# Scope & Sequence

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| Course Name: Audio/Video Production II Lab **TSDS PEIMS Code:** 13008610 | | **Course Credit:** 2.0  **Course Requirements:** This course is recommended for students in Grades 10-12.  **Prerequisite:** Audio/Video Production I.  **Recommended Corequisite:** Audio/Video Production II.  This course must be taken concurrently with Audio/Video Production II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Audio/Video Production II to allow students sufficient time to master the content of both courses. |
| **Course Description:** Aligned with the 2015 Texas Education Knowledge and Skills (TEKS), the Audio/Video Production II 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**  **130.90. (c) Knowledge and Skills** |
| **Unit 1: History and Current Trends in Audio/Video Production**  Students will understand and summarize the beginning, the history, and the evolution of the audio, video, and film industries. Additionally, students will analyze and describe the current trends in the industries and explain how changes in technology are impacting same. The skills and knowledge gained through this unit will serve as background information for all subsequent units and will inform all aspects of production. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 15 periods  675 minutes | (6) The student understands the evolution and current trends of the audio and video production industry. The student is expected to:  (A) summarize the history and evolution of the audio and video production industry; and  (B) analyze the current trends of the audio and video production industry.  (17) The student understands the evolution of various media formats. The student is expected to:  (A) identify the evolution of various media formats such as tape, tapeless, film, and electronic; and  (B) identify the evolution and application of digital media formats and compression standards. |
| **Unit 2: Application of ELA and Math in Audio/Video Productions**  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. | 10 periods  450 minutes | (2) The student applies academic knowledge and skills in production projects. The student is expected to:  (A) apply English language arts knowledge and skills by consistently 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, manuals, proposals, and other client-based documents; and  (B) apply mathematics knowledge and skills in invoicing and time-based mathematics by consistently demonstrating knowledge of arithmetic operations and applying measurement to solve problems. |
| **Unit 3: Ethical Decision Making**  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. Additionally, students will create examples of proper crediting of ideas and respecting intellectual property. 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. | 15 periods  675 minutes | (9) The student applies ethical decision making and complies with laws regarding use of technology in audio/video production. The student is expected to:  (A) demonstrate an understanding of ethical conduct related to interacting with others and providing proper credit for ideas;  (B) apply copyright laws in relation to fair use and acquisition, trademark laws, and personal privacy laws;  (C) model respect for intellectual property; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies. |
| **Unit 4: Technology Applications, Problem Solving, and Efficiency**  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 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. | 15 periods  675 minutes | (5) The student uses technology applications and processes. The student is expected to:  (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.  (4) The student understands and examines problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  (11) 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. |
| **Unit 5:** **Professional Communications**  Students will continue to 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. As the basis for formal and informal presentations. 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. | 15 periods  675 minutes | (3) The student applies professional communications strategies. The student is expected to:  (A) adapt language for audience, purpose, situation, and intent through structure and style;  (B) analyze and organize oral and written information;  (C) analyze, interpret, and communicate information, data, and observations;  (D) create and deliver formal and informal presentations;  (E) apply active listening skills to obtain and clarify information;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction. |
| **Unit 6: Safety**  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 will 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. | 10 periods  450 minutes | (7) The student applies safety regulations. The student is expected to:  (A) implement personal and workplace safety rules and regulations;  (B) recognize and resolve potential safety concerns; and  (C) follow emergency procedures. |
| **Unit 7:** **Regulatory Guidelines and Broadcast Standards**  In this unit, students will demonstrate, identify, and distinguish the similarities and differences between the guidelines issues by the various federal regulatory agencies governing broadcasts in the various media. The students will also describe and apply the differences between analog and digital formats, signals, and equipment to include the broadcast signals and standards and the location of radio and television frequencies in the electromagnetic spectrum. As with the unit on History and Current Trends in Audio/Video Production, the skills and knowledge gained through this unit will serve as background information for all subsequent units and will inform all aspects of production. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 15 periods  675 minutes | (15) The student demonstrates an understanding of regulatory agency guidelines for content appropriateness. The student is expected to:  (A) identify applicable guidelines based on production distribution methods; and  (B) distinguish between Federal Communications Commission (FCC), National Public Radio (NPR), and other regulatory agencies.  (16) The student understands the technical broadcast standards established by the FCC. The student is expected to:  (A) apply knowledge of broadcast formats by distinguishing between analog and digital formats;  (B) describe the difference in data signals and equipment for analog and digital technology;  (C) identify the evolution of the broadcast signal and standards such as High-Definition (HD), Standard-Definition (SDTV), National Television System Committee (NTSC), Phase Alternating Line (PAL), and Sequential Color with Memory (SECAM); and  (D) identify the location of radio and television frequencies in the electromagnetic spectrum. |
| **Unit 8:** **Employability and Career Development**  Students will apply previous learning on employability skills and career development and will 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. A particular area of focus for this unit will be the study and examination of opportunities for entrepreneurship. 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. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (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 resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.  (10) The student develops career-building characteristics. The student is expected to:  (A) update 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, industry professional organizations; and  (D) examine employment opportunities in entrepreneurship. |
| **Unit 9: Leadership**  Students will build upon the previous study of leadership skills and will use those skills to analyze various leadership roles, exhibit leadership traits and apply their skills by participating in leadership opportunities in the community. Students will also establish and maintain effective working relationships, preparing for, conducting, and participating in meetings. Additionally, students will use previously learned mentoring skills to help others. The skills and knowledge gained through this unit will serve as background information for all subsequent units and will inform all aspects of production. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 10 periods  450 minutes | (8) The student applies leadership characteristics to student organizations and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (B) employ teamwork and conflict-management skills to achieve collective goals;  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;  (E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and  (F) employ mentoring skills to inspire and teach others. |
| **Unit 10:** **Audio and Video Production**  Students will demonstrate their knowledge of audio and video production by setting up, executing and trouble–shooting the standard systems for the industries. Additionally, students will showcase their knowledge of recording equipment by explaining the differences between analog and digital formats and tape and tapeless formats as demonstrating the operation of recording devices. Industry–related terminology will be applied through all phases of this unit. 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. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 20 periods  900 minutes | (12) The student demonstrates knowledge of audio and video production. The student is expected to:  (A) understand set-up, execution, and trouble-shooting of standard systems for the audio/video industry, including editing systems, wireless and wired transmission systems, cabling, and configurations for production purposes;  (B) employ knowledge of recording equipment usage by explaining analog and digital formats;  (C) describe tape and tapeless formats;  (D) demonstrate the operation of recording devices, including metering a recording signal for proper levels and proper maintenance of recording equipment; and  (E) apply appropriate industry-related terminology. |
| **Unit 11:** **Business Aspects of Audio/Video Production**  In this unit, students will exhibit their understanding of the business aspects of the audio/video industry by identifying and discussing the various aspects of the production team and understanding opportunities for freelance entrepreneurs. Students will also demonstrate their understanding of live productions and identify the financial strategies necessary to support productions. The skills and knowledge gained through this unit will serve as background information for all subsequent units and will inform all aspects of production. The activities in this unit may require extensive amounts of time and should be flexibly arranged with the course instructor. | 20 periods  900 minutes | (14) The student understands the business aspects of the industry. The student is expected to:  (A) understand the roles of various industry professionals by identifying and discussing the responsibilities and relationships among the production team, including producers, directors, editors, engineers, talent, additional crew members, and sales team;  (B) understand the opportunities in the industry for freelance entrepreneurs by identifying standard freelance self-promotion techniques, proposals, technology applications for freelance entrepreneurs, best practices for various freelance job responsibilities, and standard billing practices for freelance labor, including invoices and collections rates;  (C) understand the unique characteristics of live productions such as roles, equipment, time accountability, back-timing, time-based mathematics, and financial support; and  (D) identify roles, costs, equipment, and strategies for financially supporting studio and field productions. |
| **Unit 12:** **Pre-Production Processes**  In this unit, students will identify and evaluate the critical elements in the pre–production process. Students will establish timelines, develop budgets, utilize the scripting process, and identify elements needed for a successful production. Additionally, students will determine the appropriate format for recording and distributing the production, determine the appropriate music, and conduct auditions for various productions. Finally, students will determine how to work within the budget and examine various contract types needed for all positions in the productions. 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. 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. | 20 periods  900 minutes | (13) The student understands the pre-production process. The student is expected to:  (A) apply critical elements, including purpose, target audience, and distribution, in the pre-production stage to identify and evaluate the production;  (B) demonstrate procedures to establish timelines;  (C) develop a budget with considerations for cast, crew, equipment, and location;  (D) write documents of the scripting process such as treatments, storyboards, rundowns, and scripts for various types of programs using proper formatting for the specific type of production document;  (E) identify specific elements needed for successful production such as cast, crew, equipment, location, props, and sound effects;  (F) discuss how various styles of music can create a specific emotional impact;  (G) examine the end goal of the production to determine the appropriate format for recording and distributing;  (H) identify several means to work within budget restraints;  (I) conduct auditions for the talent and secure the crew required for a successful production; and  (J) examine various contracts related to industry tasks, including talent releases for productions, and key elements for contracts such as crew, talent, location, and distribution. |