

C.1 Template: Contextualized Learning Activities (CLAs)¹

For the “other required credits” in the bundle of credits, students in an SHSM program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. CLAs, a minimum of six hours and a maximum of ten hours in length, address curriculum expectations in these courses in the context of the sector.

This template must be used to develop a CLA that will be submitted to the ministry. CLAs are posted on the Ontario Educational Resource Bank (OERB) website at <http://resources.elearningontario.ca> as well as on the SHSM e-Community website, a password-protected site for educators, at <http://community.elearningontario.ca>

**Prior to writing a CLA all teachers should have familiarized themselves with the
CLA How-to Write Guide**

In order for a CLA to be posted, it is important to:

- submit all material in a **single** Microsoft Word file (not as a PDF) **please note, no attachments will be accepted (exception: PowerPoint presentations that accompany a CLA)**
- observe all copyright regulations (see *Access Copyright – The Canadian Copyright Licensing Agency* at www.accesscopyright.ca).
- Complete **all** sections of the template including:
 - 4 Key Search Words – these should allow others to search and locate this CLA from an electronic database. You do not need to include the course code and the SHSM sector as key words, as those will be default key words.

e.g. Key Search Words

geometry, manufacturing,
conversions, calculations

- Differentiated Instruction portion of the template
- When saving the CLA, please use the following document naming format:

Sector-Course Code–Title (max 250 characters for entire title)

Ex. H&T–SCH3U–Mole Cookie Lab.doc

Note to CLA Developers: For your convenience, instructions (enclosed in square brackets) have been provided throughout this template. Remove these instructions when you complete the template.

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Development date	August 2011
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SHSM sector	Information/Communications Technology
Course code and course title	AWD 3MI – Visual Arts – Applied Design
Name of CLA	Photography: A Day in the Life of a Professional Photographer
Brief description of CLA	Students will investigate photography as a career through interviewing professional local photographers and documenting their experience while reflecting on the relevance of this to their own future goals.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	Photography, careers, interview skills,
Duration	6 hours (5 - 7, 75 minute periods)
Overall expectations	<p>A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.</p> <p>B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.</p> <p>C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;</p>

Specific expectations

A3.4 explain how variations in where and how art works are displayed (*e.g., as public art, in private and public galleries, on the Internet, in the mass media, in virtual and traditional museums, as transient art works*) can affect the impact and meaning of the works and the size and type of audience they reach

B3.1 identify a variety of careers in fields related to visual arts (*e.g., advertising, art direction for theatre or films, art therapy, costume design, graphic design, industrial design, museum or gallery curation, photojournalism*), and describe the skills, education, and training they require

B3.2 describe, on the basis of research and investigation, a variety of personal opportunities in their community in cultural or other fields related to visual arts (*e.g., opportunities within their school or community to promote the arts by finding new venues for visual arts displays; opportunities to organize or create an art installation in a public space; the availability of grants, funding, or sponsorship for public or school-based art works that explore a social theme*)

C1.2 explain terminology related to a variety of techniques, materials, and tools (*e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs*), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works

Catholic graduate expectations
(if applicable)

CGE2a Listens actively and critically to understand and learn in light of gospel values.

CGE2b Reads, understands and uses written materials effectively.

CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.

CGE2d Writes and speaks fluently one or both of Canada's official languages.

CGE3b Creates, adapts, evaluates new ideas in light of the common good.

CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.

CGE4c Takes initiative and demonstrates Christian leadership.

CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE7b Accepts accountability for one's own actions.

Essential Skills and work habits

[Check off the Essential Skills and work habits that are addressed in this CLA.]

Essential Skills

- ✓ Reading Text
- ✓ Writing
- Document Use
 - ✓ Computer Use
 - ✓ Oral Communication
- Numeracy
 - Money Math
 - ✓ Scheduling or Budgeting and Accounting
 - Measurement and Calculation
 - Data Analysis
 - Numerical Estimation
- Thinking Skills
 - ✓ Job Task Planning and Organizing
 - ✓ Decision Making
 - ✓ Problem Solving
 - ✓ Finding Information

Work Habits

- Working Safely
 - ✓ Teamwork
 - ✓ Reliability
 - ✓ Organization
 - ✓ Working Independently
 - ✓ Initiative
- Self-advocacy
- Customer Service
- Entrepreneurship

Instructional/Assessment Strategies

Teacher's notes

[Provide suggestions that will assist the teacher in delivering the CLA. For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the CLA.]

- This CLA is designed to be a unit of individual investigation by the student with support from the teacher.
- There are 4 parts and worksheets are provided for each section.
- This CLA requires students to seek out and speak with local photographers. As such, the teacher must be aware of the required permissions and protocols for such educational activities and excursions. (parental permission forms, excursion requests etc.)
- It is suggested that teachers have a cursory list of potential local photographers ready for students as they begin their project. Direct students to use the local phone book or business directory as a starting point for finding a photographer.

- Due to logistics and the availability to the Photographer these lessons may not happen consecutively, but spread out throughout 2-3 weeks.

Context

[Describe the workplace context for the CLA.]

This CLA is intended to give students a look at a career in photography through the lens of someone currently working in the field. This also offers some potential future contacts for further career exploration in the co-op portion of the SHSM. Not only will students have the opportunity to speak with and potentially visit the working environment of the photographer, they will also practice essential skills of communication and networking within the community. Initiating communication with potential contacts, asking questions to seek essential information and presenting that information in a visual form for peers are all necessary skills useful across the curriculum.

Strategies

[In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.]

Day 1 / Activity 1: Investigating Forms of Photography

Learning Goal: *by the end of this activity students will be able to identify the difference between the four forms of professional photography; portrait, artistic, photo-journalism and fashion/commercial photography.*

- Handout the CLA booklet with all worksheets (**project outline, worksheets A & B, interview checklist, assessment rubric**)
- Discuss with students the wide variety of career opportunities that are affiliated with Applied Design and specifically how the Photography Industry caters to a wide audience
- Introduce SHSM students to the prospect of being able to speak with and visit a Photographer's studio and see what "A Day in the Life" would be like in this field of work
- Introduce the prevalent forms of professional photography and allow students to explore different Forms of Photography through a search for 4 key terms: Portrait photography, Artistic photography, Photo-Journalism and Fashion/Commercial photography (**Worksheet A**)
- suggested links are on the worksheet but the teacher may also have specific resources to suggest as starting points
- Students will choose one of the four Forms of Photography to lead them to find a Local Photographer to interview
- ***Due to logistics and the availability to the Photographer these lessons may not happen consecutively, but spread out throughout 2-3 weeks.***

Days 2 and 3 / Activity 2: Library Day / Research Period

Learning Goals: *by the end of this activity students will be able to name a local photographer and Contact them for an interview. They will be able to identify 8 – 10 interview questions that are open-ended, directed towards discovering the details about the daily work of a photographer and related specifically to the work of this photographer.*

- Students will search for a Local Photographer and contact them about conducting an interview
- Students will prepare questions for the interview based on research they have done about the Photographer and their portfolio of work (**Worksheet B**)
- Review with students the sample questions and identify the qualities of good questions (**included in Worksheet B**)
- Student/teacher conference to review and revise interview questions

****Alternate Strategy - teachers may prefer to invite a professional photographer to speak to the whole class or arrange an excursion to a studio instead of having students seek out their own individual interview. In this case it is still suggested that students create their list of questions and as a class review all the options and make a collective list that can be used when they visit with the photographer. (this class review process takes the place of the student/teacher conference)***

Day 4 / Activity 3: Conducting Interview with Local Photographer

Learning Goal: *by the end of this activity students will be able to describe the details associated with a career as a professional photographer.*

- Students will conduct interview and tour studio with a local Photographer
- Students will record interview by method of choice and take photographs to document their time spent with the photographer (it is strongly suggested that the student take written notes as well as using a recording device (audio or video). **Permission to record must be given by the person being interviewed.**

Day 5 and 6 / Activity 4: Preparing Presentations

Learning Goal: *by the end of this activity students will be able to communicate the details of a career as a professional photographer to their peers and teacher.*

- Students will prepare presentations in the form of their choice. Options include a power-point presentation, photo essay layout, poster board display.

Day 7 / Activity 5: Class Presentations / Evaluation

- Students will present final projects

Assessment and Evaluation of Student Achievement

[List all assessment and evaluation strategies and tasks and attach handouts, tests, assignments, exercises, etc.]

[As you plan, keep the following important considerations in mind:

How will we know students are learning?	How will we know students have learned?
<ul style="list-style-type: none"> How will students demonstrate progress towards the desired learning? learning is scaffolded with basic concepts to application of knowledge with key assignments to support progress. 	<ul style="list-style-type: none"> How will students demonstrate achievement of the desired learning? Applying learned concepts and knowledge in personalized form presented for peers.
<ul style="list-style-type: none"> What criteria will be used to determine whether students are learning? use of appropriate terminology, development of open-ended, in-depth questions reflecting personal research 	<ul style="list-style-type: none"> What criteria will be used to determine that students have learned? use of appropriate terminology in student/conference and presentation, quality of information gathered and organized in presentation, quality of visual organization of presentation
<ul style="list-style-type: none"> What assessment strategies/tools will best gather evidence during learning? Teacher observation, student/teacher conferencing, checklists 	<ul style="list-style-type: none"> What assessment strategies/tools will best gather evidence that students have learned? student presentation (peer teaching), rubric
<ul style="list-style-type: none"> Will the assessment tasks provide opportunities for students to demonstrate the full range of their learning in a variety of ways? presentation format is decided by individual student. 	

Strategies/Tasks [Add rows as required.]	Purpose [Assessment for, as, and of learning]
1. Photo essay Spread on 4 forms of professional photography	Assessment for learning to review and provide foundational knowledge of different forms of professional photography allowing for informed decisions about which photographer to interview.
2. Student Teacher conference – review of interview questions	Assessment for learning to review and edit the students' understanding of appropriate questions for the interview.
3. Interview Checklist	Assessment as learning for students to review they have the appropriate prior knowledge, materials and skills necessary for conducting their interview.
4. Presentation Rubric	Assessment of learning for the final presentation focusing on the quality, application and communication of information acquired through research and the interview.

Assessment tools

- Teacher observation
- Student/teacher conferencing
- Interview Checklist
- Presentation Rubric

Differentiation

Differentiation will be based on:

Readiness

Learner Profile

Interest

Differentiation will take place through:

Content

Process

Product

Learning Environment

Additional Notes/Comments/Explanations

[Provide additional suggestions for teachers that will help them deliver the CLA.]

Teachers have the option of having students set up their own individual interviews, inviting a guest speaker for the whole class or arranging an excursion to a photographer's studio for this CLA to accommodate for learner needs, availability of resources and timing.

Teachers are strongly encouraged to make use of community partnership programs such as The Business and Education Partnership of Waterloo Region.

Resources

[List all the resources needed to support the implementation of the CLA.]

Authentic workplace materials

[e.g., blueprints, workplace manuals, specification sheets, spreadsheets]

Human resources

- Business and Education Partnership of Waterloo Region – www.bus-edpartnership.org

Print resources

Kobre, Kenneth (2008). *Photojournalism: the professionals; approach*. Boston, MA: Focal Press.

Video resources

- National Geographic – The Photographers DVD – 1996
- TED David Griffin on how photography connects us
http://www.ted.com/talks/david_griffin_on_how_photography_connects.html

Software

Websites

- http://www.qcna.org/press/2005Awards/qcna_023.pdf

This page shows examples of photo essay layouts from a regional level newspaper.

- <http://www.princetonreview.com/Careers.aspx?cid=113>

This article discusses careers in Photography. It gives many ideas for paths to follow in Artistic or Technical fields of Photography.

- <http://www.youtube.com/watch?v=Hs0Ngfp-Vbg>

A Day in the Life – Photographer YouTube Video This video shows some career options in Photography and shows what a typical day would include in this field.

- http://www.louisianoices.org/unit2/conduct_interview.html

Tips and good advice for preparing and conducting an interview.

Other resources

Meetthephotographerstudentexample.pptx (*this is for teacher use*)

Accommodations

- Consult Individual Education Plans (IEP) for specific modifications and accommodations for each student

Instructional Accommodations

- Instruction delivered both orally and in writing
- Interviews can be recorded for student review and analysis

Environmental Accommodations

- Teachers can arrange for students to access professional photographers individually, or as a class through a visiting class speaker or excursion to a studio.

Assessment Accommodations

- Students have the option of presentation styles for final information (power point, photo essay layout, poster board etc.)

List of Attachments

- Project Outline
- Worksheet A – Investigating Forms of Photography
- Worksheet B – Photographer’s Interview
- Interview Checklist
- Presentation Rubric
- Appendix A – Key Photography Terms
- Meetthephotographerstudentexample.pptx