Unit 1-Belleville Learning Academy/ Camera Identification Copied from: Belleville Learning Academy, Copied on: 02/21/22

Content Area: **CTE**
Course(s): **Belleville Learning Academy**
Time Period: **SeptOct**
Length: **30 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1-Belleville Learning Academy/Camera Identification

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher- Gerard Fabiano

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

-The website will be created using Wix.com website editor, coding, and programming languages. 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 for students to use as a resource tool for learning. The website will feature student created educational videos, educational student created learning resources, and educational student coded games and additional educational content will be uploaded weekly. 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 and understand the function and operation of studio camera.This will be applied the principles of a professional production in a live format and students will be able to 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 created by students for students for all grade levels

-Interview techniques will be taught to infuse strategies for peers to use

-Creation of online educational videos

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 (NJSLS-S)

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.BM-ADM.1	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-ADM.3	Plan, monitor and manage day□to□day business activities.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
9.3.MK-COM.2	Plan, manage and monitor day□to□day activities of marketing communications operations.
9.3.MK-MGT.2	Plan, manage and monitor day□to□day marketing management operations.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.12.BM-HR.7	Plan, organize and implement compensation, benefits, health and safety programs.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-

	CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.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.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.

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

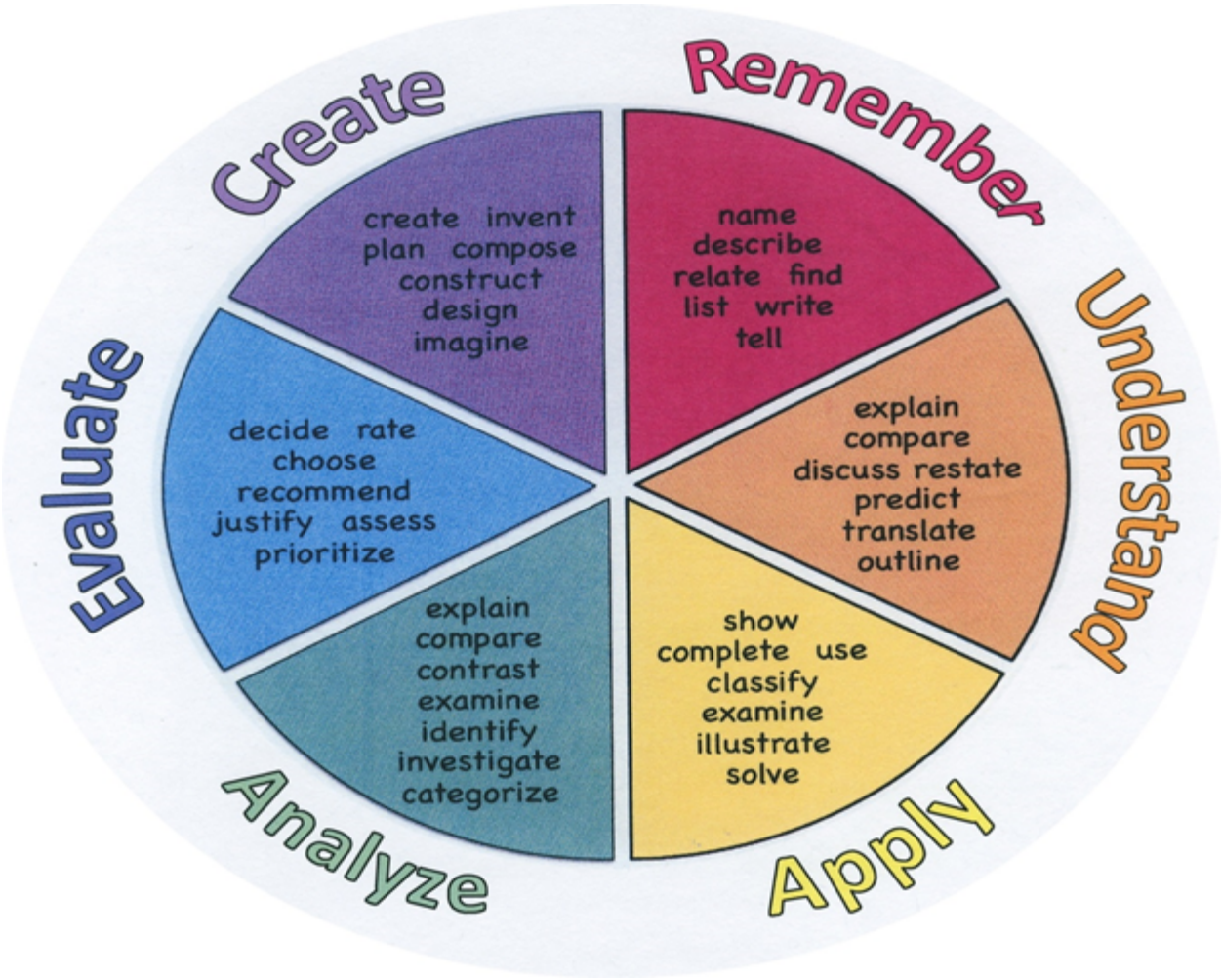
-Explain the process for creating student centered video tutorials for peers

-Choose different core curriculum areas to focus on creating

-Identify areas of all programs used to create videos

.

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

Students will be able to create online video tutorials through Camtasia and google screen cast.

Students will create online worksheets that will teach a lesson through the correct 5 step process

Students will apply knowledge from reading and research to create educational articles.

Students will be able to identify all tools needed for projects.

Assessment Evidence - Checking for Understanding (CFU)

Students will be given quiz on parts of the camera Xa10 and 4k camera.

Students will self assess their tutorial videos and other classmates videos.-benchmark assessment

Unit test-summative assessment

Red light, Green light-formative assessment

Students will create online worksheets that will teach a lesson through the correct 5 step process.-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

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

-Camtasia software

-Google Screen Cast

-I-movie/Final Cut Tutorial Videos

-Screen Share Software

Technology Infusion

-Canon XA 10 Video Camera will be used for creation of videos.

-Apple MacBooks, along with chrome books for both use of Google platform and editing programs.

-Editing Software -Final Cut Pro, Adobe After Effects, I-Movie used to edit tutorial videos.

-WIX Software Programs to use all features to update students website.

-Adobe Captivate/Google platform to create online quizzes for website.

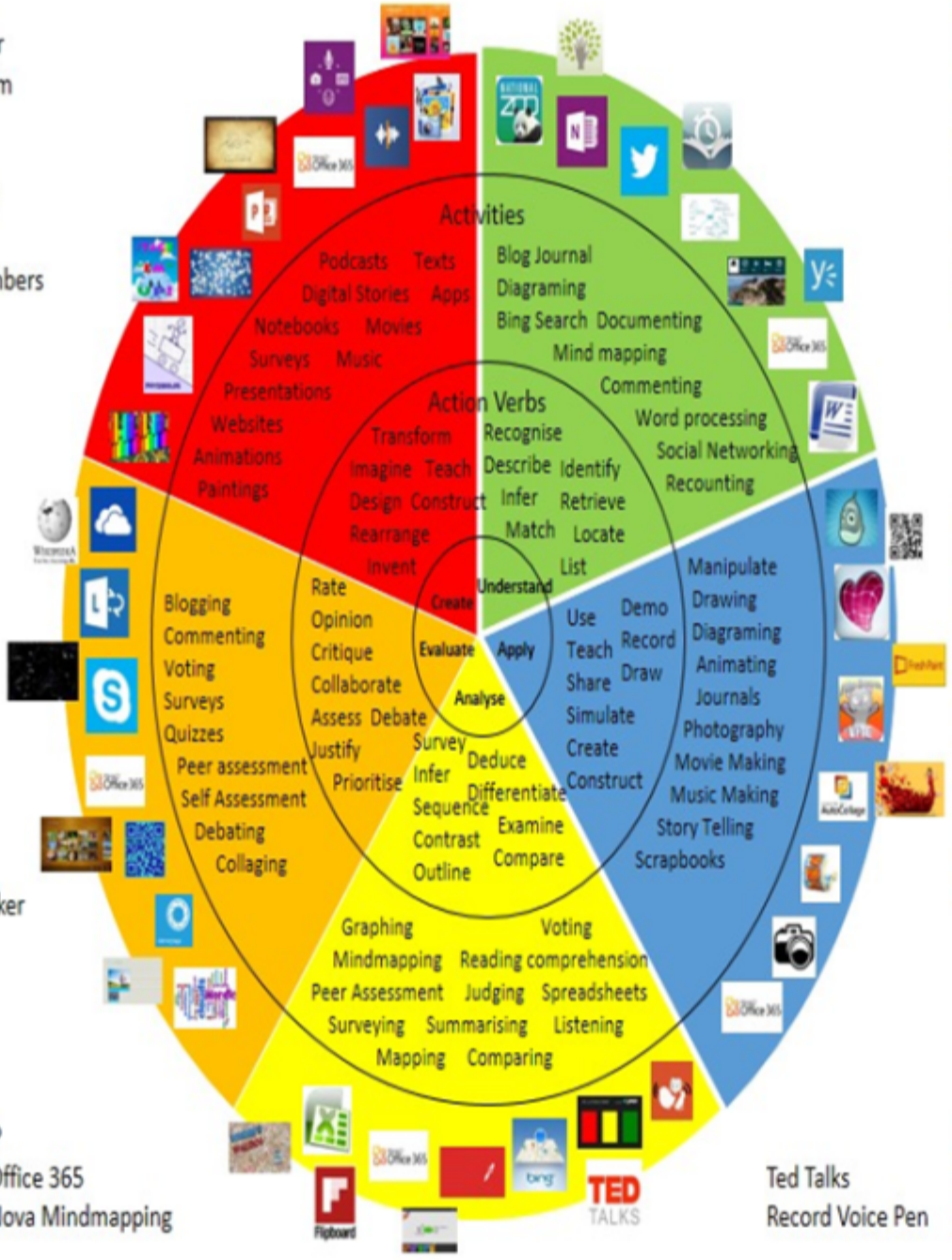
-Screen Share for students to work together on projects and record screen to create tutorials.

-Internet for research purposes.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- 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.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

21st Century Skills/Interdisciplinary Themes

- 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:

Students will enter in small groups to complete assignments on different level of educational topics.

Students will create educational games for various styles of learning.

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- 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

Special Education Learning (IEP's & 504's)

Students will be allowed additional time for class projects.

Students will also be able to use notes and research material to complete assignments.

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Students will provide material to assist in student to student peer tutoring.

Students will also have addtional information with modify tests that will assist students with educational assignments through all grade levels.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

Students will be able to share notes and have a step by step guideline from the teacher as they complete educational videos, articles, and worksheets.

While using the camera students will also be able to have notes to make sure the correct process is being used.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

Students will be able to create videos using the camera for advance learning.

Different pacing will be allowed and students will have the option to make additional educational videos and tutorials.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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 develoment 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