

<b>Course Title – TV Technology 1</b>	
<b>Implement start year – 2014-2015</b>	
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<b>Unit #2 - Production: Camera</b> Students will be able to independently use their learning to operate a camera using broadcasting industry standard acceptable practices in a television production.	
<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals</b></p> <p><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. C. Arts, A/V Technology, &amp; Communications Career Cluster</p>	<p><b>21st Century Themes</b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p><b>21st Century Skills</b></p> <p>Learning and Innovation Skills:</p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication and Collaboration</p> <p>Information, Media and Technology Skills:</p> <p><input type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p>Life and Career Skills:</p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p>

	<input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Camera operation and composition have a direct effect on the message.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What skills and techniques do I need to be a successful videographer?</li> <li>• How do lighting environments affect color and exposure?</li> <li>• Why are lighting considerations important?</li> <li>• How does the camera operator directly impact the message?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• iris, shutter speed and gain affect exposure.</li> <li>• white balance affects color.</li> <li>• zoom, focal length, focus, camera/subject movement, stability and distance affects framing.</li> <li>• the types of fixed shots.</li> <li>• the types of moving shots.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• analyze the relationship between available light and iris, shutter speed, gain, and white balance and make appropriate adjustments.</li> <li>• use camera, tripods and dollies in a variety of environments to achieve broadcast quality camera/subject movement and framing technique.</li> <li>• name and frame all fixed shots.</li> <li>• name and frame all moving shots.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Recommended Performance Tasks:</b></p>	

**Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.**

- Observation
- Peer assessment while using the camera
- Performance assessment

**Stage 3 – Learning Plan**

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Identify video camera operation terms and functions (A)
- Frame the various types of camera shots (M)
- Examine effect on color and exposure using iris, shutter, gain, and white balance operation (M)
- Watch exemplar reels for composition and identify shot types (A)
- Record each shot type with proper color and exposure (T)
- Transfer and edit all shots and apply lower third graphics (T)

