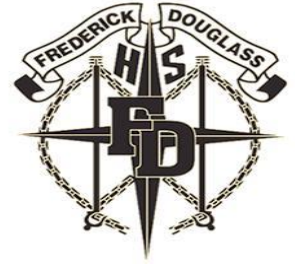


2016-2017 COURSE SYLLABUS

Audio/Video Technology & Film II



Teacher: Ms. Wilson

Room Number: 016 & 019

Semester: Fall 2017 & Spring 2018

Textbook: TBD

Phone Number: 404.802.3100

Email: Cassandra.Wilson@atlanta.k12.ga.us

Tutorial Days: Wednesdays

Tutorial Hours: 4:00pm to 5:00pm

Tutorial Location: 019

Course Description:

This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Prerequisite: Curiosity of film and television and Audio, Video Technology & Film I.

Course Content Standards:

Course Standard 1

AAVTC-AVTFII-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

- 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- . 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.
- . 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to

be able to work independently and apply team work skills.

1.6 Present a professional image through appearance, behavior and language.

Course Standard 2

AAVTC-AVTFII-2 Demonstrate use of multiple types and formats of programs and productions.

- . 2.1 Identify and explain a script using the following types/formats of programs and productions: ☐ Film, including short film, long form, documentary. ☐ TV, including broadcast news, commercials, TV film, drama, magazine style show, and reality TV. ☐ Web, including reality, news programming, film programming.
- . 2.2 Plan and write a script following appropriate production format, including a treatment/program proposal.
- . 2.3 Demonstrate editing a program using appropriate production format.
- . 2.4 Prepare a finished production for distribution via multiple delivery formats (i.e., phone, web, DVD, TV, and Blu-Ray).

Course Standard 3

AAVTC-AVTFII-3 Identify and demonstrate specified operational and set-up/maintenance procedures.

- . 3.1 Review basic electrical needs for a production
- . 3.2 Review types of audio/video/data connectors and cables.
- . 3.3 Describe data transfer devices and protocols.
- . 3.4 Demonstrate troubleshooting audio/video functions/signal path & distribution (i.e., output to TV, computer, web streaming, bad cable connection, and proper connectors).

Course Standard 4

AAVTC-AVTFII-4 Perform advanced editing operations.

- . 4.1 Edit multiple layers of video/audio and perform split audio/video edits.
- . 4.2 Calculate back time and running time of production
- . 4.3 Demonstrate matching action/matching frame editing
- . 4.4 Demonstrate special effects processing to include color correction, keying and digital compositing.
- . 4.5 Demonstrate maintaining proper continuity for a production.

Course Standard 5

AAVTC-AVTFII-5 Demonstrate teamwork and proper use of equipment while participating in studio productions.

- . 5.1 Identify and describe different studio productions (i.e., commercial, news, talk show, interview, and film).
- . 5.2 Identify and develop leaders for studio production, including assigning leadership roles for producer and director.
- . 5.3 Select appropriate studio equipment based on production requirements (i.e., green screens, news casts, and talk shows).
- . 5.4 Demonstrate operating studio equipment, as assigned.
- . 5.5 Demonstrate setting and adhering to production deadlines.

Course Standard 6

AAVTC-AVTFII-6 Demonstrate correct operations for studio and field lighting.

- . 6.1 Demonstrate setting lighting required for field production (i.e., using reflectors, on camera lights, and portable lighting instruments).
- . 6.2 Demonstrate designing and setting lights for a studio broadcast.
- . 6.3 Demonstrate setting lights for special effects (i.e., green screen and compositing).
- . 6.4 Demonstrate using light modifiers (i.e., reflectors, bounce cards, flag, cookies, and gels).
- . 6.5 Demonstrate and perform correct operation of a lighting dimmer.

Course Standard 7

AAVTC-AVTFII-7 Create production graphics.

- . 7.1 Design and produce computer motion graphics and animation.
- . 7.2 Demonstrate and explain key frames, motion paths and motion tracking.
- . 7.3 Describe 3D space (i.e., x,y,z axis).

Course Standard 8

AAVTC-AVTFII-8 Identify and research related career opportunities.

- . 8.1 Identify and research a career direction.
- . 8.2 Demonstrate participating in productions to support a career direction.
- . 8.3 List and describe a mastered-skills inventory.

Course Standard 9

AAVTC-AVTFII 9 Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

- . 9.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- . 9.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- . 9.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- . 9.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

Course Outline:

Week 1:	SkillsUSA & Professional Ethics	Week 10:	Career Investigation
Week 2:	Safety and Trade Terminology review	Week 11:	Career Investigation
Week 3:	Preproduction, Production & Postproduction Procedures	Week 12:	Entrepreneurship
Week 4:	Production Procedures	Week 13:	Collaborative Project
Week 5:	Editing	Week 14:	Collaborative Project
Week 6:	Editing	Week 15:	Individual Project
Week 7:	Production graphics	Week 16:	Individual Project
Week 8:	Production graphics	Week 17:	Individual Project
Week 9:	Career Investigation	Week 18:	Review-Final Exam

Evaluation and Grading:

Course Components	Weights
Classwork/*Learning Skills	25%
Homework	5%
Lesson Quizzes	20%
Unit Tests	15%
Projects	35%
	100%

*Learning Skills (interactive notebook and executive function skills including, timely assignment completion, organization, sustained attention)

Campus Portal for Parents:

Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Required Materials:

- 2 inch 3 ring binder
- Jump Drive
- 2 Black or blue sharpies
- Composition notebook
- Loose leaf paper
- Writing utensils
- Dividers- 8 tab
- 5 pack of DVD-Rs
- 16GB SDHC memory card class 10*
- \$20.00 SkillsUSA membership dues

100-90	A
89-80	B
79-70	C
69-0	F
Not Evaluated	NE

Classroom Expectations:

- Students are strongly encouraged to join **SkillsUSA**. SkillsUSA is a partnership of students, teachers and industry representatives; working together to ensure America has a skilled work force. It helps each student to excel. SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations, including health occupations. SkillsUSA was formerly known as VICA (the Vocational Industrial Clubs of America). The SkillsUSA Work Force Ready System provides assessments for Career and Technical Education that are supported by industry, education and policy leaders. Students are encouraged to join but not mandatory. Students will have valuable networking opportunities as well as compete with other students within the same pathway to win scholarships and prizes.
- BE ON TIME FOR CLASS! Being late disrupts the learning environment.
- Actively participate in class lessons and activities.
- Support your classmates in their educational and personal growth.
- RESPECT your peers and teachers!
- Have confidence in yourself, do your BEST!
- Dress for Success, your appearance is your FIRST impression!

Class Consequences

1. Verbal warning and/or mini student-teacher conference
2. Call home
3. Detention and/or parent-teacher conference
4. Referral to administrator

Classroom/lab Rules

1. TURN OFF OR SILENCE CELL PHONES. NO ELECTRONIC DEVICES SHOULD BE VISIBLE

- Electronic devices (iPods, handheld games, mini-TVs or personal DVD players, cell phones, mp3s, etc.) are NOT permitted in my classroom unless we are using them for lessons/activities.

- Cell Phones should be turned off and invisible during the class period. Refusal to turn over the cell phone will be treated as insubordinate behavior. If I see or hear your phone, the following consequences will be implemented:

- **First occurrence:** you will receive a warning,
- **Second occurrence:** it will be confiscated and returned to you at the conclusion of class.

If you do not cooperate, a hall monitor or administrator will be notified. At this point, your electronic device will be given to an administrator. Please see district policy (student handbook) or go to the APS website regarding cell phone/electronics.

2. NO GUM, FOOD OR DRINK

- No other food or beverage is permitted without a doctor's note.

3. ARRIVE TO CLASS ON TIME & READY TO LEARN

- When the bell rings, you need to be sitting in your seat.
- You should immediately begin on the warm up activity or journal entry.
- Be "physically" and "mentally" present in the classroom and conduct yourself in a professional manner at all times.

I will treat equipment better than my own and will clean up after myself

4. NEVER LINE UP AT THE DOOR OR STAND BEFORE DISMISSAL

- Please remain in your seat until I have dismissed you. Remember, I dismiss you, not the bell or signal from others.

5. DO NOT CHEAT, PLAGIARIZE, OR COPY WORK

- Cheating is completely unacceptable. If I see you cheating on any assignment, I will earn a zero and your actions will be reported to your administrator and parents.
- Plagiarism (copying work from another source without giving proper credit) is completely unacceptable. If you plagiarize on any assignment you will earn a zero on that assignment until it is corrected.

6. USE POLITE AND APPROPRIATE LANGUAGE. RESPECT ALL STAKEHOLDERS OF FDHS!

- Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable, no put downs, swear words, or slang words with demeaning connotations will be accepted. Remember, if you don't have something nice to say, don't say it at all! You will use professional language at all times.

I will respect myself, others and property

7. DO YOUR BEST WORK AND TURN IT IN ON TIME

- Remember that the work that you turn-in is a reflection of your effort on the assignment. Think about the following expectations when you are preparing an assignment that I will review:
 - Write your full name and hour on all assignments.
 - All work must be neatly done and legible in order to receive credit. If you print, capitalize properly (do not write using all capital letters).
 - Never turn any assignments in with the "fringes" from spiral notebooks on the paper. Doing so will earn you a deduction on your grade. Likewise, assignments that are bunched up, crinkled, illegible, sloppy, or contain stains or holes are unacceptable.

8. ACTIVELY PARTICIPATE IN CLASS LESSONS/ACTIVITIES

LATE ASSIGNMENTS: It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher. You must have an excused absence to make up any missing assignments.

MAKE-UP AND MISSING ASSIGNMENTS: Students with excused absences will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due the first day that students return to school.

School-wide Expectations:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and students' understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. Students will be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit will be given enrichment exercises such as special projects, task or health-related games to further broaden their knowledge of the material.

DEFICIENCY REPORTS: Parents/Guardians will be informed as soon as problems are evident when students are making unsatisfactory progress in class. Deficiency reports, with plans for remediation, will be written for all students making unsatisfactory progress. Students will be required to return copy of report to teacher the next day with a signature from parents/guardians. Deficiency reports will be mailed home to parents/guardians for students with excessive class absences. To ensure that students and parents/guardians are totally aware of students' lack of progress, the teacher will:

- Contact parents/guardians early in the semester when academic, attendance or behavioral difficulties occur.
- Notify the counselor, SST/RTI Chair, and the Academic Leader of serious problems that are affecting classroom performance.

ATHLETIC ELIGIBILITY: Students desiring to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director as well as the Extracurricular Activities Sponsors will collaborate with teachers to monitor and to identify students in danger of failing courses. All faculty members will be given a master list of students participating in extracurricular activities and athletics under the auspices of the GHSA.

Lab Information:

Computer Virus Protection Information: Using storage devices (e.g. flash/travel drives) on more than one computer creates the possibility of infecting computers with a computer virus. It is your responsibility to protect all computers under your control. Since no anti-virus software will find every virus, **keeping copies (backups) of your data is extremely important**. I RECOMMEND YOU SEND A COPY OF YOUR WORK TO YOUR E-MAIL. Ms. Wilson is *NOT* responsible for deleted/modified assignments/projects, keeping up with you 3 ring binders or any papers given during the course of this class.