

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Photography
 B. **TITLE OF UNIT:** Understanding Cameras
 C. **TITLE OF LESSON:** Camera anatomy, menus and settings.
 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.)

(Standard Source)

(Specific Standard Set & Number)

Common Core State Stds:

National Tech/Clinical Stds: *SKILS USA Demonstrate knowledge and understanding of a digital SLR camera*

(use this column for course evaluation / improvement suggestions)

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 demonstrate the use of all main menu items and settings.

Students should demonstrate the use of A, S, M, and P setting on the camera dial.

Cognitive:

Students should be able to identify camera compartments, ports, dials & panels.

Students should explain A, S, M, and P setting on the camera dial.

Affective:

Students should appreciate the complexity of a DSLR camera and that is important to learn the settings and how they affect the photos.)

IV. TEACHING METHODS AND TECHNIQUES:*(Category)**(Specifics)*

Illustrated Lecture

Show a powerpoint or use a camera to illustrate camera compartments, ports, dials & panels.

Illustrated Lecture

Show a powerpoint or use a camera to illustrate camera auto settings & A, S, M, and P

Other:

V. RESOURCES REQUIRED:*(Category)**(Specifics)*

Computer/Projector

Other: DSLR CAMERA

VI. INTRODUCTION:

Up to this point we have discussed equipment for the camera and now we are going to learn the anatomy of the camera. This unit is important because you must understand and be able to use camera menus & setting in order to take quality photographs. Basically, you can not move forward i Photography unless you learn this unit.

VII. CONTENT:*(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)*

compartments, ports, dials & panels

Settings: A, S, M & P

Auto Settings:

VIII. SUMMARY:

You must know the camera's anatomy and settings in order to use it affectively.

Cameras are complex, the anatomy and functions must be studied and reviewed.

The A, S, M & P settings give the photographer multiple ways to control the camera.

Although most brands of DSLR cameras have similar menu items, each brand's menus will navigate differently and have a different appearance.

Automatic settings make for an easy picture but may not always be as good as manually setting the camera yourself.

IX. STUDENT PERFORMANCE ASSESSMENTS:

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

Psychomotor:

Students should be able to operate the camera settings to include automatic settings and A, S, M & P settings.

Cognitive:

Students should be able to identify camera compartments, ports, dials & panels.

Affective:

Students should feel that being able to operate a camera is important in order to move forward in photography.

X. ASSIGNMENTS (reinforce major lesson components):

Homework:	Prepare worksheets with camera diagrams and have students fill in the blank.
Group Activities:	Have students pair up and have one student ask the other student to identify parts of the camera.
Homework:	Prepare a worksheet that shows and explain the camera's automatic settings and have the students fill in the blanks.

XI. RELEVANCE TO FUTURE LESSONS:

This unit is relevant to all future lessons because without the understanding of DSLR camera's anatomy, functions and settings the student will not be able to operate the DSLR camera properly.

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...)

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