Architecture, Construction, Communications & Transportation
Exploring Audio/Video Broadcast & Film Sixth Grade
Course Number: 10.01100

Course Description: This course will provide an exploratory foundation in Audio Video Broadcast & Film. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standards 1 and 7 being embedded standards with ongoing learning regarding employability skills, career investigation, and career-technical leadership opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the Audio Video Broadcast & Film Industry. They will also complete many hands-on activities to build a strong foundation of Audio Video Broadcast & Film techniques/skills. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Audio Video Broadcast & Film

Course Standard 1

AAVTC-MSAVTF6-1
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.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Communicating at Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
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<td></td>
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<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
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<td>Effective Word Use</td>
<td>Show You Are Listening</td>
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<td></td>
<td></td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
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<td></td>
<td>Obtaining Feedback</td>
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<td></td>
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<td></td>
<td>Getting Others to Listen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
<td></td>
</tr>
</tbody>
</table>
### Matching Verbal and Nonverbal communication

- Small Group Communication
- Things to Include in a Résumé

<table>
<thead>
<tr>
<th>Improving Nonverbal Indicators</th>
<th>Large Group Communication</th>
<th>Terms to Use in a Résumé</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Organizing Your Résumé</td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td>Answering Questions</td>
<td>Writing an Electronic Résumé</td>
</tr>
<tr>
<td>Showing Assertiveness</td>
<td>Visual and Media Aids</td>
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<td></td>
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<td>Errors in Presentation</td>
</tr>
</tbody>
</table>

#### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th><strong>Teamwork and Problem Solving</strong></th>
<th><strong>Meeting Etiquette</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
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<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
</tbody>
</table>

#### 1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th><strong>Problem Solving</strong></th>
<th><strong>Customer Service</strong></th>
<th><strong>The Application Process</strong></th>
<th><strong>Interviewing Skills</strong></th>
<th><strong>Finding the Right Job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer's Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Staying Motivated to Search</td>
</tr>
<tr>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td></td>
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</tr>
<tr>
<td>When a Résumé Should be Used</td>
<td></td>
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</tr>
</tbody>
</table>

#### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th><strong>Workplace Ethics</strong></th>
<th><strong>Personal Characteristics</strong></th>
<th><strong>Employer Expectations</strong></th>
<th><strong>Business Etiquette</strong></th>
<th><strong>Communicating at Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
</tbody>
</table>

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### Behaving Appropriately
- Gaining and Showing Respect
- Objectionable Behaviors
- Keeping Information Confidential
- Dealing with Difficult Coworkers

### Maintaining Honesty
- Demonstrating Responsibility
- Establishing Credibility
- Avoiding Gossip
- Dealing with a Difficult Boss

### Playing Fair
- Showing Dependability
- Demonstrating Your Skills
- Appropriate Work Email
- Dealing with Difficult Customers

### Using Ethical Language
- Being Courteous
- Building Work Relationships
- Cell Phone Etiquette
- Dealing with Conflict

### Showing Responsibility
- Gaining Coworkers’ Trust
- Appropriate Work Texting

### Reducing Harassment
- Persevering
- Understanding Copyright

### Respecting Diversity
- Handling Criticism
- Social Networking

### Making Truthfulness a Habit
- Showing Professionalism

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1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Use Technology Ethically &amp; Efficiently</td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
</tr>
<tr>
<td>Interact Appropriately in a Digital World</td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
<td></td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
<td>Accepting Criticism</td>
</tr>
</tbody>
</table>
**Course Standard 2**

**AAVTC-MSAVTF6-2**  
**Explore the history of broadcasting & film production**

2.1 Explore the history of broadcasting & film production  
2.2 Identify the various careers associated with the broadcasting and film production industries  
2.3 Identify the areas of safety when utilizing the internet and other online platforms  
2.4 Identify the types of writing that is required for television, film, and broadcasting industries  
2.5 Identify the variety of editing platforms such as Avid & Adobe Creative Cloud and their practical applications  
2.6 Download Adobe Premiere/spark, iMovie, or Davinci Resolve, etc. and discuss its uses  
2.7 Explore the communications (procedures, lingo, hierarchy, protocols, etc.) that take place on a movie set  
2.8 Explore the steps for designing, producing, and presenting a PSA or Commercial

Sample Tasks:  
- Demonstrate & show old technology within the industry (cameras, analog equipment, etc.)  
- Have students write their own short script & then workshop and revise  
- Show PowerPoint or video on careers associated with the film & television industry.  
- Complete word search on Broadcasting & Film careers.  
- Research apprenticeship programs in Georgia.  
- Have students introduce themselves and present PSA or Commercial project plan

**Course Standard 3**

**AAVTC-MSAVTF6-3**  
**Discover the proper safety utilized in the industry**

3.1 Discuss safety (proper use of camera, computer, microphones, lighting, grip & rigging equipment)  
3.2 Explore the structure/hierarchy on a studio or movie set  
3.3 Explore the salaries and pay associated with broadcasting & film work  
3.3 Explore the available careers in Georgia and its growing industry

Sample Tasks:  
- Demonstrate safe operation of Audio Video/Broadcasting & Film equipment  
- Show Safety for Sarah (Sarah Jones Story) [https://youtu.be/AQuJxkbyAVY](https://youtu.be/AQuJxkbyAVY)  
- Demonstrate safe use of equipment in hazardous areas/set safety, etc.  
- Show information from Kidsmartz.org
Course Standard 4

AAVTC-MSAVTF6-4
Discover the proper safety when utilizing the internet
4.1 Discuss and explore safety measures for internet usage, research, and postings
4.2 Explore the copyright, trademark, pictures, and music legality & permissions
4.3 Research a legal case study or news article of copyright or writing infringement
4.4 Discuss the concept of “free/fair use” and “public domain"

Sample Tasks:
- Demonstrate & hold a career related safety meeting with students
- Have students perform a Google search using the proper filters to avoid inappropriate results
- Have students go through the process of requesting permission for music rights, photos, etc.

Course Standard 5

AAVTC-MSAVTF6-5
Discover the process for scripts and how they are used in industry
5.1 Discuss the variety of script types for broadcasting, journalism, commercial, cinematic, etc.
5.2 Discuss different prewriting materials: outlines, beat sheets, character bios, etc.
5.3 Identify the proper script writing procedure with formatting & structure techniques
5.4 Create a storyboard/script for your commercial or PSA
5.5 Identify the proper procedure for pitching a script with storyboards, lookbooks, treatments, & pitch deck

Sample Tasks:
- Have students write a mini script for their PSA or Commercial
- Have students revise and edit their script based upon feedback
- Show script writing video from www.celtx.com
- Show video and explain information provided from https://www.arcstudiopro.com

Course Standard 6

AAVTC-MSAVTF6-6
Discover the production processes and how they related to industry
6.1 Explore creative and technical elements of production and post-production.
6.2 Identify equipment used in film and television production and practice operating it.
6.3 Explore various types of camera shots and discuss the purpose(s) of each.
6.4 Discuss the process of executing a project from script to screen.
Sample Tasks:
- Use students’ scripts for PSA/Commercial and film with available equipment (phone, consumer cameras, etc.).
- Show feature film and discuss the various camera shots used by the cinematographer.
- Watch behind the scenes videos of proper use of studio equipment.

Course Standard 7

AAVTC-MSAVTF6-7
Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.
7.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
7.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
7.3 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.
7.4 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.