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**UNIT NARRATIVE** - *What students will learn and do in this unit.*

In this unit, we take a closer look at the world of professional photography, where creativity meets business. Learners will explore what it's like to work as a commercial photographer. We'll cover the steps to launch a career—developing a standout portfolio, mastering technical skills, and navigating a competitive field with fluctuating income but growing opportunities in digital media. This unit will prepare learners to understand the diverse roles and realities of a photography career.

Alongside career insights, we'll tackle the ethical responsibilities crucial to commercial photography. We'll examine our rights to photograph in public under the First Amendment, balanced against privacy laws requiring model releases for commercial work. We'll also examine copyright, distinguishing between personal, editorial, and commercial uses. By understanding these legal and ethical boundaries, learners will be equipped to create compelling work while protecting themselves and their clients.

## CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit. This section details the **progression** of key student expectations/standards in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

UNIT STANDARDS		
Principles of Arts, A/V – 9 <sup>th</sup> Grade	Commercial Photography I – 10 <sup>th</sup> Grade	Commercial Photography II– 11 <sup>th</sup> Grade
<p><b>130.82 C.</b>            (9) (D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and (E) demonstrate skills in evaluating and comparing employment opportunities. (3) (C) interpret and communicate information, data, and observations;</p> <p>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.</p> <p>(5) (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and</p> <p>(16) (A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas; (B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues; (C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances;</p>	<p><b>130.98 C.</b>            (3) (C) interpret and communicate information, data, and observations;</p> <p>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.</p> <p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</p> <p>(9)(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and duplication of images; (C) model respect for intellectual property when manipulating, morphing, and editing digital images; and (D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing.</p> <p>(10) The student develops career-building characteristics. The student is expected to: (A) create a portfolio to document information such as work experiences, licenses, certifications, and work samples; and (B) examine employment opportunities in entrepreneurship.</p>	<p><b>130.100 C.</b>            (3) (C) interpret and communicate information, data, and observations</p> <p>(4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.</p> <p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, <del>presentation, and spreadsheet or database</del> applications for commercial photography projects.</p> <p>(9) (A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and duplication of images; (D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Common laws and licensing.</p> <p>(10) (A) maintain and update a portfolio with information such as work experiences, licenses, certifications, and work samples; and (B) demonstrate skills in evaluating and comparing employment opportunities.</p>

## UNPACKED STANDARDS *Focus standards for this unit.*

STANDARDS CLARIFICATION	
Standards	Explanations
<p><b>130.100 C.</b>            (1) (A) participate in training, education, or certification for employment;            (3) (C) interpret and communicate information, data, and observations; and            (4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.            (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.</p>	<p>Conducting research and execution of Photography Careers email 1A Lab. Critical thinking Q&amp;A Section and 1A Photo Assignment will utilize technology applications and critical thinking/interpersonal skills.</p>
<p>(9)(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and duplication of images; (C) model respect for intellectual property when manipulating, morphing, and editing digital images; and (D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing.</p>	<p>Students discuss photographers rights and the differences between personal, editorial, and commercial uses in photography as well as the various types of photographic licenses for commercial use. Students will create their own model release forms to use when completing 1A Photo Assignment, demonstrating an understanding of ethical conduct, client confidentiality, etc.</p>
<p>(10) (A) maintain and update a portfolio with information such as work experiences, licenses, certifications, and work samples; and (B) demonstrate skills in evaluating and comparing employment opportunities.</p>	<p>Students will begin (or continue from previous course-work) the process of maintaining and updating their portfolio with photos from 1A Photo Assignment.</p>

## UNDERSTANDINGS AND QUESTIONS *Important big ideas and processes for the unit.*

KEY TAKEAWAYS AND GUIDING INQUIRIES	
Key Understandings	Key Questions
<p><b>Career Pathways:</b> Professional photography, particularly in commercial contexts, requires a blend of creative vision, technical expertise, and business acumen to succeed in a competitive and evolving industry. Understanding the diverse roles, such as product or advertising photography, and the steps to build a career (portfolio development, skill acquisition, and networking) empowers students to make informed decisions about their future.</p>	<ul style="list-style-type: none"> <li>• What skills and strategies are essential for building a successful career in commercial photography?</li> <li>• How do different specializations, like product or fashion photography, shape a photographer's daily work and career trajectory?</li> <li>• What challenges and opportunities exist in the current job market for commercial photographers?</li> </ul>
<p><b>Ethical Responsibilities:</b> Ethical and legal considerations in photography, including privacy, copyright, and licensing, are critical to maintaining professionalism and avoiding legal repercussions. These principles ensure photographers respect the rights of subjects and clients while protecting their own creative work.</p>	<ul style="list-style-type: none"> <li>• How do First Amendment rights and privacy laws influence what and where photographers can legally shoot?</li> <li>• Why is understanding copyright critical for protecting a photographer's work and respecting others' intellectual property?</li> </ul>
<p><b>Practical Application:</b> The ability to distinguish between personal, editorial, and commercial uses of photographs, and to apply appropriate licenses or model releases, directly impacts a photographer's ability to operate legally and ethically in commercial settings, fostering trust and credibility.</p>	<ul style="list-style-type: none"> <li>• How do personal, editorial, and commercial uses of photographs differ, and why does this distinction matter in commercial photography?</li> <li>• What role do model releases and licensing agreements play in ensuring ethical and legal commercial photography practices?</li> </ul>

**ROADMAP** *Suggested daily guide for instruction in this unit.*

**Unit 1A - Lesson: 1 – 5 Careers and Professionalism**

**DAY(S) : Approx. 8**

**OBJECTIVE:** **SWBAT Explore and define various types of photography careers, their requirements, and the job outlook for the profession by researching and composing an email that sums up findings then by photographing and compiling ten images they would use in their personal portfolio.**

**SE(S), PACING TIMES**

**INSTRUCTIONAL NOTES**

**PRINT RESOURCES & SUPPORTS**

**TEKS: 130.100 C.**

- (1) (A) participate in training, education, or certification for employment;
- (3) (C) interpret and communicate information, data, and observations; and
- (4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems.
- (5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.

Pacing Times Day 1	
Lessons 1-5	40 min
Answer 1A CTQ	15 min
Pacing Times Day 2	
1A Lab Intro/Hook	10 min
1A Lab Work Time (Research)	45 min
Pacing Times Day 3	
1A Lab Work Time (Define Results/Email)	40 min
1A Photo Assignment Intro/Hook	15 min
Pacing Times Day 4-8	
1A Photo Assignment Work Time	Flex.



**Teacher Pre-Work**

- Review Teacher Resource files
- Assign Unit 1A to students
- Print copies for students as contingency (Located on right column)

**Student Guidance**

- Open student course dashboard (Canvas/eDynamic) and navigate to Unit 1 Introduction *\*optional – use Unit 1 Guidance print resource located on the right column if online resources are not available.*
- Follow along with instructor and participate in discussion activities
- Answer 1A Critical Thinking Questions independently or work as a group but must answer their questions on individual dashboards
- Review 1A Lab instructions and begin research
- Define Results and send email for Unit 1A Lab
- Review 1A Photo Assignment instructions
- 1A Photo Assignment work time

**Teacher Notes**

- Present Lessons 1 – 5 (Use Teacher Resource docs)
- CFU during presentation, using teacher resource files/Suggested answers.
- Allow students to answer Critical Thinking Questions independently or they can work as a group but must answer their questions on individual dashboards. Use rubric under Teacher Resource files for grading.
- Introduce/Hook students (1A Lab). Allow time to complete Lab
- Introduce/Hook students (1A Photo Assignment) and guide them through their research.
- Allow students time to complete 1A Photo Assignment



**Commercial Photography II (Hard Copy)  
Unit 1A**



**SUPPORT LINKS:**

[Diffit.me](https://www.diffit.me/) – EB/EL Support  
**Google doc translator**  
**Sentence stems**  
**Discourse Strategy Cheat Sheet**

# Unit 1B - Lesson: 1 – 4 Careers and Professionalism

Day(s) : Approx 7

**OBJECTIVE** SWBAT demonstrate an understanding of ethical conduct, copyright laws, and acceptable use policies by creating their own model release forms and using them to produce three photos that fall under the required criteria for use (personal, editorial, and commercial use)

## SE(S), PACING TIMES

**TEKS: 130.100 C.**

(9)(A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and duplication of images; (C) model respect for intellectual property when manipulating, morphing, and editing digital images; and (D) demonstrate proper etiquette and knowledge of acceptable use policies, including Creative Commons laws and licensing.

Pacing Times Day 1 & 2	
Lessons 1-4 and 1B CTQ	60 min/day
Pacing Times Day 3	
1B Lab Intro/work time	25-35 min
1B Photo Assignment intro/work time	25 - 35 min
Pacing Times Day 4-7	
Photo Assignment 2 work time	60 min



## INSTRUCTIONAL NOTES

**Teacher Pre-Work**

- Review Teacher Resource files
- Assign Unit 1B to students
- Print copies for students as contingency (Located on right column)

**Student Guidance**

- Open student course dashboard and navigate to Unit 1b
- Follow along with instructor and participate in discussion activities
- Answer 1B Critical Thinking Questions independently or work as a group but must answer their questions on individual dashboards
- Review 1B Lab instructions and begin
- Review 1B Photo Assignment instructions
- 1B Photo Assignment work time

**Teacher Notes**

- Present Lessons 1 - 4
- CFU during presentation, using teacher resource files/Suggested answers.
- Allow students to answer Critical Thinking Questions independently or they can work as a group but must answer their questions on individual dashboards. Use rubric under Teacher Resource files for grading.
- Introduce students (1B Lab). Allow time to complete Lab
- Introduce/Hook Students (1B Photo Assignment) Allow time to work and submit.

## PRINT RESOURCES & SUPPORTS



**Commercial Photography II (Hard Copy) Unit 1B**



**SUPPORT LINKS:**

[Diffit.me](https://www.diffit.me) – EB/EL Support  
 Google doc translator  
 Sentence stems  
 Discourse Strategy Cheat Sheet

Lesson: Flex Day		Day(s) : 1								
<b>OBJECTIVE</b> : SWBAT prepare for the unit exam by reviewing and discussing unit 1 materials.										
SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS								
<p><b>TEKS:</b> 130.99 c</p> <table border="1"> <thead> <tr> <th colspan="2">Pacing Times</th> </tr> </thead> <tbody> <tr> <td>Pending Class Work</td> <td>15 min</td> </tr> <tr> <td>Exam Review</td> <td>55 min</td> </tr> <tr> <td>Exit Ticket</td> <td>5 min</td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>INQUIRY BASED PROBLEM SOLVING</p>  <p>DISCIPLINARY LITERACY</p> </div> <div style="text-align: center;">  <p>COMMUNICATION &amp; COLLABORATION IN MULTI-MEDIA ARTS</p>  <p>DISCIPLINARY LITERACY</p> </div> </div>	Pacing Times		Pending Class Work	15 min	Exam Review	55 min	Exit Ticket	5 min	<p><b>Teacher Pre-Work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete any pending</li> </ul> <p><b>Student Guidance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete any pending Unit 1 work.</li> <li><input type="checkbox"/> Participate/Complete Unit 1 Exam flash card review.</li> <li><input type="checkbox"/> Review Unit 1 A &amp; B to prepare for UE1 the next day. (Use critical thinking and discussion questions)</li> <li><input type="checkbox"/> Answer Exit Ticket</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete any pending Unit 1 work during flex and review for Unit 1 Exam.</li> <li><input type="checkbox"/> Go over the Unit 1 Exam flash card review.</li> <li><input type="checkbox"/> ET Prompt: Write about three things I learned, two things I liked about, and one question I still have about Unit 1.</li> <li><input type="checkbox"/> Remind students to study the Unit 1 exam review to prepare for the exam the following day.</li> </ul>	
Pacing Times										
Pending Class Work	15 min									
Exam Review	55 min									
Exit Ticket	5 min									
Unit 1 Exam		<b>S &amp; S Day(s): 15</b> <b>Scanning Deadline: Sept. 16<sup>th</sup> 2025</b>								

**VOCABULARY GLOSSARY**

Domain-specific words and definitions for this unit.

**Commercial photographers** Take photographs of models, buildings, products, equipment, landscapes, and many other subjects for use by companies and businesses.

**Copyright** The right to copy a photograph.

**Dorothea Lange** Sought to photograph the hard times of the Depression era and reveal the social difficulties that individuals and families faced.

**Extended or enhanced licenses** gives the buyer more rights to an image than the original license (often royalty free) offered

**Fair use** Permits the copying of a work in certain circumstances, generally private, educational, research, or editorial use.

**Fine art** Includes “those artworks that are created primarily for aesthetic reasons (‘art for art’s sake’) rather than for commercial or functional use.”

**Fine art photographers** Take photographs that are sold as art.

**Fine art photography** created especially for the expression of beauty, contemplation, or commentary.

**First amendment** Gives the freedom of speech in the United States.

**Forensic photographers** Work in criminal justice settings to help record crime scenes and evidence.

**photojournalism** the reporting of visual information

**photojournalists** take photographs of events and settings of social issues

**Portfolio** A collection of examples of your work that you will share with prospective clients or employers in order to show them that you have the talent and ability to do the work that they need done.

**Portrait photographers** Take photographs of individuals or groups of people.

**Product photography** Involves taking photographs of various products to be used for advertising purposes.

**Professional photographers** Photographers who receive the majority of their income from photography.

**Rights-managed license** the buyer is given an exclusive right to use an image for a particular amount of time and for a particular use

**Royalty free** When people purchase an image, they may use the image for as long as they want to and as many times as they want without having to pay any other fees on the image.

**Scientific photographers** Use photographs to capture and record medical and scientific information.

**Stock photography** A set of photographs that have licenses for specific commercial purposes.

**The Berne convention** Adopted into law in the United States in 1989, automatically transfers the copyright to the photographer or producer of the work, with some exceptions, even if the symbol is not present on a piece of work.