

# **Unit 4-Basic Camera Identification Copied from: Mass Comm/TV, Copied on: 02/21/22**

Content Area: **CTE**  
Course(s): **Mass Comm 2/TV**  
Time Period: **MarApr**  
Length: **40 Days**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Unit 4-Basic Camera Identification**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

Prepared by: **Ryan Sheridan**

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**

---

Students will define and label the parts of the camera. Students will understand the basic parts and functions of the camera. Students will recognize and understand the technological changes throughout the production industry. Finally, students will record and import footage to editing software.

## **Enduring Understanding**

---

Students will understand that....

Broadcasting is a form of advertisement and marketing

TV provides a venue to differentiate story telling

Basic film production is the beginning function in story telling

## **Essential Questions**

---

Can the student identify all parts of the Canon HD Camera?

Can the students identify all the parts of the Panasonic Mini DV Camera?

Can the students operate all the studio cameras?

Can the student white balance the camera?

Is the student able to describe a three camera production shoot?

Can the students explain the need for pre-production?

Can the student import the video production into the editing software?

## **Exit Skills**

---

Students will be able to.....

Label each individual camera parts on the Canon HD Camera/Panasonic Mini DV Camera

Operate and produce a basic video segment using the camera

Present the findings in changes made throughout advancements in production technology

Import video from the studio camera into editing software

## **New Jersey Student Learning Standards (NJSLS-S)**

---

|                |   |
|----------------|---|
| 9.3.12.AR      | Arts, A/V Technology & Communications   |
| 9.3.12.AR.1    | Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.                                      |
| 9.3.12.AR.2    | Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. |
| 9.3.12.AR.3    | Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.   |
| 9.3.12.AR.4    | Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.  |
| 9.3.12.AR.5    | Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.  |
| 9.3.12.AR.6    | Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.  |
| 9.3.12.AR-AV.1 | Describe the history, terminology, occupations and value of audio, video and film technology.   |
| 9.3.12.AR-AV.3 | Demonstrate technical support skills for audio, video and/or film productions.  |

## Interdisciplinary Connections

---

|                |  |
|----------------|--|
|                | Integration of Knowledge and Ideas   |
| LA.RL.11-12.7  | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)  |
| LA.RL.11-12.8  | (Not applicable to literature)   |
| 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.RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| LA.RI.11-12.8  | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| LA.RI.11-12.9  | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.   |
| LA.W.11-12.1.A | 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 claim(s), counterclaims, reasons, and evidence.   |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |

## Learning Objectives

---

Students will be able to....

Individually operate the studio cameras

Develop a short video segment that can be imported into editing software

Organize and action plan before filming

Develop a production storyboard that can be used in pre-production

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



### **Suggested Activities & Best Practices**

-Students will be given handouts with image of camera parts to be identified

-Students will operate cameras to create camera angles and shots

## **Assessment Evidence - Checking for Understanding (CFU)**

---

-Students will be given hands on quizzes as well as written quizzes that will be used to enhance student knowledge-benchmark assessments

-Students will compare and contrast cameras that are used today compared to prior years-alternate assessment

-Unit test-summative assessment

-Think, pair, share-formative 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 Channels

## **Ancillary Resources**

---

Canon HD Camera Tutorial

Hands on production tours of NBC Studio, MOPO Production Studio, Yankee Stadium Press Area

NBC/FOX Scholarly Articles

## **Technology Infusion**

---

-Students will use HD Canon XA 10 to film and prepare live footage for broadcast

-Students will use MacBook Pros to edit and upload software

Canon HD Camera

Panasonic Mini-DV Camera

Apple Mac Book- Editing software programs



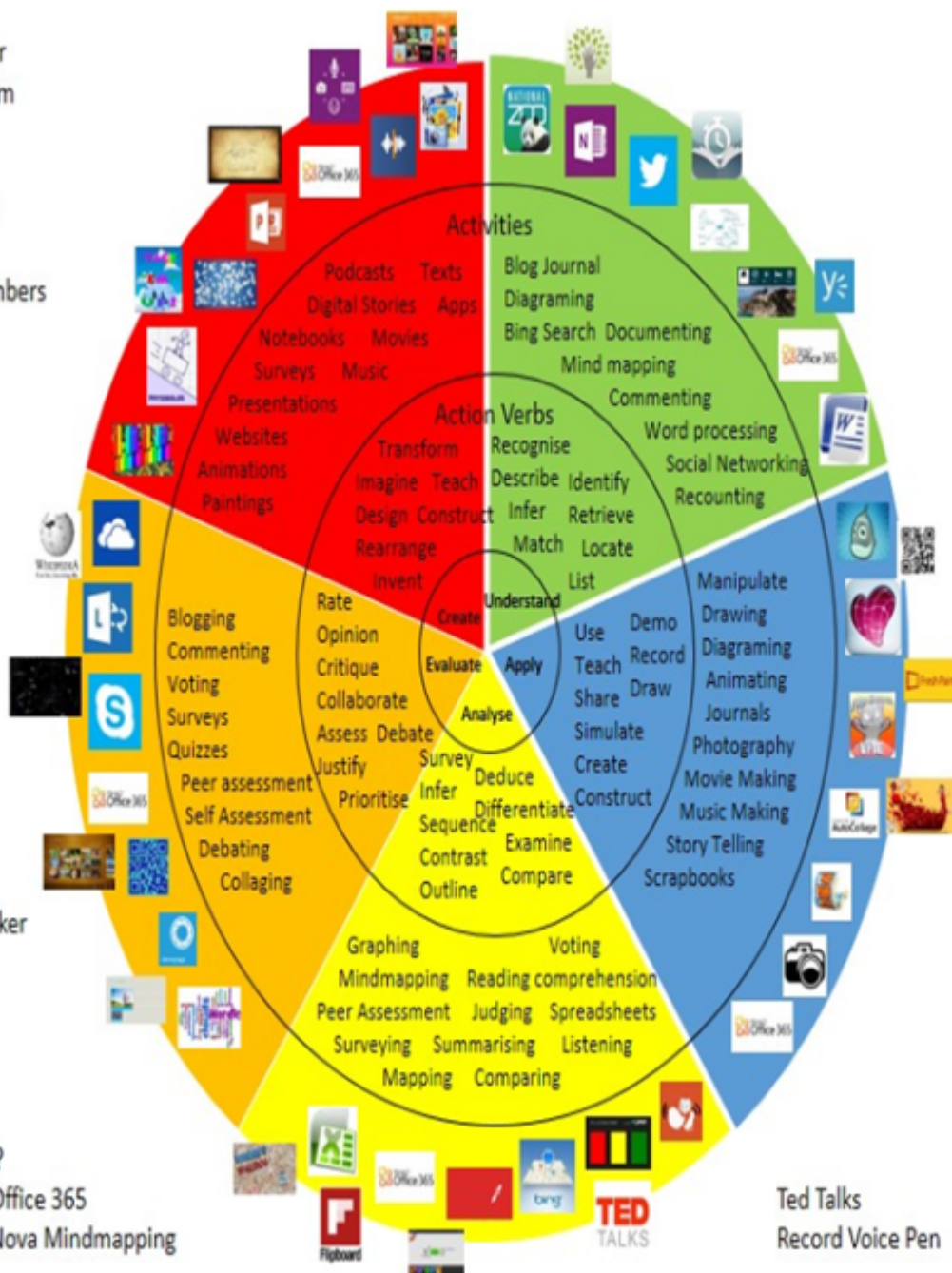
## Win 8.1 Apps/Tools Pedagogy Wheel

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



## Alignment to 21st Century Skills & Technology

---

|                 |   |
|-----------------|---|
| CRP.K-12.CRP1   | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| 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.CRP3   | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.   |
| CAEP.9.2.12.C   | Career Preparation  |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment.   |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.  |
| TECH.8.1.12     | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| 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.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.A.5 | Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

## **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 work in small groups to complete video camera angles and shots for video production

-A video/oral presentation will be created and uploaded onto google classroom

### **Differentiations:**

- 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 given additional time to master the parts of the camera and how to operate all video functions

-Printed copy of notes for all camera operations

- 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)

---

-Student will be assisted by peers, fluent in native language to identify camera parts and operation

-Students will be allowed to correct all errors until students become proficient in camera operation

- 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

## At Risk

---

-Students will be given option to use illustrations or video lessons to view camera

-Students will select their own video idea or production to create camera shots and angles

- 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

## **Talented and Gifted Learning (T&G)**

---

-Students will be given an advanced list of camera shots to complete at faster pace

-Students will troubleshoot any and all issues that arise when operating the camera Canon XA10

- 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**

---

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: