

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

***THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:***

**School Submitting Information**

School: Redlands East Valley High School Department Visual Arts  
(course offerings will be made available for all schools)

**Contact Information**

Contact Person: Nathan Smith Phone: 909-389-2500  
Email: nathan\_smith@redlands.k12.ca.us  
Summer Contact Person: Nathan Smith  
Phone (home or cell): 909-389-2500 Email: nathan\_smith@redlands.k12.ca.us

**Course Information**

Course Title: Photography II Transcript Name (15 Max): Photography II  
Length of course: 1 year Amount of Units: 10  
(one semester, two semesters, or one-year course)  
Area of Credit: Visual Arts Elective  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: attached Additional Training: \_\_\_\_\_

Department Review Date: 1/17/25 Dept. Signature: [Signature]  
Site Administrator Signature: [Signature]

***THIS SECTION IS RESERVED FOR DISTRICT USE:***

**Assigned Reviewer Section**

Reviewed by: Jean Joye Date reviewed: 4/23/2025

- ☒ District section of this form is appropriately completed  
☒ All required attachments are affixed and appropriate  
☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: [Signature]

**Course Approval Curriculum Committee**

Approved by: Unanimous Date approved: 4/23/2025

Date approval/disapproval notification letter sent: \_\_\_\_\_

Signature: \_\_\_\_\_

Board Submission Date: \_\_\_\_\_ Board Approved Date: \_\_\_\_\_

# New Course Submission



The required information includes:

1. Completed High School Course Approval Request Form for Grades 9-12 (enclosed/attached). All requested information must be provided.
2. School-created attachments (must be submitted in this order):
  - I. Course Outline with specific connections to the appropriate Common Core curriculum framework and student learning expectations (detailed course outline and student learning expectations)
  - II. Description of the targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course
  - III. Description or examples of how this course will emphasize application, problem-solving and higher-order thinking skills
  - IV. Description of instructional strategies to address diverse learner needs
  - V. Description or examples of assessments appropriate for this course
  - VI. Description or examples of hands-on activities or labs that will be done in this course
  - VII. List of instructional materials, teaching resources, and equipment to be used for this course

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified of committee findings, but often other communications occur before, during, and after the committee review. Failure to adhere to the specific requirements or to provide the required information will justify disapproval status.

## Additional Quality Points

Schools applying for weighted credit for an honors course and/or weighted credit for a concurrent credit course must specify ways in which the course demonstrates distinctive features that set it apart from regular high school courses in the same "a-g" subject area are eligible for the UC honors designation. These courses should be comparable in terms of workload and rigor to Advanced Placement (AP), International Baccalaureate (IB) or introductory college-level courses in the subject. For specific information, please visit: <https://www.ucop.edu/agguide/a-g-requirements/honors/index.html>

## A-G Submission

When applying for A-G UC Course Submission, schools must go through the UC Articulation unit. This course will **not** be submitted on your behalf. Please be mindful of the submission dates that you must adhere to. This course must be board approved before submission to the UC Articulation unit. For specific information, please visit:

<https://www.ucop.edu/agguide/updating-your-course-list/submitting-courses/writing/index.html>

**Requests for assistance and submission requests should be directed to:**

Director of Secondary Education  
Curriculum and Instruction  
20 West Lugonia, Redlands CA, 92373  
Phone: (909) 307-5300



# New Course Template



## **COURSE OUTLINE**

The course outline should be a clear explanation of the overview and purpose for the course. List all connections to Common Core and use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills.

## **COURSE OVERVIEW**

The Course Overview provides a snapshot of the course's content for users browsing courses in the Course Search section. Please provide a brief summary (3-5 sentences) of the course's content.

## **PREREQUISITES & CO-REQUISITES & TARGETED STUDENT POPULATION**

**Prerequisites** and/or **Co-requisites** provide insight to the foundational coursework and skills expected of students before or while taking the course. The **Target Student Population** section lists the students who this course targets and how this course will benefit the students (i.e., Gender, AP, Minority, GATE, consistently Low Performing, AVID, etc.)

## **COURSE CONTENT**

The Course Content section will request for information in a unit-by-unit style. For each unit of the course, you will be asked to provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, problem solving, higher-order thinking skills, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment, hands-on activity, or lab that explains what a student produces, how the student completes the assignment and what the student learns.

There are no guidelines or expectations for the number of units a course should have and the length of the unit descriptions will vary depending on the number of units in the course.

Courses seeking the honors designation will also be required to provide a short description of the course's comprehensive final exam or culminating project.

## **COURSE MATERIALS**

Provide the course materials students use and analyze. Course materials help us understand what materials are used to support student learning and the delivery of this course.

Examples of course materials include:

- Textbook
- Literary text
- Manual
- Periodical
- Scholarly article
- Website
- Primary document
- Multimedia

## Photography II Course

**Course Overview** The purpose of this course is to expand upon the foundational knowledge acquired in Photography I. Photography II delves into advanced photographic genres and techniques, enabling students to achieve higher standards in visual arts. Through theoretical lectures, practical assignments, and workshops, students will enhance their creative vision and technical skills. This course fosters a deeper appreciation for photography as an avocation, vocation, and its integration into various careers.

### Teacher Credential (one of the following):

- Single Subject: Art, Industrial and Technology Education
- Specific Supplementary Authorization: Photography
- Specific Subject Matter Authorization: Photography; Two-Dimensional Art

### Prerequisites & Co-requisites & Target Population

- Prerequisites: Completion of Photography I or demonstration of equivalent foundational knowledge and skills (portfolio and camera functionality demonstration).
- Co-requisites: Basic knowledge of Canon mirrorless cameras and Adobe Lightroom/Photoshop is recommended.
- Target population: Grades 10, 11, and 12 students interested in visual arts.

**Course Content** Students will: (All of these objectives will build off of Photo 1 as a foundation and explore these concepts in much more depth and detail)

- Master advanced camera functionalities and techniques.
- Create original works of art using advanced photographic techniques and principles of design.
- Explore various photography genres, such as "aerial", headshot, narrative sequence, product, real estate, surreal, black and white, sports, and AI photography. With the intent that students would be prepared for work in these fields after course completion
- Develop mastery in using Canon mirrorless cameras and advanced post-processing tools like Adobe Lightroom and Photoshop.
- Cultivate a personal style and creative vision.
- Understand the historical and contemporary cultural significance of photography.
- Recognize, describe, and analyze visual characteristics of photographic works, nature, events, and environments.
- Compare and contrast styles of photography across different times, places, and cultures.
- Apply the four steps of art criticism: describe, analyze, interpret, and judge artworks.

**Representative Performance Skills** In alignment with their capacity, students will:

- Effectively produce works of art incorporating advanced elements and principles of design.

- Synthesize themes and visual metaphors in photographic creations.
- Research art-related careers and trends in contemporary photographic styles.
- Develop logical reasoning to assess and interpret photographic works.

### **Example Instructional Units and Assignments**

#### **1. Advanced Camera Functionalities**

- Topics: Manual mode, exposure control, white balance, and prime lenses.
- Assignment: Feature Exploration Project – Experiment with an advanced camera feature and create a reflective series.

#### **2. Bird's Eye View Photography**

- Topics: High-angle techniques and composition.
- Assignment: Campus Project – Capture campus scenes using bird's eye view.

#### **3. Headshot Photography**

- Topics: Studio lighting, posing, and retouching.
- Assignment: Lighting Study – Explore different portrait lighting setups and analyze outcomes.

#### **4. Light and Shadow**

- Topics: Manipulating light and creating dramatic effects.
- Assignment: Shadow Play Project – Experiment with lighting to evoke mood and mystery.

#### **5. Narrative Sequence Photography**

- Topics: Visual storytelling and sequencing.
- Assignment: Visual Storytelling Project – Plan and execute a photo narrative with a written story.

#### **6. Real Estate Photography**

- Topics: Commercial photography and staging.
- Assignment: Advertisement Campaign – Develop promotional materials for a product.

#### **7. Surreal Photography**

- Topics: Digital manipulation and surreal concepts.
- Assignment: Digital Manipulation Project – Create dreamlike images using Photoshop.

#### **8. Advanced Black and White Photography**

- Topics: Aesthetics, tonality, and monochrome techniques.
- Assignment: Monochrome Portfolio – Curate black-and-white photos exploring a theme.

## **9. Sports Photography**

- Topics: Capturing motion and sports dynamics.
- Assignment: Action Project – Photograph campus sports events demonstrating movement.

## **10. AI in Photography**

- Topics: AI tools, ethical considerations, and automation.
- Assignment: AI Exploration – Investigate and present applications of AI in photography.

**Standards** Content knowledge and skills gained in this course support achievement of grade-level Visual Arts Standards:

- **Artistic Perception:** Analyze and interpret sensory information using the language of visual arts.
- **Creative Expression:** Communicate meaning and intent through original artworks.
- **Historical and Cultural Context:** Understand the role of photography in diverse cultures.
- **Aesthetic Valuing:** Critique and derive meaning from photographic works.
- **Connections, Relationships, Applications:** Apply photography skills to other disciplines and career pathways.

## **Assessment**

Students will be evaluated through assignments, projects, artist statements, and a final portfolio, focusing on technical proficiency, creative expression, and conceptual understanding.

## **Course Materials (Funded by Prop. 28)**

- Cameras
- Color printer
- Adobe Lightroom and Photoshop software