Commercial Photography Evaluation Tool

2020 Curricular Materials Review

Idaho Engineering and Technology Education (ETE) Commercial Photography Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard PHO.1.0: History, Evolution, and Current Trends of Technology

### Performance Standard PHO.1.1 the Role and Development of Photography in Past Present Cultures and Current Trends

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.1.1.1 Write a critique of a well-known photograph or photographer. |  |
| CTE PHO.1.1.2 Describe the significance of influential historical photographers. |  |
| CTE PHO.1.1.3 Research significant developments, advancements, and current trends in the evolution of photography. |  |
| CTE PHO.1.1.4 Identify key people and major developments involved in the advancement of digital imaging technology. |  |
| CTE PHO.1.1.5 Compare characteristics of photography, within a particular historical period, including the following: style, ideas, issues, or themes in the humanities or sciences. |  |

## Standard PHO.2.0: Legal and Ethical Issues Related to Photography

### Performance Standard PHO.2.1 Legal and Ethical Photographic Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.2.1.1 Describe a photographer’s legal rights and responsibilities. |  |
| CTE PHO.2.1.2 Explain and practice the proper use of release forms. |  |
| CTE PHO.2.1.3 Explain libel, privacy, and copyright laws as they apply to photography. |  |
| CTE PHO.2.1.4 Describe ethics related to issues of privacy. |  |
| CTE PHO.2.1.5 Practice ethical and legal use of social media and online platforms. |  |
| CTE PHO.2.1.6 Debate the concept of censorship. |  |
| CTE PHO.2.1.7 Describe ethical issues related to image manipulation. |  |
| CTE PHO.2.1.8 Debate the ‘fair-use’ law. |  |
| CTE PHO.2.1.9 Understand the management of metadata. |  |

## Standard PHO.3.0: Elements and Principles of Design Composition and Content

### Performance Standard PHO.3.1 Elements of Design

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.3.1.1 Identify the applications of color, line, shape, texture, form, space, and value in photographs. |  |
| CTE PHO.3.1.2 Analyze the use of color, line, shape, texture, form, space, and value in photographs |  |
| CTE PHO.3.1.3 Incorporate color, line, shape, texture, form, space, and value in photographs. |  |

### Performance Standard PHO.3.2 Principles of Design

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.3.2.1 Identify the principals of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.). |  |
| CTE PHO.3.2.2 Analyze the principals of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.). |  |
| CTE PHO.3.2.3 Incorporate principles of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.). |  |

### Performance Standard PHO.3.3 Guidelines for Composition and Narrative

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.3.3.1 Identify and apply guidelines for composition (e.g. simplicity, rule of thirds, point of view, focal point, proportion/scale, framing, etc.). |  |
| CTE PHO.3.3.2 Use critical thinking skills to describe, interpret, analyze, and make judgments about composition. |  |

### Performance Standard PHO.3.4 Communicate a Narrative

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.3.4.1 Communicate a specific idea or narrative through a photographic imagery. |  |

## Standard PHO.4.0: Cameras and Lenses

### Performance Standard PHO.4.1 Cameras

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.4.1.1 Explain various kinds of cameras (e.g., pinhole, view camera, point-and-shoot, single-lens reflex, etc.). |  |
| CTE PHO.4.1.2 Compare and contrast the advantages and disadvantages of various camera types. |  |
| CTE PHO.4.1.3 Describe camera controls, lenses, accessories, and their function. |  |
| CTE PHO.4.1.4 Demonstrate the proper handling of a digital camera. |  |
| CTE PHO.4.1.5 Navigate menus of digital cameras |  |

### Performance Standard PHO.4.2 Lenses

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.4.2.1 Define focal length and its effect on image composition. |  |
| CTE PHO.4.2.2 Compare and contrast the relationship between focal length and shutter speed for handheld versus monopod/tripod based photography. |  |
| CTE PHO.4.2.3 Explain the disadvantage of using a digital zoom feature. |  |
| CTE PHO.4.2.4 Demonstrate correct lens care. |  |
| CTE PHO.4.2.5 Explain the need to consider the conversion factor when using a standard lens on a digital body. |  |
| CTE PHO.4.2.6 Demonstrate the uses of various types of lenses for different shooting situations. |  |
| CTE PHO.4.2.7 Describe lens filters and their uses. |  |

## Standard PHO.5.0: Exposure Settings to Achieve Desired Effects

### Performance Standard PHO.5.1 Proper Exposure Settings

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.5.1.1 Describe and utilize the basic elements of exposure (e.g., ISO, aperture, and shutter speed). |  |
| CTE PHO.5.1.2 Accurately read, apply, and explain a histogram. |  |
| CTE PHO.5.1.3 Demonstrate how to bracket exposures. |  |
| CTE PHO.5.1.4 Calculate exposure equivalents. |  |
| CTE PHO.5.1.5 Utilize appropriate shutter speed to create panned, blurred, and stop action photos. |  |
| CTE PHO.5.1.6 Apply the appropriate aperture setting for deep or shallow depth of field. |  |
| CTE PHO.5.1.7 List the factors that affect depth of field. |  |
| CTE PHO.5.1.8 Explain how the environment can mislead the camera meter. |  |
| CTE PHO.5.1.9 Experiment with aperture and shutter speed as creative controls to capture an image in a variety of ways. |  |
| CTE PHO.5.1.10 Identify and apply various metering modes. |  |

## Standard PHO.6.0: Light Sources

### Performance Standard PHO.6.1 Properties of Color and Quality of Light

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.6.1.1 Describe the difference between the additive and subtractive color systems. |  |
| CTE PHO.6.1.2 Explain the importance of the color temperature of light to the appearance of colors in an image. |  |
| CTE PHO.6.1.3 Explore various color spaces. |  |
| CTE PHO.6.1.4 Set white balance to match light source. |  |

### Performance Standard PHO.6.2 Ambient Lighting Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.6.2.1 Create photographs using direct, indirect, reflective, and diffused ambient light. |  |
| CTE PHO.6.2.2 Manipulate and control existing light with light modifiers. |  |
| CTE PHO.6.2.3 Demonstrate knowledge of how environmental conditions affect the quality of light and its effects on the subject. |  |

### Performance Standard PHO.6.3 Utilize Artificial Light

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.6.3.1 Explore traditional studio portrait lighting set-ups (e.g., split, loop, Rembrandt, butterfly/Paramount, short, board). |  |
| CTE PHO.6.3.2 Adjust lights to achieve specific lighting ratios. |  |
| CTE PHO.6.3.3 Demonstrate proper use of a handheld light meter. |  |
| CTE PHO.6.3.4 Utilize light modifiers to adjust the quality of light. |  |
| CTE PHO.6.3.5 Explain and utilize correct sync speed. |  |
| CTE PHO.6.3.6 Demonstrate the proper use of on or off-camera flash. |  |

### Performance Standard PHO.6.4 Safe Use of Photographic Materials and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.6.4.1 Recognize and implement safety protocols. |  |
| CTE PHO.6.4.2 Demonstrate proper use of electrical cords and equipment. |  |
| CTE PHO.6.4.3 Discuss safety measures needed during a photo shoot. |  |

## Standard PHO.7.0: Digital Workflow Process

### Performance Standard PHO.7.1 Digital Asset Input and Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.7.1.1 Compare and contrast various file formats. |  |
| CTE PHO.7.1.2 Determine correct file format and resolution for intended output. |  |
| CTE PHO.7.1.3 Utilize file management and naming conventions to organize images. |  |
| CTE PHO.7.1.4 Compare and contrast various media storage types (e.g., memory cards, flash drives, external hard drives, cloud, etc.). |  |
| CTE PHO.7.1.5 Explore various input equipment such as scanners, mobile devices, etc. |  |
| CTE PHO.7.1.6 Describe file search procedures to locate files. |  |
| CTE PHO.7.1.7 Apply key wording conventions to images during import. |  |
| CTE PHO.7.1.8 Explain the benefits of batch processing. |  |

### Performance Standard PHO.7.2 Editing Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.7.2.1 Demonstrate understanding of global and local image enhancements using digital imaging software. |  |
| CTE PHO.7.2.2 Demonstrate nondestructive editing techniques using digital imaging software. |  |
| CTE PHO.7.2.3 Demonstrate digital manipulation (e.g., layers, layer mask, etc.). |  |
| CTE PHO.7.2.4 Demonstrate image sizing, cropping, orientation, and resolution adjustment. |  |
| CTE PHO.7.2.5 Apply image adjustments (e.g., levels, curves, contrast). |  |
| CTE PHO.7.2.6 Explore restoration and retouching techniques. |  |
| CTE PHO.7.2.7 Explore the importance of monitor and printer color management. |  |

### Performance Standard PHO.7.3 Effective Output Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.7.3.1 Save edited or modified digital images onto selected storage devices. |  |
| CTE PHO.7.3.2 Determine appropriate resolution for intended output. |  |
| CTE PHO.7.3.3 Describe and utilize appropriate secure backup procedures. |  |
| CTE PHO.7.3.4 Utilize appropriate printer profiles (e.g., paper type, size, quality, color management). |  |
| CTE PHO.7.3.5 Evaluate print quality and basic troubleshooting. |  |

## Standard PHO.8.0: Presentation Techniques and Portfolio Development

### Performance Standard PHO.8.1 Digital Asset Input and Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.8.1.1 Critique work with constructive criticism. |  |
| CTE PHO.8.1.2 Select work and present appropriately for display or exhibition. |  |
| CTE PHO.8.1.3 Identify and demonstrate photographic presentation techniques. |  |
| CTE PHO.8.1.4 Explore archival preservation of printed images. |  |

### Performance Standard PHO.8.2 Create a Physical and Digital Portfolio

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE PHO.8.2.1 Select quality work and justify choice of specific images. |  |
| CTE PHO.8.2.2 Create a professional digital and print portfolio for job or college placement. |  |
| CTE PHO.8.2.3 Organize, maintain, and update portfolio for specific presentation. |  |
| CTE PHO.8.2.4 Demonstrate proper use of materials and equipment necessary to create a presentation. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho ETE Commercial Photography Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Media-Tech-Photograpy-Program-Standards..pdf) [↑](#footnote-ref-1)