

Scope & Sequence

Course Name: Audio/Video Production I Lab PEIMS Code: 13008510		Course Credit: 2.0 Course Requirements: This course is recommended for students in Grades 9-12. Prerequisites: None. Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media. Corequisite: Audio/Video Production I.
Course Description: Aligned with the 2015 Texas Education Knowledge and Skills (TEKS), the Audio/Video Production I Lab course scope and sequence within the Arts, Audio/Video Technology, and Communications cluster summarizes the content to be taught and presents one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS is included. This scope and sequence may be adapted or adopted by the local education agency.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods. 7,875 Minutes. 131.25 Hours.*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.88. (c) Knowledge and skills.
Unit 1: History and Evolution of Audio/Video Production	10 periods 450 minutes	(6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:

<p>Students will understand and summarize the beginning, the history, and the evolution of the audio, video, and film industries. Additionally, students will describe how technology is impacting the three industries, explain current practices, and predict future trends. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>		<p>(A) summarize the history and evolution of the audio and video production industry; and</p> <p>(B) analyze the current trends of the audio and video production industry.</p> <p>(13) The student develops a basic understanding of audio and video production. The student is expected to:</p> <p>(A) understand the audio, video, and film industry, including the history, current practices, and future trends;</p> <p>(B) explain the beginning and evolution of the audio, video, and film industry;</p> <p>(C) describe how changing technology is impacting the audio, video, and film industry;</p>
<p>Unit 2: Application of ELA and Math in Animation Projects</p> <p>Strong ELA and Math skills are critical components of high-level audio, video, and film projects. Skills learned will be applied as projects and presentations are created and shared. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion.</p>	<p>15 periods 675 minutes</p>	<p>(2) The student applies academic knowledge and skills in audio and video projects. The student is expected to:</p> <p>(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents such as scripts, captions, schedules, reports, and manuals; and</p> <p>(B) apply mathematics knowledge and skills in invoicing and time-based mathematics by demonstrating knowledge of arithmetic operations and applying measurement to solve problems.</p>

<p>Unit 3: Ethical Decision-Making</p> <p>In this unit, students will apply the standards of ethical conduct, the legal requirements of ethical behavior, and liabilities associated for failure to meet those expectations. Students will discuss the constructs of confidentiality, copyright laws and will analyze the impact of the audio and video industry on society. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>	<p>15 periods 675 minutes</p>	<p>(9) The student applies ethical decision making and complies with laws regarding use of technology in audio and video production. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws; (C) model respect for intellectual property; (D) analyze the ethical impact of the audio and video production industry on society; and (E) evaluate audio and video products for accuracy and validity.
<p>Unit 4: Technology Applications, Problem-Solving and Efficiency</p> <p>Technology applications are key to the efficient design and delivery of audio, video, and film projects. In this unit, students will use advanced critical-thinking and problem-solving skills independently and in groups to increase the quality of their presentations and projects. Additionally, students will utilize time-management skills and planning to</p>	<p>15 periods 675 minutes</p>	<p>(5) The student uses technology applications and processes. The student is expected to:</p> <ul style="list-style-type: none"> (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and (B) use processes such as personal information management, file management, and file sharing. <p>(4) The student understands and examines problem-solving methods. The student is expected to:</p>

<p>increase the efficiency of the design and delivery processes for completing assigned projects. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion.</p>		<p>(A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (12) The student applies technical skills for efficiency. The student is expected to: (A) employ planning and time-management skills to complete work tasks; and (B) use technology to enhance productivity.</p>
<p>Unit 5: Professional Communications</p> <p>Students will build upon their prior knowledge of sound communications techniques and utilize skills previously learned to communicate clearly —both orally and in writing. Students will appropriately adapt the language used to deliver formal and informal presentations and will work to exhibit public relations skills as required. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>	<p>15 periods 675 minutes</p>	<p>(3) The student applies professional communications strategies. The student is expected to: (A) adapt language for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information; (D) deliver formal and informal presentations; (E) apply active listening skills; (F) listen to and speak with diverse individuals; and (G) exhibit public relations skills.</p>

<p>Unit 6: Safety</p> <p>Students will learn and follow all emergency procedures. Additionally, they will analyze potential safety problems that may occur as work is done on location and implement safety rules and regulations as appropriate. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion.</p>	<p>10 periods 450 minutes</p>	<p>(7) The student applies safety regulations. The student is expected to:</p> <ul style="list-style-type: none"> (A) implement personal and workplace safety rules and regulations; (B) follow emergency procedures; and (C) examine and summarize safety-related problems that may result from working on location.
<p>Unit 7: Developing New Ideas and Processes</p> <p>Students will think creatively to solve real-world problems in thematic areas such as healthcare, government, business, and education. Student determined solutions will be used to create digital products that will impact audiences beyond the classroom. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion.</p>	<p>20 periods 900 minutes</p>	<p>(10) The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a digital product. The student is expected to:</p> <ul style="list-style-type: none"> (A) examine real-world issues relating to current topics such as health care, government, business, or education; and (B) create unique methods and products for audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders.

<p>Unit 8: Employability and Career Development</p> <p>In this unit, students will apply previous learning to demonstrate the positive work behaviors and personal qualities needed to secure employment and to stay employed. Additionally, students will seek out and participate in training and education that leads to certification and/or employment. Students will complete job applications, create resumes, develop cover/application letters and demonstrate effective interview skills. The culminating activity for this unit will be the creation of a career portfolio that includes work experience, licenses held, certifications obtained, and samples of student work.</p>	<p>15 periods 675 minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) participate in training, education, or certification for employment; (B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability; (C) demonstrate skills related to seeking and applying for employment; and (D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples. <p>(11) The student develops career-building characteristics. The student is expected to:</p> <ul style="list-style-type: none"> (A) create a career portfolio to document information such as work experiences, licenses, certifications, and work samples; (B) demonstrate skills in evaluating and comparing employment opportunities; (C) examine and employ professional networking opportunities such as career and technical student organizations, professional social media, and industry professional organizations; and (D) examine employment opportunities in entrepreneurship.
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<p>Unit 9: Leadership</p> <p>This unit enables the student to identify and develop characteristics of leadership. It will cause students to gain knowledge about the various student leadership activities and organizations that are available in the AAVTC cluster and the school. This learning experience will culminate with the students creating a profile of a leader they would most desire to become and a formal presentation of that profile to the other students in the class. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>	<p>20 periods 900 minutes</p>	<p>(8) The student develops leadership characteristics. The student is expected to:</p> <ul style="list-style-type: none"> (A) employ leadership skills; (B) employ teamwork and conflict-management skills; (C) participate in meetings; and (D) participate in mentoring activities.
<p>Unit 10: Audio and Video Production</p> <p>Students will develop an audio script and determine the appropriate media format for the delivery of that script. Additionally, students will create a video script and determine the best format for the delivery of that work to the public. Students will also describe the various videography and audiology techniques available for use and also determine the best technique for delivery of the production (e.g., analog, digital, high definition). The culminating</p>	<p>20 periods 900 minutes</p>	<p>(13) The student develops a basic understanding of audio and video production. The student is expected to:</p> <ul style="list-style-type: none"> (D) define and use terminology associated with the audio, video, and film industry; (E) identify various audio tape, tapeless, and file formats and the key elements required in audio scripts; (F) apply writing skills to develop an audio script; (G) explain how various styles of music can create a specific emotional impact; (H) understand various microphones based upon type, pickup patterns, and various audio cables and connectors;

<p>activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>		<ul style="list-style-type: none"> (I) identify the key elements required in video scripts; (J) apply writing skills to develop a video script; (K) identify various video tape, tapeless, and file formats; (L) understand various video cables and connectors; (M) distinguish between analog and digital formats; (N) describe various videography techniques, including picture composition, focus, camera and tripod movements, and proper exposure and white balance; (O) understand the basics of audio and video editing platforms such as differences between linear and nonlinear editing systems; and (P) describe various digital platforms, including high definition and standard definition.
<p>Unit 11: Pre-Production Processes</p> <p>Students will demonstrate their knowledge of pre-production processes by planning and evaluating the production, creating technology specifications, creating and monitoring the budget considerations, and identifying the team roles required for successful completion of the production. Students will understand the casting/audition process and identify the crew, cast, equipment, and location requirements for said production. The culminating activity for this unit will span</p>	<p>20 periods 900 minutes</p>	<p>(14) The student understands the pre-production process. The student is expected to:</p> <ul style="list-style-type: none"> (A) design and implement procedures to track trends, set timelines, and evaluate progress for continual improvement in process and product; (B) respond to advice from peers and professionals; (C) create technology specifications; (D) monitor process and product quality using established criteria; (E) create a script and identify resources needed to begin the production;

<p>the entirety of the course as skills learned will be applied in the various projects required for course completion. Such projects may require extended time for completion and due dates should be flexibly arranged and agreed to by the teacher to maximize student learning.</p>		<p>(F) identify budgeting considerations for cast, crew, equipment, and location;</p> <p>(G) analyze the script and storyboard development processes for a successful production;</p> <p>(H) identify and participate in the team roles required for completion of a production;</p> <p>(I) identify cast, crew, equipment, and location requirements for a scripted production; and</p> <p>(J) understand the casting or audition process.</p>
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