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**Career Cluster:** Arts, Audio-Video Technology & Communications  
**Pathway:** Audio & Video Technology & Film I

**Course Description:** This is the introductory course for the Audio & Video Technology & Film pathway. In this course, students will learn how television, radio, and web-based programming are made – not only from a production standpoint but a technical standpoint as well. The course is designed to provide the foundational knowledge necessary to pursue participation in AVTF II, III, IV, as well as extracurricular activities involving advanced AVTF students.

**Course of Study:**

Topic:	Standards:
Employability skills	AAVTC-AVTFI-1
Safety Procedures	AAVTC-AVTFI-2
Trade Terminology	AAVTC-AVTFI-3
Set-up and use of Basic Production Equipment	AAVTC-AVTFI-4
Script Writing	AAVTC-AVTFI-5
Operation of Studio Equipment	AAVTC-AVTFI-6
Teamwork in a Live Field Production	AAVTC-AVTFI-7
Technology in Recording and Post Production Techniques	AAVTC-AVTFI-8
Audio and Video Careers	AAVTC-AVTFI-9
Student Organizations for Career and Technology Education Courses	AAVTC-AVTFI-10

**Grading Policy:**

Daily Grades/In Class Assignments	30%
Tests	30%
Projects/Lab Work	20%
Benchmark (Final)	20%

**EOPA Statement**

Students are encouraged to select a pathway beginning in ninth grade that is connected to their college and career goals. This course is the first of three courses in the *Audio-Video Technology and Film* pathway in the CTAE Department. At the conclusion of the third pathway course, students will be required to take an End of Pathway Assessment. This assessment provides students an opportunity to demonstrate what they have learned by completing an online, nationally recognized exam. Students who complete a pathway and earn an industry credential by passing the assessment will receive a graduation cord to signify their achievement.

**Literacy Standard Statement:**

In addition to content standards, students will be responsible for showing mastery of the Common Core literacy standards. These standards will be taught using reading and writing activities related to the content area. Reading materials may include novels, technical manuals, articles or other appropriate materials as determined by the instructor.

**Late/Make Up Work:**

This is a deadline-driven industry. You are expected to turn in your assignments on time. You will, however, have the opportunity to turn in assignments late, but you will be penalized a minimum of five points per day late. Projects more than five days late will not be accepted. If a student has an issue, that student must let Mr. Young or Ms. Maxwell know as soon as said student is aware of it.

Students with unexcused absences will not be able to make up the work that they missed on those days. Please be mindful of your attendance, it is crucial for this course to ensure your success.

**Textbook/Materials:**

- A. Textbook: Television Production Handbook, Zettl (used in class)
  - B. SD memory card at least 4GB (must be provided by the student)
- OPTIONAL – headphones/earbuds

**Classroom Rules/Conduct:**

- Be respectful of your teachers and each other. This means no more than one person talking at a time. This is non-negotiable.
- No horseplay. Period.
- If you break a piece of equipment, you are responsible for the repair or replacement of it.
- Never adjust any piece of equipment without instructions to do so and permission. One wrong adjustment can render a piece of equipment inoperable.
- Cellphones are **not allowed** during class. Period. Phones will be collected at the beginning of each class and locked in the office. During journal time each day phones will be returned. If you have an emergency and need to use your phone, please tell Mr. Young or Ms. Maxwell.
- No drinks, food, candy, or gum of **any** kind. Period. Anyone with a medical need for food or drink should see Mr. Young or Ms. Maxwell.
- **Label your memory cards, flash drives, and any discs or other items you use! You are responsible for keeping up with your stuff!**
- **There should be no more than two students in an editing room at any time.** Editing rooms are here for project work. They are *NOT* to be used for sleeping, braiding hair, chatting, or doing homework from another class.
- **The office is not a hangout area.** It is off-limits during class time unless you have permission to be in there.
- Computers are for class projects ONLY.
- Students are responsible for turning in work on time. Students – **unless there is a legitimate problem or excuse – are expected to turn all work in on the due date.**

**Computer Use:**

Students will be required to access the Internet for some assignments and projects. Each student must have an Acceptable Use Policy (AUP) on file at the school. All policies in the AUP will be followed. Students should only use the Internet when instructed for classroom purposes. Students who are caught downloading/streaming music, on inappropriate websites, attempting to bypass the server, or participating in other questionable activities will receive a referral and their computer privileges may be revoked.

<b>Week</b>	<b>Topic/Standard</b>	<b>Essential Question(s)</b>
<b>1-34</b>	<b>Trade Terminology</b>	Why is it important to understand the meanings of terms, abbreviations and acronyms? How can the use of proper terminology help or hurt a production team?
<b>2-3</b>	<b>Safety Procedures (GFA)</b>	How do I properly and safely use video equipment? What do I do in case of an accident and/or emergency?
<b>4-6</b>	<b>Employability Skills</b>	What are some qualities that employers look for when hiring? Why is it important to meet deadlines? Why is professional appearance important?
<b>6-8</b>	<b>Career Exploration (GFA)</b>	
<b>9</b>	<b>Review for Benchmark</b>	
<b>10-11</b>	<b>Microphones</b>	What are the different types of microphones? How are the different types of microphones used? What are the basic operating principles for each type of mic?
<b>12-13</b>	<b>Audio Controls</b>	How do you know what type of microphone to use in an interview? Why is it important to record ambient sound? How does the environment where the video project will be filmed affect the type of microphone used?
<b>14</b>	<b>Script Writing</b>	What is the purpose of a script and why are there different script formats? Which format is best suited for a particular project? Why is it important to be detailed and use proper grammar/mechanics in your script?
<b>14-15</b>	<b>:60 Radio Commercial</b>	
<b>16</b>	<b>Review for Benchmark</b>	
<b>17-18</b>	<b>Cameras</b>	Why is it important to understand how the inside of a camera works? How can watching a movie or viewing art work impact your camera composition skills? How well should a student know how to use a video camera?
<b>19</b>	<b>Camera Support Systems</b>	What are examples of camera support systems?
<b>20</b>	<b>Television Editing &amp; Adobe Tutorials</b>	What is nonlinear editing? What is the difference between ENG and EFP?

<b>21-25</b>	<b>Historical Documentary Script</b>	Where do you go to find information about your topic? How do you properly research it? How do you find factual information? How do you select clips and photos that accurately depict your topic?
<b>22-25</b>	<b>Postproduction Editing Picture Composition Analysis</b>	How can editing help a filmmaker tell a story with clarity and impact? What are the characteristics and uses of different transitions? How well do you need to understand your software in order to edit a video? How can music effect the overall impact of an edited project?
<b>25</b>	<b>Review for Benchmark</b>	
<b>26-34</b>	<b>Chroma Key Project</b>	What is Chroma Key? What are some effective uses for Chroma-Key?
<b>26-27</b>	<b>The Video Switcher</b>	What is the purpose of the video switcher? What are the different transitions and how are they used? What is keying? What is the difference between a preview and program bus?
<b>28</b>	<b>Lighting</b>	What is three point lighting? What is the purpose of white balance? What are the different types of lights and their applications?
<b>28-34</b>	<b>Autobiography or Biography of Family Member</b>	What are the different ways you can structure this project? How do you research a person instead of an event? What are the proper ways to conduct an interview? How do you select the right questions to acquire the most information?
<b>34</b>	<b>Review for Benchmark</b>	

**Please read the following statements, print your name, give your signature, and fill out the information below.**

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As the **student**, I have read the Audio & Video Technology & Film 1 syllabus and understand the expectations and requirements of the course. I also agree to follow the rules in the classroom.

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**Student's Printed Name**

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**Student's Signature**

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**Date**

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As the **Parent/Guardian**, I have read the Audio & Video Technology & Film 1 syllabus and understand the expectations and requirements of the course. I also expect my TCCHS student to follow the rules in the classroom.

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**Parent/Guardian Printed Name**

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**Parent/Guardian Signature**

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**Date**

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**Phone Numbers: Please circle the phone number preferred.**

Home: \_\_\_\_\_ Best time to call: \_\_\_\_\_

Work: \_\_\_\_\_ Best time to call: \_\_\_\_\_

Cell: \_\_\_\_\_ Best time to call: \_\_\_\_\_

E-mail address: \_\_\_\_\_