

Unit 1-Belleville Learning Academy/Camera Identification

Content Area: **CTE**
Course(s): **Belleville Learning Academy**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Unit 1-Belleville Learning Academy/Camera Identification

Belleville Board of Education

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Unit Overview

-The website will be created.

-Educational videos and learning resources will be created and uploaded to the website.

-The web design and technical infrastructure will be fully in place. Student training workshops will begin to recruit more students to join the project.

-The website will fully launch to the public.

-The website will feature student created educational videos, educational student created learning resources, and educational student coded games.

-Publicity for the launch of the website will include broadcasting it to the local community via the school television station, having catchy promotional videos on the school website, having it featured on the school's digital marquee.

-Additional educational content will be uploaded.

-Students will interview professionals in the community and upload the videos to enhance career readiness. A trip will be taken to a professional television production studio so students can hone their educational video production.

-Define and label the parts of camera

-Understand the function and operation of studio camera

-Apply the principles of a professional production in a live format

-Recognize and understand technological changes in society

Enduring Understanding

Students will understand....

- Broadcasting is a form of advertisement and marketing
- Video productions will be used to enhance peer engagement and understanding
- Production provides a venue to differentiate
- Educational videos and resources will be created by students for students for all grade levels
- Interview techniques will be taught to infuse strategies for peers to use

Essential Questions

- Can the student identify a camera and explain the function of parts?
- Can the student understand the process of video pre-production?
- Can the student create a post production efficiently and effectively?
- Can the students understand the process of script writing?
- What needs do our students need to be addressed in the Belleville Learning Academy?

Can the student code a video game for others?

Exit Skills

By the end of Unit 1, the student should be able to:

- Identify and label all parts of a camera
- Operate and produce video segments using a studio camera
- Present the findings in changes made throughout advancements in production technology
- Upload the creation of Belleville's first learning academy
- Produce short tutorial videos and games for classmates to enhance learning
- Create quizzes and study material for students

New Jersey Student Learning Standards (NJSL-S)

9.3.12.AR-JB.3

Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-AV.3

Demonstrate technical support skills for audio, video and/or film productions.

LA.11-12.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.A.CS1	Understand and use technology systems.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
LA.11-12.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization’s objectives.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization’s objectives.
LA.11-12.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

LA.11-12.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.11-12.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.11-12.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.11-12.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Learning Objectives

Students will be able to...

- Identify and label all parts of the studio camera
- Individually operate the camera
- Describe the basic function of a studio camera
- Explain the process for creating student centered video tutorials for peers
- Choose different core curriculum areas to focus on creating
- Identify areas of need for stakeholders

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Includes activities appropriate to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

-10th Edition-Television Production Handbook "Zettl"

-Youtube Video Contests

-NJ Bar Law Day Contest

-Internet

-Cross content curriculum

Ancillary Resources

-Adobe Captivate

-WIX Software Program

-I-movie/Final Cut Tutorial Videos

-Screen Share Software

-Hands on studio tour production of NBC, Yankee Stadium Press Area, MetLife Stadium Career Day

Technology Infusion

-Canon XA 10 Video Camera

-Apple MacBooks

-Editing Software -Final Cut Pro, Adobe After Effects, I-Movie

-WIX Software Programs

-Adobe Captivate

-Screen Share

-Internet



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts

- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name: Belleville Learning Academy/Camera Identification

NJSLS: See Above

Interdisciplinary Connection: Use of media technology/internet/software programs and machinery

Statement of Objective: SWDAT -Develop and understand the need for tutorial videos for peers as well as understand the function and development of various angles used in production

Anticipatory Set/Do Now: Explain and list various educational areas that need to be developed on in order to understand specific lessons.

Learning Activity: Hands on projects: Cooperative groups

Student Assessment/CFU's: See Above

Materials: Textbook, Computer, Software programs, Editing programs, Cameras

21st Century Themes and Skills: Domain 3 -A,B,C instruction

Differentiation/Modifications: Visual learning, Hands on Activities, Group/Peer Instruction, Direct Instruction

Integration of Technology: See Above