



## Digital Image Editing Syllabus CHS Business Department

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

**Teacher:** Mrs. Vanessa George

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**Online:** <http://www.ccsd.us/1/Home>

**Teacher Contact Websites:**

- Google Classroom (Class Code: hovuh1)

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

### **Course Description and Prerequisite(s) from Course Handbook:**

**Course Code:** 340120

Prerequisite: Video Production and/or Motion Graphics

Elective

Grade: 10-12

Graded: Conventionally

Credit: 1

### **Course Description:**

This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers, Web developers, and Video Boards. Ultimately students will produce the school yearbook *The Arrow*. Students will be responsible for layouts, photography, sales campaigns, copyrighting, and graphic design. The course requires out-of-class time to complete assignments. **NOTE:** Students are free to sign up for the course during

course registration, but teacher discretion will dictate entry into the course based on ability with and interest in technology, prior course completion, academic aptitude, attendance, and discipline history.

**Required:** 120-150 hours

**Course Fee:** Students will have the opportunity to be a part of a Career Tech Student Organization (Business Professionals of America or BPA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$40 for BPA Membership; \$15 lab fee.**

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether a student scores well on assessments administered for this course.

- **1st Quarter**

- **Unit I Title: Design**

- **Big Idea #1:** I can describe art elements.
      - *Essential Question #1: What are line and value?*
      - *Essential Question #2: What are color and shape?*
      - *Essential Question #3: What are form and texture?*
    - **Big Idea #2:** I can identify principles of design.
      - *Essential Question #1: What are unity and variety?*
      - *Essential Question #2: What are balance and movement, and proportion/scale?*
      - *Essential Question #3: What are emphasis and visual hierarchy?*

- **Unit II Title: Color Theory**

- **Big Idea #1:** I can describe Munsell's Color System.
      - *Essential Question #1: What is hue?*
      - *Essential Question #2: What is chroma/intensity?*
      - *Essential Question #3: What is value/lightness?*
    - **Big Idea #2:** I can select an appropriate color profile.

- *Essential Question #1: What is the additive color model?*
  - *Essential Question #2: What is the subtractive color model?*
  - *Essential Question #3: What is Pantone, and how does it work?*
- **2nd Quarter**
  - **Unit III Title: Photo Imaging**
    - **Big Idea #1:** I can capture a photo with a DSLR camera.
      - *Essential Question #1: What is aperture?*
      - *Essential Question #2: What is shutter speed?*
      - *Essential Question #3: What is ISO?*
    - **Big Idea #2:** I can properly edit a photo.
      - *Essential Question #1: How can I crop a photo to the rule of thirds and golden ratio?*
      - *Essential Question #2: What raster-based tools can I use to enhance my photo?*
      - *Essential Question #3: How can I edit a photo to create a transparent background?*
    - **Big Idea #3:** I can properly organize my photos.
      - *Essential Question #1: How can I save my photo files, and what files types should I use?*
      - *Essential Question #2: How should I organize my photo files?*
      - *Essential Question #3: What is metadata?*
  - **Unit IV Title: Visual Layouts**
    - **Big Idea #1:** I can create a design layout.
      - *Essential Question #1: What is a theme, and how can I creatively tie it to my project?*
      - *Essential Question #2: What are dominant photos and white space, and how can I effectively use them in my design?*
      - *Essential Question #3: What are captions, and why is it important to include them in my project?*
    - **Big Idea #2:** I can utilize best practices with typography.
      - *Essential Question #1: What are leading, kerning, and tracking?*
      - *Essential Question #2: What are the five main typeface families?*
    - **Big Idea #3:** I can utilize best practices with graphics.

- *Essential Question #1: What are vector-based and raster-based files, and when is it appropriate to use each?*
  - *Essential Question #2: What is resolution, and how do I adjust it?*
- **MID-TERM EXAM**
- **3rd Quarter**
  - **Unit V Title: Effective Content Usage**
    - **Big Idea #1:** I can determine my copy type based on my target audience's needs.
      - *Essential Question #1: What is fact-based writing?*
      - *Essential Question #2: What is market-based writing?*
      - *Essential Question #3: What is entertainment-based writing?*
    - **Big Idea #2:** I can appropriately use shared and original content.
      - *Essential Question #1: What is copyright?*
      - *Essential Question #2: What is fair use?*
      - *Essential Question #3: What are ethics?*
  - **Unit VI Title: Print Production**
    - **Big Idea #1:** I can export a file that is ready to print.
      - *Essential Question #1: What is DPI?*
      - *Essential Question #2: What is a bleed?*
      - *Essential Question #3: What paper should I use to print various projects?*
    - **Big Idea #2:** I can upload and retouch an image before printing.
      - *Essential Question #1: What is a scanner?*
      - *Essential Question #2: What is the spot-heal tool?*
      - *Essential Question #3: What is the content-aware tool?*
- **4th Quarter**
  - **Unit VII Title: Sales and Marketing**
    - **Big Idea #1:** I can analyze business finances.
      - *Essential Question #1: What is a budget?*
      - *Essential Question #2: What are revenue, gross profits, and net profits?*
      - *Essential Question #3: How do I distinguish between wants versus needs?*
    - **Big Idea #2:** I can use effective marketing to improve sales.

- *Essential Question #1: Who is my target audience, and what are its needs?*
- *Essential Question #2: What marketing strategies can I use to increase sales?*
- *Essential Question #3: How do I determine whether a marketing strategy is successful?*
- **Unit VIII Title: Business Operations and 21<sup>st</sup> Century Skills**
  - **Big Idea #1:** I can demonstrate the employability skills needed to gain and maintain employment.
    - *Essential Question #1: What are cultural differences?*
    - *Essential Question #2: What is professional workplace behavior?*
    - *Essential Question #3: What is constructive feedback?*
  - **Big Idea #2:** I can effectively apply for a job.
    - *Essential Question #1: What is a resume?*
    - *Essential Question #2: What is a cover letter?*
    - *Essential Question #3: What is a portfolio?*
- **END OF COURSE EXAM**

### **Course Materials:**

- Google Chromebook
- SD Card (maximum 32 GB)
- Adobe Creative Suite (provided via PRCTC in-class computers)
- Writing Utensil

### **Electronic Resources:**

- [classroom.google.com](https://classroom.google.com)
- [www.yearbookavenue.com](http://www.yearbookavenue.com)
- [www.creativecommons.org](http://www.creativecommons.org)
- [www.pixlr.com](http://www.pixlr.com)

### **Course Expectations:**

- Students are expected to take a professional approach in Digital Image Editing. The students' assignments are intended to develop and enhance the Chillicothe High School yearbook entitled *The Arrow*; therefore, it is imperative that students are accountable in bringing a positive attitude, determined and meticulous work ethic, and a team-oriented approach to class every day. The success of *The Arrow* is dependent on student contributions and collaborations. The students' course work is intended for public consumption. Additionally, Digital Image

Editing students are required to attend a minimum of three after-school events per grading period as part of their coverage for *The Arrow*. Students are expected to keep their commitments in covering the tasks to which they have volunteered and/or have been assigned. Furthermore, they are required to acknowledge that, in completing these tasks, they are representing the school district and they must do so with dignity, class, and pride. Students who cannot meet their commitments due to rare, unforeseen, excusable circumstances (i.e. illness, family death, etc.) must contact the teacher and make proper arrangements. Finally, plagiarism will not be tolerated (please see the student handbook for complete details).

- Class rules are as follows:
  1. Be prepared, on time, and on task.
  2. Respect your peers, your teacher, the class, and yourself.
  3. Use appropriate language.
  4. Handle class equipment and materials with caution and care.
  5. Tidy your work areas before you leave.
  6. Keep all personal electronics silent and away.
  7. Give your best effort.
  
- Electronic Usage:

Students are not permitted to record/publish/distribute any course/classroom-related content with his/her personal electronics unless prior written permission has been granted to the student by the course instructor. Furthermore, students are not to use their personal electronics (e.g. phones, gaming devices, audio players, tablets) while in the classroom nor the studio. No personal usage means none (e.g. do not take/place calls, send/check messages of any kind, access social media, play music, play video games, etc.). Students should place their electronics in the designated wall station prior to the classroom bell sounding and can remove them after the period-ending bell has rung. The wall station is the only location in which a phone may be visible within the classroom and/or studio. Students who choose to keep their personal electronics in their possession while in class must keep said devices out of sight (i.e. in a closed book bag). If a student's cellular device is visible – whether or not the student was seen using it – to the instructor, the student will be asked to turn in his/her device to the instructor. The instructor will deliver the device to CHS Administration and the student's parent/guardian will have to collect it; the student will receive a Friday school for an electronics violation. Furthermore,

Chromebooks and/or any technology approved by the instructor is to be used for educational purposes only and only after first instructed by the instructor; gaming is not permitted in the classroom whether via phone, computer, or any other device.

- **Class Equipment:**  
Students in Digital Image Editing will be required to utilize class and studio equipment (e.g. video cameras, DSLR cameras, computers, external hard drives, SD cards, etc.). This equipment is shared among other digital media courses. Students must follow proper protocol in signing out, utilizing, maintaining, and returning class equipment. Failure to do so could result in disciplinary action. Additionally, students could be required to replace equipment that is not properly maintained or cared for while in their possession.

### **Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End-of-Course Exam each comprise 10% of a student's final grade.

### **Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.

- Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.
- Students notify instructor via email when they have submitted late work. This email should include the assignment title, the reason the work was late (i.e. absence, field trip, etc.), and where the assignment is located (i.e. Google Classroom, external hard drive, hard copy, etc.).
- Students who are in class are expected to complete their work during the daily class session and to turn in said work by the set deadline; students who fail to do so will receive an F on said assignment.

**Performance-Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.



## **CHS Digital Image Editing Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date: \_\_\_\_\_