

**I. PRELIMINARY INFORMATION:**

- A. **CLASS:** ..... Photography  
 B. **TITLE OF UNIT:** ..... Understanding Cameras  
 C. **TITLE OF LESSON:** ..... Variety of Camera equipment  
 D. **MLO/COMPETENCY FOCUS:** .....  
 E. **DATE & TIME:** ..... –  
 F. **WEEK OF INSTRUCTION:** .....  
 G. **INSTRUCTOR:** .....  
 H. **ADDITIONAL INFORMATION:** .....

**II. EXTERNAL ALIGNMENT:**

*(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must **KNOW** the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)*

*(use this column for course evaluation / improvement suggestions)*

*(Standard Source)*

*(Specific Standard Set & Number)*

Common Core State Stds:

State Tech/Clinical Stds: **SKILLS USA**

**III. STUDENT PERFORMANCE OBJECTIVES:**

*(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)*

*(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment )*

*Psychomotor:*

*Students should know how to use lens caps, UV filters, tripods, straps and memory cards.*

*Cognitive:*

*Students should know what would determine the type of case needed. They should know the importance of lens caps, straps and filters and how they help protect the camera. They should know the different types of tripods and memory cards.*

*Affective:*

*Students should feel its important to protect the camera and understand the camera equipment options available.*

**IV. TEACHING METHODS AND TECHNIQUES:**

<i>(Category)</i>	<i>(Specifics)</i>
Illustrated Lecture	<p>Show power point on Camera equipment covering:</p> <p>Cases</p> <p>Lens Caps</p> <p>UV filters</p> <p>Tripods</p> <p>Straps</p> <p>Memory Cards</p>
Discussion	<p>Questions to ask your self when purchasing a case.</p> <p>Why Lens caps are important and how not to loose them.</p> <p>Why UV lenses work and how they help protect the lens.</p> <p>Differences between Tripods and Monopods and different types of heads.</p> <p>When why you should still use timers or anti-shock when using a tripod in low light situations.</p> <p>Why you should always use a camera strap.</p> <p>Different types of memory cards and capabilities.</p>
Discussion	<p>Get as many pieces of equipment together as you can and divide students into as many groups as you have equipment. Give each group a piece of equipment and have each group list things they learned about their equipment. Share and demonstrate to the rest of the class. After initial instruction switch equipment hav each group demonstrate the equipment.</p>
Other:	

**V. RESOURCES REQUIRED:**

<i>(Category)</i>	<i>(Specifics)</i>
Computer/Projector	power point

Other: Cases, Lens Caps, UV filters, Tripods, Straps, Memory Cards

## VI. INTRODUCTION:

Purchasing a camera is just the first thing you need to do to become a photographer.

This unit will teach you about the most common of the many accessories that are available for photographers. These accessories are not only nice to have but they will also help protect your camera.

## VII. CONTENT:

(objectives → **CONTENT** → assessment = Internal Curriculum Alignment )

Cases  
 Lens Caps  
 UV filters  
 Tripods  
 Straps  
 Memory Cards

## VIII. SUMMARY:

There is a lot of equipment available and most are specifically designed for a certain use or budget. Not all equipment will suite your needs so importance to understand your needs and what equipment fits that need.

## IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment ):

*Psychomotor:*

Formative assesment during class discussion and demonstration.

*Cognitive:*

Written summative assessment.

*Affective:*

## X. ASSIGNMENTS (reinforce major lesson components)):

Group Activities:

Get as many pieces of equipment together as you can and divide students into as many groups as you have equipment. Give each group a piece of equipment and have each group list things they learned about their equipment. Share and demonstrate to the rest of the class. After initial instruction switch equipment hav each group demonstrate the equipment.

(select)

(select)

## XI. RELEVANCE TO FUTURE LESSONS:

(This unit is the equipment that will help you keep your camera clean and in optimal working order. The next unit will cover handling and cleaning which will also help keep your camera in optimal working order.

## **XII. LESSON/COURSE EVALUATION:**

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)