TABLE OF CONTENTS

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

This unit is designed to provide students with a focused refresher on the core technical skills that are essential for success in commercial photography. After a summer away, many students benefit from revisiting the foundational concepts that impact image quality and creative control.

This unit is a review of exposure settings, white balance, flash, lens control, F-stop, and shutter speed. The unit centers on student-created presentations that demonstrate their understanding of these topics. This allows students to reinforce their own learning while building communication and collaboration skills.
The unit culminates in a hands-on lab and Photo Activity, giving students the opportunity to actively explore how each setting influences a photograph. This activity serves as both a skills check and a chance to re-engage with the creative process before moving on to more advanced projects later in the course.

By the end of the unit, students should feel more confident behind the camera and better prepared to apply technical knowledge to their commercial work.

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 – 9th Grade	**Commercial Photography I – 10th Grade**	**Commercial Photography II– 11th Grade**
130.82 C. (3) (A) adapt a language structure and style for audience, purpose, situation, and intent; (C) interpret and communicate information, data, and observations; (E) apply active listening skills to obtain and clarify information; (4) (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (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 **(9) The student understands principles of video game design. The student is expected to: (A) demonstrate knowledge and appropriate use of computer operating systems; (B) demonstrate appropriate use of hardware components, software programs, and storage devices; (C) demonstrate knowledge of sound editing; (D) demonstrate knowledge of file formats and cross-platform compatibility; (E) acquire and exchange information in a variety of electronic file sharing formats; and (F) combine graphics, images, and sound.** **(10) The student understands principles of graphic design and illustration. The student is expected to: (E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.** **(11) The student understands principles of commercial photography. The student is expected to:(A) demonstrate knowledge of photographic composition and layout; and** **(B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.**	**130.98 C.** (3) (A) adapt language for audience, purpose, situation, and intent; (C) interpret and communicate information, data, and observations; (E) apply active listening skills; (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. (8) (D) employ mentoring skills. **(12) (D) analyze and apply the elements and principles of art to photographs;** **(E) demonstrate knowledge of different types of cameras and lenses and their applications to photography;** **(F) demonstrate knowledge of photographic composition and layout;** **(G) demonstrate knowledge of different types of photographic media;** **(H) demonstrate knowledge of the basics of digital photography;**	**130.100 C.** (3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations (E) apply active listening skills to obtain and clarify information; (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. (8) (F) employ mentoring skills to inspire and teach others. (12) (D) identify appropriate cameras and lenses; (H) recognize the elements of professional quality photographs; (M) identify appropriate resolution and digital file formats;

UNPACKED STANDARDS *Focus standards for this unit.*

STANDARDS CLARIFICATION	
Standards	**Explanations**
130.100 C. (3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations (E) apply active listening skills to obtain and clarify information; (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. (8) (F) employ mentoring skills to inspire and teach others. (12) (D) identify appropriate cameras and lenses; (M) identify appropriate resolution and digital file formats;	Teach to learn Lab – Students create demonstrations and an overview of basic topics in digital photography, from camera functions and image format/size to operating a camera mounted flash. **See Activity instruction for more detail*
(12) (H) recognize the elements of professional quality photographs;	Controlling Exposure Photo Activity – Students take photos while changing the aperture, shutter speed, and ISO settings in manual and then testing all the exposure modes totaling 11 photos (indoor) and (11 outdoor) **See Activity instruction for more detail*

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

KEY TAKEAWAYS AND GUIDING INQUIRIES	
Key Understandings	**Key Questions**
File formats affect image quality, file size, and editing flexibility. Understanding the difference between JPEG and RAW formats helps photographers choose the best format based on their goals.	How does your choice of file format impact both the image quality and your ability to edit later?

Camera lenses influence perspective, focus, and depth of field. Different lenses serve different functions and creative purposes depending on focal length and aperture capabilities.	What are the strengths and limitations of different types of camera lenses, and how do they affect the final image?
Image resolution is directly tied to pixel count and determines print size and detail. Higher resolution images contain more pixel data, which affects the clarity, sharpness, and usability of a photograph in different contexts.	Why is image resolution important in photography, and how does it influence the final use of an image?
Light meters help photographers measure available light and choose the correct exposure settings. Understanding how to read and interpret a light meter is essential for achieving well-balanced images.	Why is understanding a light meter essential to capturing a well-exposed photograph?
Proper exposure is a result of balancing aperture, shutter speed, and ISO. Mastery of exposure settings enables photographers to control brightness, depth of field, and motion blur intentionally.	How do aperture, shutter speed, and ISO work together to create a properly exposed image?
Lighting conditions dramatically influence the mood, clarity, and visual impact of a photo. Awareness of light direction, intensity, and quality helps photographers make creative and technical decisions during a shoot.	In what ways can natural or artificial light affect the mood and meaning of a photograph? What decisions do photographers need to make when choosing exposure settings in different lighting conditions?

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

Unit 2: Lesson 1 – File Format & Lens Control

DAY(S): 1

OBJECTIVE: **SWBAT explain the significance of file formats in photography and be able to identify different types of camera lenses/their functions, by taking photos with various file formats / focal lengths and comparing the differences in size, quality, angle of view, background focus/blur, and overall aesthetics.**

SE(S), PACING TIMES

TEKS: 130.100 C.
(12) (D) identify appropriate cameras and lenses; (M) identify appropriate resolution and digital file formats;

Pacing Times Day 1	
U2 Intro/Hook	5 min
Lesson 1	45 min
Quick Challenge (3 shots)	10 min

INSTRUCTIONAL NOTES

Teacher Pre-Work

- ❑ Review Teacher Resource files
- ❑ Assign Unit 2 to students via Canvas dashboard
- ❑ Print copies for students if LMS is unavailable (Located on right column)
- ❑ Ensure equipment is ready and expectations/procedures have been covered.
- ❑ Set up tether tool for live demos or set-up stations for students to practice quick challenges and "try this" activities.

Student Guidance

- ❑ Open student course dashboard (Canvas/eDynamic) and navigate to Unit 2 – Lesson 1.
  **Optional – use Unit 2 Lesson 1 Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Follow along with instructor/participate in any discussion activities
- ❑ Participate in "Try this" and Quick Challenge (3 photos)

Teacher Notes

- ❑ Present U2 Lesson 1 (use CP2 Hard copy doc for more guidance)
- ❑ CFU during presentation
- ❑ (Lesson 1 "Try This" and Quick Challenge) Show in real time using Tether tool or have students work in groups, if time allows. (have stations set-up)

PRINT RESOURCES & SUPPORTS

Commercial Photography II (Hard Copy)
Unit 2 Lesson 1

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

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

Unit 2: Lesson 2 - Exposure Triangle

DAY(S): Approx. 1

OBJECTIVE: **SWBAT explain differences in focal lengths and how to achieve proper exposure by experimenting with various aperture settings and focal lengths while noting the changes in the angle of view, background blur, and how the subject fills the frame.**

SE(S), PACING TIMES

TEKS: 130.100 C.
(4) (A) employ critical-thinking skills independently and in groups;

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Pacing Times Day 2	
Lesson 2 intro and "try this"	15 min
Lesson 2 cont. Quick Challenge (3 shots)	40 min
Knowledge Check/exit ticket	5 min

INSTRUCTIONAL NOTES

Teacher Pre-Work

- ❑ Review Teacher Resource files
- ❑ Print copies for students if LMS is unavailable (Located on right column)
- ❑ Set up tether tool for live demos or set-up stations for students to practice quick challenges and "try this" activities.

Student Guidance

- ❑ Open student course dashboard (Canva/eDynamic) and navigate to Unit 2 – Lesson 2. **Optional – use Unit 2 Lesson 2 Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Follow along with instructor/participate in any discussion activities
- ❑ Participate in "Try this" and Quick Challenge (3 photos)
- ❑ Complete Knowledge Check Questions

Teacher Notes

- ❑ Present U2 Lesson 2 (use CP2 Hard copy doc for more guidance)
- ❑ CFU during presentation
- ❑ (Lesson 2 "try this" & Quick Challenge) Show in real time using Tether tool or have students work in groups, if time allows. (have stations set-up)
- ❑ Ensure students complete Knowledge Check Questions

PRINT RESOURCES & SUPPORTS

Commercial Photography II (Hard Copy)
Unit 2 Lesson 2

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

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

Unit 2: Lesson 3 & 4 – Controlling Light & Flash Functions

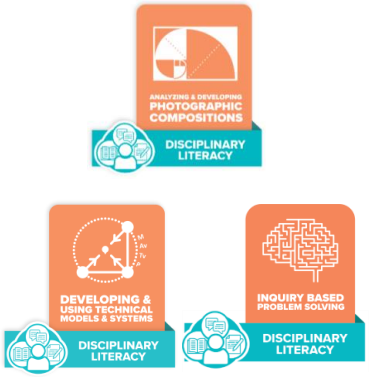
DAY(S): Approx. 1

OBJECTIVE: **SWBAT identify the appropriate parts and functions of a camera and recognize elements of professional quality photographs by labeling the proper aperture, ISO, & Shutter Speed settings with applicable lighting scenarios. Students will then create a script or a plan of what they would say or do to properly explain how to perform basic camera functions.**

SE(S), PACING TIMES

TEKS: 130.100 C.
(3) (A) adapt language for audience, purpose, situation, and intent;
(E) apply active listening skills to obtain and clarify information;
(4) (A) employ critical-thinking skills independently and in groups;
(8) (F) employ mentoring skills to inspire and teach others.
(12) (D) identify appropriate cameras and lenses; (H) recognize the elements of professional quality photographs;

Pacing Times Day 3	
Lesson 3	20 min
Lesson 3 "Consider this" discussion	5 min
Lesson 4	15 min
Unit 2 Critical Thinking Questions	20 min



INSTRUCTIONAL NOTES

Teacher Pre-Work

- ❑ Review Teacher Resource files
- ❑ Print copies for students if LMS is unavailable (Located on right column)
- ❑ Set up tether tool for live demos or set-up stations for students to practice quick challenges and "try this" activities.

Student Guidance

- ❑ Open student course dashboard (Canva/eDynamic) and navigate to Unit 2 – Lesson 3. **Optional – use Unit 2 Lesson 3 Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Follow along with instructor/participate in "Consider This" discussion
- ❑ Navigate to Unit 2 – Lesson 4 **Optional – use Unit 2 Lesson 4 Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Follow along with instructor/participate in any discussion activities
- ❑ Complete Critical Thinking Questions

Teacher Notes

- ❑ Present U2 Lesson 3 (use CP2 Hard copy doc for more guidance)
- ❑ CFU during presentation
- ❑ (Lesson 3 Consider This) Facilitate discussion
- ❑ Present U2 Lesson 4 (use CP2 Hard copy doc for more guidance)
- ❑ Overview of Critical Thinking Questions and grading rubric

PRINT RESOURCES & SUPPORTS

Commercial Photography II (Hard Copy)
Unit 2 Lesson 3 & 4

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

Unit 2 - Lab

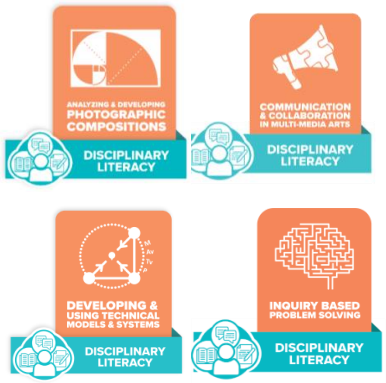
Day(s): Approx 10

OBJECTIVE: **SWBAT Identify basic camera settings, functions, and operations by creating a presentation that explains and provides an overview of these digital photography topics.**

SE(S), PACING TIMES

TEKS: 130.100 C.
(3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations (E) apply active listening skills to obtain and clarify information; (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. (8) (F) employ mentoring skills to inspire and teach others.(12) (D) identify appropriate cameras and lenses; (M) identify appropriate resolution and digital file formats;

Pacing Times Day 4-13	
Unit 2 Lab hook and work time	Days 4-12
Unit 2 Lab presentations	Day 13
Pacing Times Day 13-20	
Unit 2 Photo Activity work time	Full Class



INSTRUCTIONAL NOTES

Teacher Pre-Work

- ❑ Review Teacher Resource files
- ❑ Print copies for students if LMS is unavailable (Located on right column)
- ❑ Ensure equipment is ready and expectations/procedures have been covered.

Student Guidance

- ❑ Open student course dashboard (Canva/eDynamic) and navigate to Unit 2 – Lab. **Optional – use Unit 2 Lab Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Review Unit 2 Lab instructions and begin

Teacher Notes

- ❑ Overview Unit 2 Lab instructions (use CP2 Hard copy doc for more guidance) - CFUs

PRINT RESOURCES & SUPPORTS

Commercial Photography II (Hard Copy)
Unit 2 - Lab

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

Unit 2 – Photo Activity

Day(s): Approx 8

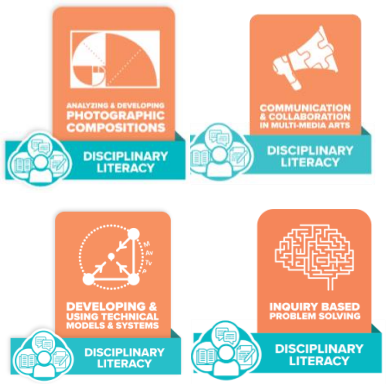
OBJECTIVE: **SWBAT explain how to control exposure by experimenting with various exposure settings in indoor and outdoor settings.**

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS

TEKS: 130.100 C.
(3) (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information, data, and observations (E) apply active listening skills to obtain and clarify information; (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 4-13

Pacing Times Day 13-20	
Unit 2 Photo Activity work time	Full Class



Teacher Pre-Work

- ❑ Review Teacher Resource files
- ❑ Print copies for students if LMS is unavailable (Located on right column)
- ❑ Ensure equipment is ready and expectations/procedures have been covered.

Student Guidance

- ❑ Open student course dashboard (Canva/eDynamic) and navigate to Unit 2 – Photo Activity Controlling Exposure. **Optional – use Unit 2 Photo Activity Guidance print resource, located on the right column, if online resources are not available.*
- ❑ Review Unit 2 Photo Activity instructions and begin

Teacher Notes

- ❑ Overview Unit 2 Photo Activity instructions (use CP2 Hard copy doc for more guidance) - CFUs

Commercial Photography II (Hard Copy)
Unit 2 Activity

SUPPORT LINKS:

Diffit.me – *EB/EL Support*
Google doc translator
Sentence stems
Discourse Strategy Cheat Sheet

Lesson: Flex Day

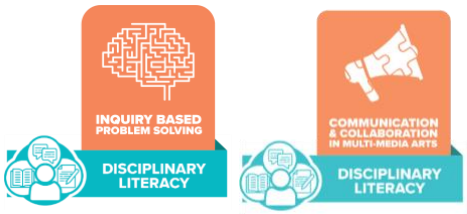
Day(s): 1

OBJECTIVE: **SWBAT prepare for the unit exam by reviewing and discussing unit 2 materials.**

SE(S), PACING TIMES	INSTRUCTIONAL NOTES	PRINT RESOURCES & SUPPORTS

TEKS: 130.99 c

Pacing Times	
Pending Class Work	15 min
Exam Review	55 min
Exit Ticket	5 min



Teacher Pre-Work

- ❑ Complete any pending

Student Guidance

- ❑ Complete any pending Unit 2 work.
- ❑ Participate/Complete Unit 2 Exam flash card review.
- ❑ Review Unit 2 to prepare for UE2 the next day. (Use critical thinking and discussion questions)
- ❑ Answer Exit Ticket

Teacher Notes

- ❑ Students will complete any pending Unit 2 work during flex and review for Unit 2 Exam.
- ❑ Go over the Unit 2 Exam flash card review.
- ❑ ET Prompt: Write about three things I learned, two things I liked about, and one question I still have about Unit 2.
- ❑ Remind students to study the Unit 2 exam review to prepare for the exam the following day.

Unit 2 Exam | **S & S Day(s): 21**

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

aperture

regulates how much light is allowed to pass through a lens

exposure

the amount of light entering the film or sensor of the camera

fast lens

camera lens with large maximum aperture

file format

data that determines the quality and size of the pictures you take

focus

the process of making an image sharper and less blurry

f-stop

measurement of lens aperture

image file

converted digital data of a picture

image management

handling production of pictures

image resolution

the pixel count of an image file or picture

ISO

the numeric rating of the image sensor sensitivity to light

JPEG

highly compressed image files

light meter

measures the illumination around a photographic subject

lossy compression

a data compression method that reduces file size by permanently eliminating certain information.

lossless compression

a data compression method that allows the original data to be perfectly reconstructed from the compressed data without any loss of information. This extra information makes these larger files.

manual settings

camera functions and modes selected by hand

optical distortion

effectual error caused by the design of the lens itself / lens distortion

pixels

tiny individually colored, light-sensitive squares, or picture elements, that make up a digital image file

prime lens

provides a fixed focal length

RAW

image files with a bigger record, capable of preserving all the original image information

shutter drag

blurring in a photograph

shutter

controls the amount of time light is allowed the pass through a lens

slow lens

camera lens with small maximum aperture

stopping action

the process when a camera shutter pauses long enough to capture detail in motion

studio strobes

these provide a quick burst of illumination