Unit 1: Camera Identification Copied from: Mass Comm/Studio, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1-Camera Identification

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Students will define and label the parts of the camera. Students will be able to understand the functions and operation of studio cameras and apply the principles of a professional production in a live format. Students will recognize and understand technological changes throughout the media today. Finally, students will enter video contests (Law Day, You Tube, Proms & Alcohol Don't Mix).

Enduring Understanding

Students will understand that...

-Broadcasting is a form of advertisement and marketing

-TV Provides a venue to differentiate story telling

-How to use and identify parts of a Canon XA10

Essential Questions

Can the student identify the 3 phases of production?

Can the students identify who are the non-technical and technical personnel in a production?

Can the students explain how does a program host appear on a television receiver?

Is the student able to describe a multi-camera studio system and the functions of the major equipment?

(EX- Camera, lighting, audio, switcher, video recorder, post-production editing equipment)

Is the student able to explain what producing is all about?

Can the students explain the pre-production planning from idea to script?

Can the student explain what are unions and legal matters?

Is the student able to identify who rates the shows and why?

Exit Skills

Students will be able to.....

Label each individual camera parts on a Canon HD Camera and Panasonic Mini DV Camera

Operate and produce video segments using the studio cameras

Present the findings in changes made throughout advancements in production technology

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.AR-AV	A/V Technology & Film
9.3.12.AR-AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Interdisciplinary Connections

LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Learning Objectives

Students will be able to.....

-Individually operate “Switcher”

-Operate, edit and produce an HD video

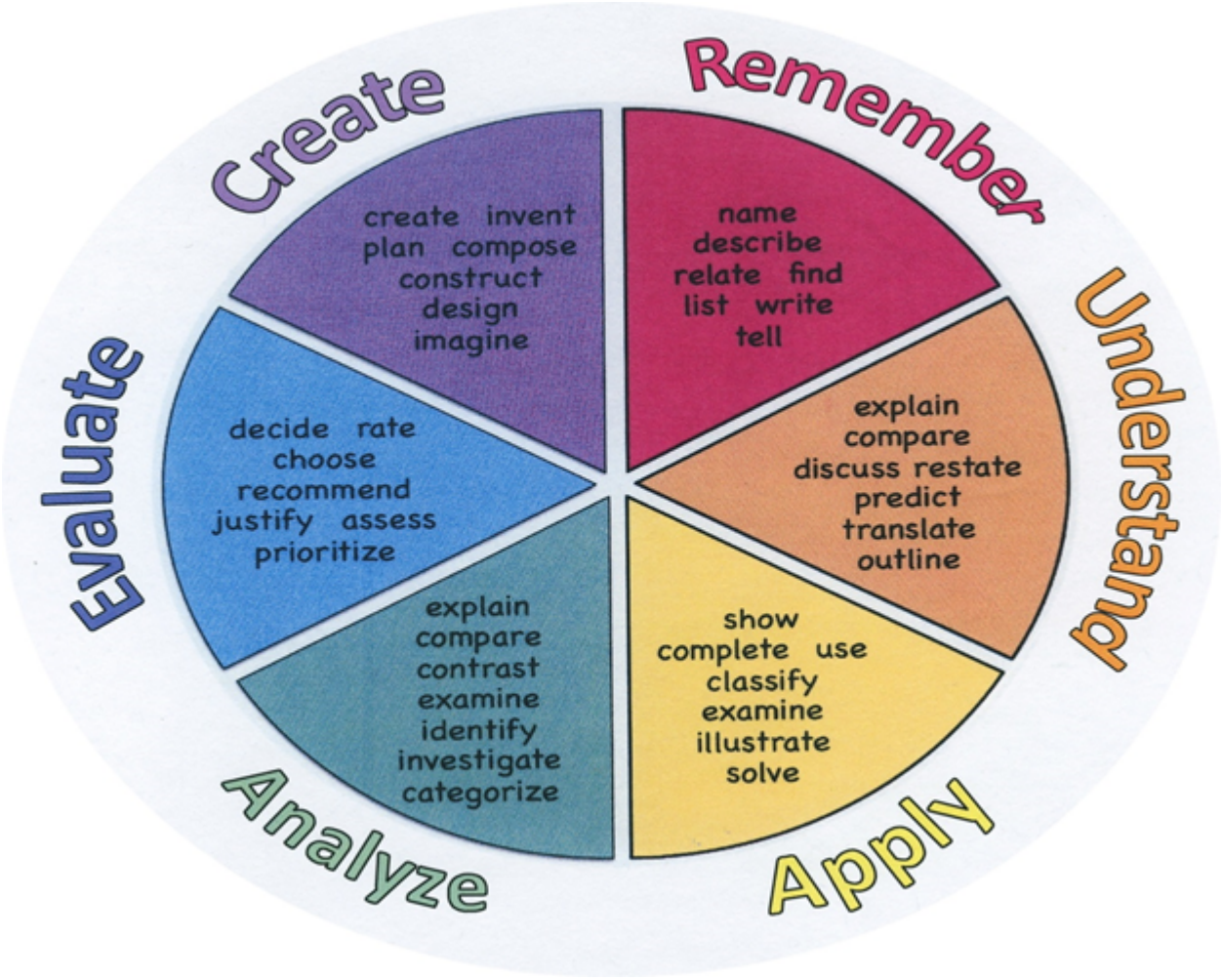
-Create PSA’s

-Accurately program lighting for TV and Theatrical productions

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

Extrapolate
Generalize
Predict

Subtract



Suggested Activities & Best Practices

-Students will label and identify parts of the canon XA10

-Students will create a a daily show production to master each camera during production

-Produce and develop video segments to be uploaded onto editing software

Assessment Evidence - Checking for Understanding (CFU)

-Students will be given quiz on parts of the Canon XA 10 and label specific parts-benchmark assessment

-Students will self assess on parts of the camera and critique classmates on operation

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Multimedia reports-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

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

Tenth Edition- Television Production Handbook- "Zettl"

YouTube Video Contests

NJ Bar- Law Day Contest

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

I-Movie tutorial videos

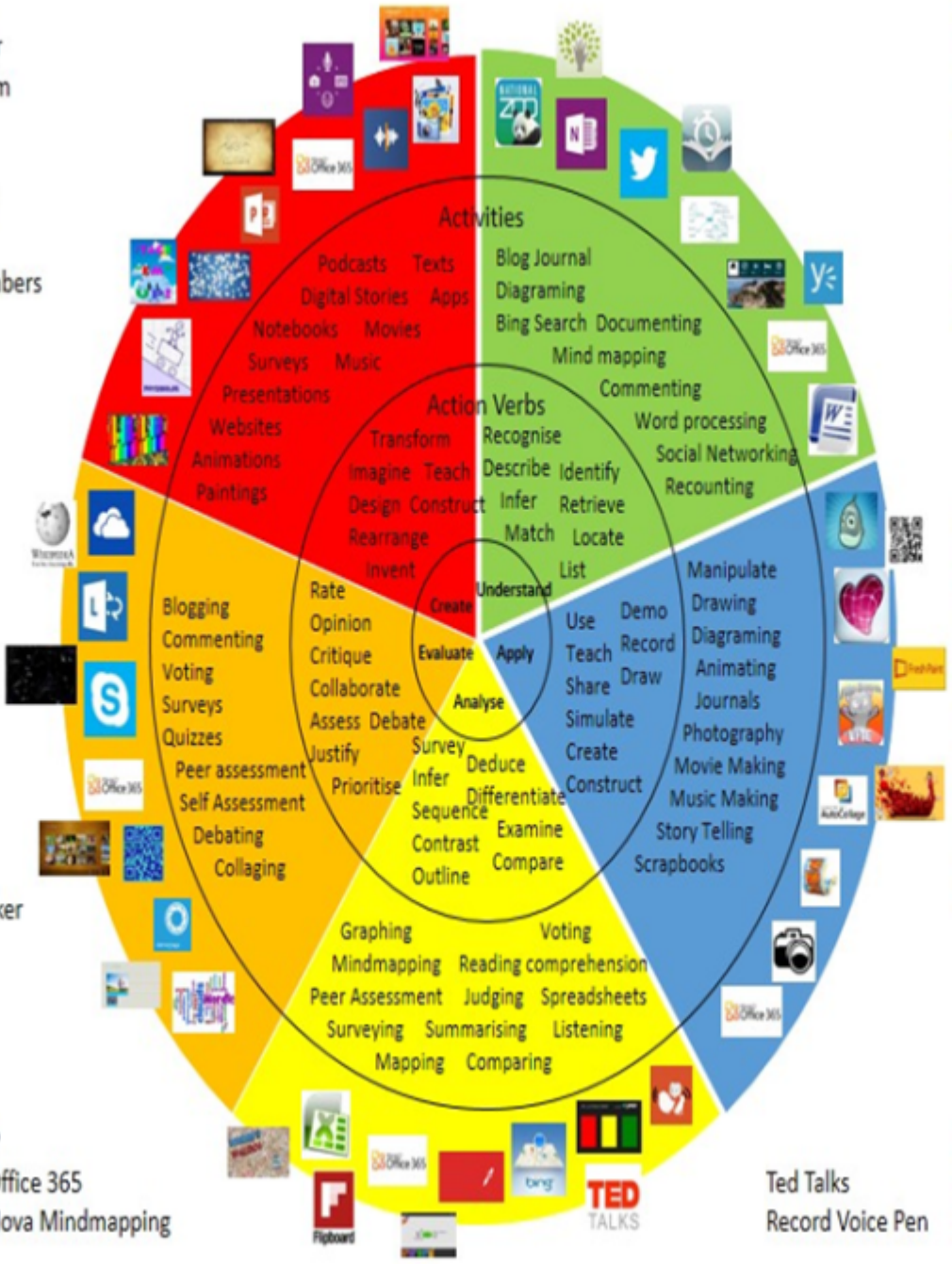
Hands on production tours of NBC studio, MOPO Productions Studio, Yankee Stadium Press Rooms

NBC/CBS Scholarly articles

Technology Infusion

HD Canon XA 10/Mini-DV Panasonic Cameras will be used to film activities. Videoonics Character Generator will be used to upload all credits. Apple Mac Book- Editing software programs- Final Cut Studio, Adobe Premiere Pro, Vegas Studio will be used to edit all productions. Desktop PC's- Research local and world news stories for " Live Shows"

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
Flipboard
Office 365
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

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C	Communication and Collaboration: 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.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online

	community.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.

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

-Students will be given extra time on camera parts quiz as needed

-Lesson will be presented orally for all camera parts operation during lesson

- Small group assignments/instruction
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- 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 taking the Canon XA 10 test will be given additional time to master the use of operating the camera

-Students will be working with a partner to assist in the operation and function of the video camera

- 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
- 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)

-Student will be assisted by a peer whom is familiar with the native language of classmate for lesson

-Student will be given pictures and illustrations of camera before operating

- 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 given multiple choice answers on test for camera parts

-Students will be allowed to have images to assist in the camera parts test

- 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 can work at a faster pace, to operate and understand camera functions

-Students will be given a more advance camera project for the purpose of developing higher order thinking skills

- 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:

Discuss and operate camera angles associated with film production.

NJSLS:

9.3.12.AR-AV- A/V Technology/Film

9.3.12.AR-AV.1-Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-AV.2-Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3-Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4-Design an audio, video and/or film production.

9.3.12.AR-JB.3-Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Interdisciplinary Connection:

LA.11-12.SL.11-12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.RL.11-12.9-Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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LA.SL.11-12.1.A-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Statement of Objective:

SWBAT understand the function and development of various angles used in production of shows.

Anticipatory Set/Do Now:

Students will collaborate and create a variety of camera angles within the classroom environment using studio production cameras. The angles will then be noted and explained why they were used for camera shots.

Learning Activity:
Hands on Projects, Cooperative Groups

Student Assessment/CFU's:
see above

Materials:
Textbook, Computers, Cameras

21st Century Themes and Skills:
Communication & Collaboration, Information Literacy, Media Literacy, Creativity and Innovation, Critical Thinking & Problem Solving, Information, Communications, and Technology Literacy

Differentiation:

Visual Learners, Hands on Activities, Group/Peer Instruction, Direct Instruction

Integration of Technology: Students will identify the camera parts and be able to operate each piece of equipment. The camera will then be used along side of a MAC computer to import footage taken with camera. This footage will then be edited to a final finished polished production.