5.2)a (5.4)a	T T T T T T T T T T T T T
33	0	V. QUALITIES AND USES OF LIGHT				
		A. Students will work with lighting including: 1. Measuring Exposure Control 2. Natural Lighting 3. Artificial Lighting 4. Flash 5. Stationary 6. Lighting Set-ups 7. Night and Low Light 8. White Balance	S (4.e) R2.1, 2.4 2.6 WSA (1.7)	R R R	A1.1 (1.1)p (1.5)p (1.7)a A1.2 (2.6)p A2.1 A2.2 A2.6 A2.8	T T T T T T T T
43	20	VI. DARKROOM PROCEDURES				
		A. Chemicals B. Types of Paper C. Digital Darkroom including the computer, software, memory monitor and video card, gamma adjustment and printer types D. Students will be able to specify equipment for use in a digital darkroom and studio. They will be able to set up a small studio.	R(2.4) (2.6)		A2.1 A2.2 A2.3 A2.6 A2.8	T T T T T
33	30	VII. PRINT PROCESSING				
		A Basic Techniques B Use of Filters C Burning and Dodging D Exposure Metering	R(2.1) (2.4)(2.6)		A2.1 A2.2 A2.6 A2.8	T T T T

C. Expected Student Proficiencies**ATTITUDE AND WORK HABITS**

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identifies appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job

EQUIPMENT

Identify and use camera functions
Explain and use settings for good picture taking
Use equipment and software in a digital and traditional darkroom and studio

PHOTOGRAPHIC TECHNIQUES

Set up and use photographic lighting equipment and apply lighting techniques to create images
Apply studio still life and portrait photography techniques
Analyze a picture in terms of light quality and compositional elements
Use light as a creative/design element

PRINT PROCESSING

Identify printing formats and paper types
Identify and handle dodging and burning tools and color correction tools
Evaluate photographic prints and correct dust and scratch problems
Create a digital photo archive and a DVD portfolio
Create collages, apply filters, and digitally handcolor prints
Mat and frame artwork
Create image manipulation using software

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. Academic credit: One year or 10 units

B. Other – n/a

ARTICULATION None

X UC APPROVAL Fine Arts “F” credit

INDUSTRY CERTIFICATION None

C. Instructional Strategies:

- | | |
|----------------------------------|-----------------------|
| • Lecture | • Guest presentations |
| • Demonstration | • Group projects |
| • Design problems and vocabulary | • Computer programs |
| • Critical comparison | • Field trips |
| • Readings | • Videos |
| • Project-based learning | • Internet research |
| • Work-based learning | • Peer learning |
| | • Modeling |

D. Instructional Materials:

Applied Photography by Erwin A. Dennis

Supplementary texts:

Kodak Dataguide

Supplementary materials:

Photography magazines

Photography books (from the library, newspaper articles, photography videos, filmstrips and slide presentations)

Online resources

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Math

Specific applications of Number Sense standards (grade seven):

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

(2.3) Multiply, divide, and simplify rational numbers by using exponent rules.

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter-plots, and box-and-whisker plots.

Science

Specific applications of Physics standards (grades nine through twelve):

(4.e) Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).

Visual & Performing Arts

Specific applications of Dance standards at the proficient level (grades nine through twelve):

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

History/Social Science

Specific applications of Historical Interpretation standards (grades nine through twelve):

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

(3) Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Twentieth Century standards (grade eleven):

(11.5) Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

(11.5.5) Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

American landscape.

(11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Specific applications of Principles of American Democracy standards (grade twelve):

(12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Specific applications of Principles of Economics standards (grade twelve):

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

- (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
 (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
 (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
 (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Writing

Specific applications of Writing Applications standards (grade eight):

- (2.5) Write documents related to career development, including simple business letters and job applications:
 (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
 (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
 (2.5) Write job applications and résumés:
 a. Provide clear and purposeful information and address the intended audience appropriately.
 b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 c. Modify the tone to fit the purpose and audience.
 d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
 (2.6) Deliver multimedia presentations:
 a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 b. Select an appropriate medium for each element of the presentation.
 c. Use the selected media skillfully, editing appropriately and monitoring for quality.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
 (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

Specific applications of Listening and Speaking Strategies standards (grade seven):

- (1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
 Specific applications of Speaking Applications standards (grades nine and ten):

- (2.3) Apply appropriate interviewing techniques:
- Prepare and ask relevant questions.
 - Make notes of responses.
 - Use language that conveys maturity, sensitivity, and respect.
 - Respond correctly and effectively to questions.
 - Demonstrate knowledge of the subject or organization.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

(1.2) Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

(1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

(1.8) Use effective and interesting language, including:

- Informal expressions for effect
- Standard American English for clarity
- Technical language for specificity

(2.4) Deliver multimedia presentations:

- Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 3.7 Understand the impact of the economic environment on the arts industry.
- 3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.

4.0 TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand digital applications appropriate to specific media and projects.
- 4.5 Know the key technological skills appropriate for occupations in the arts industry.
- 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
- 4.7 Understand how technology can reinforce, enhance, or alter products and performances.

5.0 PROBLEM SOLVING & CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Use the elements of the particular art form to observe, perceive, and respond.
- 5.5 Understand the application of research and analysis skills to the creation of content.

6.0 HEALTH & SAFETY

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Know how to take responsibility for a safe and healthy work environment.
- 6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.
- 6.5 Understand the opportunities for and challenges to maintaining physical and emotional health.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
- 7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client).
- 7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
- 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
- 8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and

for the attitudes and feelings of others.

9.6 Understand the fluid and diverse organizational structures in the field.

9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

10.0 TECHNICAL KNOWLEDGE & SKILLS

10.3 Understand the historic impact of the arts and technology on society.

10.6 Know the appropriate skills and vocabulary of the art form.

10.7 Understand and analyze the elements of the art form.

10.10 Use technical applications in the creative process, where appropriate.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. A. Media and Design Arts Pathway

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects.

Careers in Media and Design Arts may be found in the following broad fields:

- **Visual.** Traditional fine artist, photographer, designer in various media, commercial artist, architect
- **Aural.** Manipulator of sound; for example, sound engineer involved in mixing, recording, sampling, and broadcasting
- **Written.** Writer, publisher, printer, scriptwriter, poet
- **Electronic.** Computer graphics artist, computer game developer, Web designer

(Many new and traditional art forms depend on electronic technology in the creative process.)

A1.0 Students master appropriate visual and performing arts (VPA) and English–language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products. (The standards listed below retain in parentheses the numbering as specified in the VPA and ELA content standards adopted by the State Board of Education.)

A1.1 Specific applications of VPA Artistic Perception standards for Visual Arts at the proficient level (grades nine through twelve):

(1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

(1.3) Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve):

(1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

(1.3) Analyze their works of art as to personal direction and style.

(1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.

(1.6) Describe the use of the elements of art to express mood in one or more of their works of art.

(1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.

(1.8) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the proficient level (grades nine through twelve):

(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

(2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

(2.4) Review and refine observational drawing skills.

Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve):

(2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

(2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

(2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

(2.5) Use innovative visual metaphors in creating works of art.

(2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

A1.3 Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve):

(3.1) Identify similarities and differences in the purposes of art created in selected cultures.

(3.2) Identify and describe the role and influence of new technologies on contemporary works of art.

(3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve):

(3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

(3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

(3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

A1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve):

- (4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- (4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- (4.4) Articulate the process and rationale for refining and reworking one of their own works of art.
- (4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve):

- (4.1) Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- (4.3) Analyze and articulate how society influences the interpretation and message of a work of art.
- (4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

A1.5 Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the proficient level (grades nine through twelve):

- (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- (5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.
- (5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve):

- (5.1) Speculate on how advances in technology might change the definition and function of the visual arts.
- (5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
- (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:

- A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
- A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

CRP: Connections, Relationships,
Proficient

CRA: Connections, Relationships,
Advanced

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability &
Statistics
C Calculus

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &
Applications

ELA-WOELC: Written & Oral English
Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development &
Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product
Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced