

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> Audio/Visual Communication	<b>Course Number:</b> A 7173
<b>Department:</b> Career and Technical Education	<b>Grade(s):</b> 10 - 12
<b>Level(s):</b> Academic	<b>Credit:</b> 1/2
<b>Course Description</b> This course will provide students with hands on, problem solving experience using video and sound recording and editing devices. Students will learn the process involved in designing and producing video communication. Students will use camcorders and linear or digital editing equipment to produce, record, arrange, and edit images and sound into a final product. Students will be made aware of career options within this area and gain production experiences as they complete a variety of video assignments, including work designed for commercial broadcast.	
<b>Required Instructional Materials</b> <i>Television Production</i> handbook, Herbert Zettl – Wadsworth Publishing, 1996.	<b>Completion/Revision Date</b> Approved by BOE June 2004

**Mission Statement of the Curriculum Management Team**

The mission of the Career and Technical Education Curriculum Management Team is to ensure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

**Enduring Understandings for the Course**

- Technology advances in communication have had an impact on the way information is gathered, packaged, manipulated and presented.
- Videos are produced with different purposes in mind.
- Video production is a multi-stage process.
- Video production competencies are developed through a sequential study of the principles of design and composition.
- Video designed for broadcast purposes must adhere to specific principles and standards.

<b><u>LEARNING STRAND</u></b>	
1.0 Equipment	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Technology advances in communication have had an impact on the way information is gathered, packaged, manipulated, and presented.</li> </ul>	<ul style="list-style-type: none"> <li>• How can video images be edited?</li> <li>• How does one choose the most effective equipment for recording, storage and editing based on the purpose/audience?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> -The student will:	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<ol style="list-style-type: none"> <li>1.1 Demonstrate the basic functions of a camcorder.</li> <li>1.2 Select an appropriate storage medium i.e., VHS, 8mm, SVHS or digital.</li> <li>1.3 Utilize tripods to enhance video recording.</li> <li>1.4 Differentiate between analog and digital video recording and editing.</li> <li>1.5 Recognize the formats utilized in different editing systems.</li> <li>1.6 Demonstrate the skill sets necessary to edit videos.</li> </ol>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• <i>Lighting for Video</i>, 3<sup>rd</sup> edition, Gerald Milleran, Read Education &amp; Professional Publishing, 1996.</li> <li>• <i>Video Editing &amp; Post Production</i>, Caruso &amp; Arthur, 1992.</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Classroom presentations</li> <li>• Direct instruction</li> <li>• Concept teaching</li> <li>• Cooperative learning</li> <li>• Problem based instruction</li> <li>• Peer editing</li> <li>• Web based instruction</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Quizzes/Tests</li> <li>• Projects</li> <li>• Oral presentations</li> <li>• Writing assignments</li> <li>• Homework</li> <li>• Participation</li> <li>• Peer evaluation</li> <li>• Self-evaluation</li> <li>• Drawings</li> <li>• Authentic assessments</li> <li>• Teacher observations</li> </ul>

<b><u>LEARNING STRAND</u></b>	
2.0 Composition	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Video production competencies are developed through a sequential study of the principles of design and composition.</li> </ul>	<ul style="list-style-type: none"> <li>• How is information organized to tell a story or present information efficiently?</li> <li>• What steps are necessary to complete a video?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> – The student will:	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<ul style="list-style-type: none"> <li>2.1 Demonstrate an understanding of the rules of framing and composition.</li> <li>2.2 Develop video assignments through the use of storyboards.</li> <li>2.3 Choose specific and relevant locations / backgrounds to support video composition.</li> <li>2.4 Produce and edit videos.</li> <li>2.4 Evaluate and modify on-going video productions.</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• <i>Lighting for Video</i>, 3<sup>rd</sup> edition, Gerald Milleran, Read Education &amp; Professional Publishing, 1996.</li> <li>• <i>Video Editing &amp; Post Production</i>, Caruso &amp; Arthur, 1992.</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Cooperative learning</li> <li>• Oral presentations</li> <li>• Group projects</li> <li>• Research</li> <li>• Independent reading</li> <li>• Note taking for storyboards</li> <li>• Graphic organizers</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Quizzes/Tests</li> <li>• Projects</li> <li>• Oral presentations</li> <li>• Writing assignments</li> <li>• Homework</li> <li>• Participation</li> <li>• Peer evaluation</li> <li>• Self-evaluation</li> <li>• Certain writing will be assessed according to district writing rubric.</li> <li>• Authentic assessments</li> </ul>

**LEARNING STRAND**

3.0 Broadcast News

**ENDURING UNDERSTANDING(S)**

- Videos designed for broadcast purposes must adhere to specific principles and standards.

**ESSENTIAL QUESTION(S)**

- What makes a story news worthy?
- What are the steps necessary to have a news story aired on commercial television?

**LEARNING OBJECTIVES** – The student will:

- 3.1 Identify characteristics of a broadcast quality news story.
- 3.2 Develop a news story for airing on commercial television.
- 3.3 Organize a team to complete a commercial quality news story.
- 3.4 Gather information from a variety of sources.
- 3.5 Conduct an interview(s) appropriate for their news story.
- 3.6 Utilizing industry standards produce, shoot, edit and submit (by a deadline) a news story.
- 3.7 React to input from a commercial news team and modify news story as needed.

**INSTRUCTIONAL SUPPORT MATERIALS**

- Fox 61 Student Resource Materials

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Classroom discussion
- Cooperative learning
- Oral presentation
- Group presentations
- Research
- Independent reading

**SUGGESTED ASSESSMENT METHODS**

- Feedback from commercial news outlet
- Authentic assessment