

**Syracuse City School District  
Career and Technical Education Program  
Media Communications  
Summary Overview**



**Pathway Overview**

The Media Communications program will help students develop the skills necessary for careers in television, radio, film, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, film, broadcasting, and journalism using industry standard equipment in development and production. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn YouScience Industry Certifications in TV Broadcasting, Digital Media, and Commercial Photography as well as three credit hours from Onondaga Community College in both digital photography and digital design. Students who successfully complete the Media Communications curriculum will be prepared for entry level careers or further education and training in professions with a media communications focus such as film and broadcast media production companies, news organizations, and advertising and public relations businesses.

**Integrated Academics**

1 CTE Integrated English Credit

**Concurrent Enrollment College Credit**

- Upon successful completion of MTC200, students will earn 3 college credits for PHO 100: Basic Photography from Onondaga Community College.
- Upon successful completion of MTC300, students will earn 3 college credits for ART142: Introduction to Computer Graphics from Onondaga Community College.

**Work-Based Learning**

Students will be connected with media communications and film professionals in the community through Career Coaching and job shadowing which could lead to further opportunities for direct job training and real-world experience. In Year 4, students will apply their learning by participating on a working film set to experience how all the departments function and communicate. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Additional Learning Opportunities**

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
  - Adobe Certified Associate (ACA)
  - Microsoft Office Specialist: Word Associate
  - Microsoft Office Specialist: Excel Associate
  - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

## Calendar for Media Communications Pathway

Level	Quarter	Units of Study
<b>100 9<sup>th</sup> Grade</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Orientation and Career Awareness</li> <li>• Computer Literacy</li> <li>• Work-Based Learning: Career Coaching</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>• Basic Digital Photography</li> <li>• What is News? News and Script Writing</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>• Introduction to the News Studio and Control Room</li> <li>• Non-Linear Editing</li> <li>• Work-Based Learning: Career Coaching</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>• Non-Linear Editing (continued)</li> <li>• Graphic Design</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
<b>200 10<sup>th</sup> Grade</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• What is News? - News and Script Writing</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>• TV Industry Overview</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>• PHO 100 Basic Photography</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>• PHO 100 Basic Photography (continued)</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
<b>300 11<sup>th</sup> Grade</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Introduction to TV Studio and Control Room</li> <li>• Non-Linear Editing</li> <li>• Studio Newscasting</li> <li>• Work-Based Learning: Career Coaching</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>• Advanced Non-Linear Editing</li> <li>• Advanced Studio Newscasting - Engineering and Troubleshooting</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>• ART142: Introduction to Computer Graphics</li> <li>• Work-Based Learning: Career Coaching</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>• ART142: Introduction to Computer Graphics (continued)</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
<b>400 12<sup>th</sup> Grade</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Introduction to Film Production</li> <li>• Non-Linear Editing</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>• Directing</li> <li>• Advertising</li> <li>• Film Production Assistant <ul style="list-style-type: none"> <li>○ Overview of Roles and Responsibilities</li> <li>○ Basics of Film Production:</li> <li>○ Function, Equipment, Knowledge and Skills of Film Production Departments:</li> <li>○ Production Assistant Lifestyle</li> <li>○ Live Film Set Training</li> <li>○ Module Project</li> </ul> </li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>• TV Graphics</li> <li>• Advanced Switcher</li> <li>• Advanced Camera Applications</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>• Advanced Audio</li> <li>• Advanced Lighting</li> <li>• Advanced Studio</li> <li>• News/Event Videography</li> <li>• Archiving</li> </ul>

**Syracuse City School District  
Career and Technical Education Program  
Course Syllabus**



**MTC100: Media Communications 100 - Introduction to Media Communications**

**Pathway Overview**

The Media Communications program will help students develop the skills necessary for careers in television, radio, film, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, film, broadcasting, and journalism using industry standard equipment in development and production. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn YouScience Industry Certifications in TV Broadcasting, Digital Media, and Commercial Photography as well as three credit hours from Onondaga Community College in both digital photography and digital design. Students who successfully complete the Media Communications curriculum will be prepared for entry level careers or further education and training in professions with a media communications focus such as film and broadcast media production companies, news organizations, and advertising and public relations businesses.

**Course Description**

This course is an introduction to the study of media, journalism and communication and blends written, oral, and graphic communication in a career-based environment. Students will learn the basics of video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, create shot lists, and digitally edit their footage into finished videos. Students will be introduced to the tools and skills used in broadcasting a daily newscast. The class structure is primarily project-based where students will use industry standard hardware and software. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques.

**Work-Based Learning**

Students will be connected with media communications professionals in the community through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Additional Learning Opportunities**

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
  - Adobe Certified Associate (ACA)
  - Microsoft Office Specialist: Word Associate
  - Microsoft Office Specialist: Excel Associate
  - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

**Pre-Requisites**

N/A

**Course Objectives**

1. Students will demonstrate an awareness of audio and video production career opportunities.
2. Students will demonstrate knowledge of the basic software and hardware related to digital audio and video production.
3. Students will demonstrate and apply basic audio and video production knowledge, terminology, techniques, and processes.
4. Students will demonstrate knowledge of a variety of digital video and audio equipment including digital still and video cameras, and microphones.

**Integrated Academics**

N/A

### **Equipment and Supplies**

- **School will provide:** Computers with industry standard software, broadcast studio facility with industry standard equipment, digital still and video cameras, microphones and all other peripherals needed for the media program.
- **Student will provide:** N/A

### **Textbook**

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

In addition, students will be given supplemental material on the class teaching blog.

### **Grading**

10%	Homework
10%	Work Journal (DIN and Ticket Out the Door)
20%	Daily Class Work and Assignments
30%	Unit Tests/Quizzes
30%	Projects

### **Additional Course Policies**

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of a media professional's job.
- Produce their best original work.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Learn all the jobs, in front of and behind the camera.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.

### **Course Calendar**

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Orientation and Career Awareness</li><li>• Computer Literacy</li><li>• Work-Based Learning: Career Coaching</li></ul>
2	<ul style="list-style-type: none"><li>• Basic Digital Photography</li><li>• What is News? News and Script Writing</li><li>• Work-Based Learning: Career Coaching, Field Trip</li></ul>
3	<ul style="list-style-type: none"><li>• Introduction to the News Studio and Control Room</li><li>• Non-Linear Editing</li><li>• Work-Based Learning: Career Coaching</li></ul>
4	<ul style="list-style-type: none"><li>• Non-Linear Editing (continued)</li><li>• Graphic Design</li><li>• Work-Based Learning: Career Coaching, Field Trip</li></ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**



**MTC100: Media Communications 100 - Introduction to Media Communications**

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
<b>Weeks 1-4</b>  <b>Orientation and Career Awareness</b>	<ul style="list-style-type: none"> <li>What can the Career and Technical Education (CTE) classes at ITC offer students?</li> <li>What is media today and how has it changed and evolved?</li> <li>What are the differences in radio, television, cable, and the internet?</li> <li>What are the best practices, policies and standards of media companies and broadcasters?</li> <li>How are blogs used in media?</li> <li>How is Google Drive used professionally in media today?</li> <li>What is the employability profile for the media program?</li> </ul>	<ul style="list-style-type: none"> <li>Explore ITC Focus Areas.</li> <li>Compare and contrast media today with media in the past.</li> <li>Compare and contrast different types of media projects, including news broadcasts, photography, graphic design, advertising, and public service announcements (PSAs).</li> <li>Explain media policies and standards.</li> <li>Develop a blog as a learning journal.</li> <li>Use Google Drive.</li> <li>Complete an employability profile for media.</li> <li>Exhibit professional behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Each CTE Program After Exploration</li> <li>Unit Quizzes</li> <li>Unit Exams</li> <li>Creation of Online Blog and Posts</li> <li>Sharing of Written Work on Google Drive</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,10,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,4 9-10WHST 2,4,6
				<b>Cluster Standards</b> AR 1,2,3,4,5	
				<b>Pathway Standards</b> AR-AV 1,2,3	
<b>Weeks 5-8</b>  <b>Computer Literacy</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>How is the computer keyboard used most effectively?</li> <li>How are the menus on a basic computer system navigated?</li> <li>How is Microsoft Word used?</li> <li>How are online internet applications used?</li> <li>What is the importance of internet safety when using social media?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Use the basic PC computer system.</li> <li>Navigate menus.</li> <li>Access the internet.</li> <li>Type and save documents.</li> <li>Use search engines.</li> <li>Explain internet safety.</li> <li>Describe professional, safe social media.</li> <li>Describe and analyze the impact of cyberbullying.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Assessment: Basic Operation of a Computer</li> <li>Quiz on Internet Safety Including Social Media Sites</li> <li>Unit Test</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,5,8,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,4,6 9-10WHST 2,4,7
				<b>Cluster Standards</b> AR 1,2,4,6	
				<b>Pathway Standards</b> AR-AV 2,3	
<b>Weeks 9-13</b>  <b>Basic Digital Photography</b>	<ul style="list-style-type: none"> <li>What are the basic skills needed to use a DSLR digital camera?</li> <li>What are the basic skills needed to operate a digital video camera?</li> <li>What is a tripod and how/why is it used?</li> <li>What is a dolly and how/why is it used?</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of Canon and Nikon digital cameras.</li> <li>Demonstrate proper care of a camera.</li> <li>Mount a camera on a tripod.</li> <li>Explain and demonstrate the use of a dolly.</li> <li>Describe various camera modes and their uses.</li> <li>Use focusing options.</li> <li>Explain macro photography.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Working with a Partner to Demonstrate Camera Identification and Tripod Use</li> <li>Student Projects</li> <li>Written Exam</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5 9-10SL 1,2,5,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,6
				<b>Cluster Standards</b> AR 1,6	
				<b>Pathway Standards</b> AR-AV 2,3,4	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> <li>How do professionals use composition when taking photos?</li> </ul>	<ul style="list-style-type: none"> <li>Explain basic photo composition including: rule of 3rds, leading lines, and framing subjects.</li> <li>Use an on-camera flash.</li> <li>Explain available and directional lighting.</li> <li>Perform camera techniques including zoom, pan, tilt, dolly, truck, follow focus, rock zoom, and rack focus.</li> <li>Compose using long shot (LS), close up (CU), extreme long shot (XLS), extreme close up (XCU), medium shot (MS), foreground, framed shot, high angle, low angle, point of view, over shoulder, and 180 Degree Rule.</li> <li>Perform steady, well composed hand-held techniques.</li> <li>Record a news package.</li> <li>Operate Sony camera during a location shoot.</li> <li>Perform a "person on the scene" interview/profile.</li> </ul>			
<b>Weeks 14-20</b>  <b>What is News? News and Script Writing</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>What are the main elements of a news broadcast?</li> <li>How is a successful script for a news broadcast created?</li> <li>How is a news story written for print and online?</li> <li>How is compelling lead written?</li> <li>How is a sports story different than a news story?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Identify what constitutes news.</li> <li>Identify parts of a news broadcast.</li> <li>Research and write relevant news stories.</li> <li>Compare writing news and sports stories.</li> <li>Write a news story using the inverted pyramid method.</li> <li>Explain and use "Who, What, Where, When, Why and How" when writing a news story.</li> <li>Explain and demonstrate the use of past and present tenses for news reporting.</li> <li>Write interview questions.</li> <li>Organize a news script.</li> <li>Designate a target audience.</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip to local media communications business.</li> </ul>	<ul style="list-style-type: none"> <li>Unit Quiz on Identifying Parts of a News Broadcast</li> <li>Student Projects - Writing News Stories</li> <li>Unit Exam</li> <li>Research Project and Presentation Explaining "What Is News"?</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,6,7,8,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				<b>Cluster Standards</b> AR 1,6	
				<b>Pathway Standards</b> AR-AV 2,3,4	<b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,5,6,7
<b>Weeks 21-27</b>  <b>Introduction to the News Studio and Control Room</b>	<ul style="list-style-type: none"> <li>What are the various control room operations: equipment, staff, intercom system, and types of studio production?</li> <li>How is the camera operated?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the equipment used in a news studio and control room, including teleprompter, video board, graphics computer, and LED lights.</li> <li>Explain the role of each staff member during a studio shoot.</li> <li>Listen to and perform the director's commands.</li> <li>Connect microphones to camera and talent.</li> <li>Demonstrate proper conduct during a live shoot.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,8,11,12	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				<b>Cluster Standards</b> AR 1,3,6	
				<b>Pathway Standards</b> AR-AV 2,3,4	<b>Literacy</b> 9-10RST 1,2,4,7,9 9-10WHST 2,4,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> <li>Produce a two-camera shoot using Black Magic Cameras.</li> <li>Write a comprehensive shot sheet.</li> <li>Perform the various roles in the newsroom including camera operator, director, and anchor.</li> </ul>			
<b>Weeks 28-33</b>  <b>Non-Linear Editing</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>What are the uses of non-linear editing?</li> <li>What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting?</li> <li>How is Adobe Premiere used to tell a multi-media story?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Use Adobe Premiere to tell a multi-media story.</li> <li>Utilize menus.</li> <li>Learn about Setup and Timeline.</li> <li>Control size of frames.</li> <li>Import and trim clips.</li> <li>Insert special effects (SFX).</li> <li>Add transitions.</li> <li>Control audio.</li> <li>Import and export movies.</li> <li>Control frame ratio.</li> <li>Create titles.</li> <li>Apply filters.</li> <li>Navigate the menu.</li> <li>Capture video.</li> <li>Insert audio.</li> <li>Set audio levels.</li> <li>Perform wipes/dissolves.</li> <li>Edit a countdown.</li> <li>Edit a PSA.</li> <li>Describe how pacing affects an audience.</li> <li>Perform advanced editing techniques.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				<b>Cluster Standards</b> AR 1,6	
				<b>Pathway Standards</b> AR-AV 2,3,4	
<b>Weeks 34-40</b>  <b>Graphic Design</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>What are the uses for Adobe Photoshop Creative Cloud and Adobe Bridge?</li> <li>How are choices about typography, font uses, and color selections made?</li> <li>What are the properties of color?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Perform the basic functions of Adobe Photoshop and Bridge including: <ul style="list-style-type: none"> <li>Selecting: Marquee, magnetic lasso, magic wand.</li> <li>Drawing: paintbrush, pencil, airbrush, eraser type.</li> <li>Transforming: scale, rotate.</li> <li>Changing View: hand, zoom.</li> <li>Blending tools.</li> </ul> </li> <li>Use menu choices including: <ul style="list-style-type: none"> <li>New, open, close, save.</li> <li>Edit: undo, copy, paste, transform.</li> <li>Image: mode, adjustments.</li> <li>Filters.</li> <li>Window: show color, swatches, layers.</li> <li>Palettes: color, swatches, layers.</li> <li>Selecting/moving.</li> <li>Layers: selecting/stack order/opacity.</li> <li>Foreground/background colors.</li> <li>Printing the image.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practice</b> CRP 1,2,4,6,8,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,7 9-10SL 1,2,5,6 9-10L 1,2,3,6
				<b>Cluster Standards</b> AR 1,6	
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					<b>Literacy</b> 9-10RST 1,2,4,9 9-10WHST 2,4,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> <li>• Crop and size images using Adobe Photoshop and post to web-based blog.</li> <li>• Identify file formats with respect to printing and print presentation including pixels, megapixels, dots per inch (DPI), and pixels per inch (PPI).</li> <li>• Identify types of fonts and sizes.</li> <li>• Explain color selections.</li> <li>• Explain what scanning area means.</li> <li>• Produce graphic pages, advertising layout, and a text hierarchy.</li> <li>• Participate in Career Coaching process.</li> <li>• Participate in field trip to local media communications business.</li> </ul>			



**Syracuse City School District  
Career and Technical Education Program  
Course Syllabus**



**MTC200: Media Communications 200 - Digital Multimedia and Journalism I**

**Pathway Overview**

The Media Communications program will help students develop the skills necessary for careers in television, radio, film, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, film, broadcasting, and journalism using industry standard equipment in development and production. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn YouScience Industry Certifications in TV Broadcasting, Digital Media, and Commercial Photography as well as three credit hours from Onondaga Community College in both digital photography and digital design. Students who successfully complete the Media Communications curriculum will be prepared for entry level careers or further education and training in professions with a media communications focus such as film and broadcast media production companies, news organizations, and advertising and public relations businesses.

**Course Description**

In this course, students will learn skills in video, photo, audio, broadcasting, and journalism with a focus on developing a daily news program. Students will research, organize, and write relevant news stories to present during a student-produced news program. Students will explore more advanced video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, and create shot lists. Students will learn about the process of TV production, including the stages of production, the roles of individual staff members and the process of location scouting. Students will also be enrolled in PHO100: Basic Photography, a 3-credit course through Onondaga Community College. This black and white photography course is an introduction to basic digital camera techniques, aesthetics, and image editing software. Students will learn digital camera operations, downloading and organizing digital images, digital shooting techniques, digital black and white printing, contrast control and print manipulation using current digital software, presentation of digital prints, and the use of the photographic medium for creative expression. Students will produce a portfolio of images that reflect basic understanding of aesthetics, printing and presentation.

**Work-Based Learning**

Students will be connected with media communications professionals in the community through Career Coaching and field trips which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Additional Learning Opportunities**

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
  - Adobe Certified Associate (ACA)
  - Microsoft Office Specialist: Word Associate
  - Microsoft Office Specialist: Excel Associate
  - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

**Pre-Requisites**

MTC100: Media Communications 100 – Introduction to Media Communications

**Course Objectives**

By the end of this course students will:

1. Successfully produce a daily news show. This includes students performing the following roles: director, floor director, copy editor, camera operator, video editor, writer, teleprompter operator, switcher/board operator.
2. Apply effective team communication and management skills to complete the video process from pre-

- production script development, through the production capture of quality video image and audio.
3. Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
  4. Select and execute the proper framing of a video shot; demonstrate ability to create different compositions.
  5. Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
  6. Demonstrate ability to scout locations and prepare location schematics.
  7. Identify the basic elements of a quality audio signal. Select and use appropriate audio techniques.
  8. Demonstrate basic knowledge of a digital camera with manual controls.
  9. Demonstrate a basic knowledge of current image editing software.
  10. Identify content elements and symbols in photographic works.
  11. Provide constructive criticism of photographic works.
  12. Demonstrate knowledge of presenting photographic works.

### **Integrated Academics**

N/A

### **Concurrent Enrollment College Credit**

Upon successful completion of MTC200, students will earn 3 college credits for PHO 100: Basic Photography from Onondaga Community College.

### **Equipment and Supplies**

- **School will provide:** Media Lab – PC Computers, Video Camcorders, DSLR Cameras, Microphones, SD Cards. Lenses, Lights, Studio, Hard Drives; TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines and newspapers.

### **Textbook**

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

### **Grading**

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

### **Additional Course Policies**

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

### **Course Calendar**

Quarter	Units of Study
1	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• What is News? - News and Script Writing</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
2	<ul style="list-style-type: none"> <li>• TV Industry Overview</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
3	<ul style="list-style-type: none"> <li>• PHO 100 Basic Photography</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>
4	<ul style="list-style-type: none"> <li>• PHO 100 Basic Photography (continued)</li> <li>• Work-Based Learning: Career Coaching, Field Trip</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**



**MTC200: Media Communications 200 - Digital Multimedia and Journalism I**

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>CCTC Standards</b>	<b>NYS Standards</b>
<b>Weeks 1-5</b>  <b>Career Awareness and Employability</b>	<ul style="list-style-type: none"> <li>What career opportunities are available in the video production field?</li> <li>What skills are needed for each type of job in media communications?</li> <li>What are some post-secondary education programs in media communications?</li> <li>What is the value of keeping a portfolio?</li> <li>How are blogs used in media?</li> <li>How is Google Drive used professionally in media today?</li> <li>What is the employability profile for this media program?</li> </ul>	<ul style="list-style-type: none"> <li>Identify career opportunities in the video production field.</li> <li>Research pay scales and the skills needed for each type of job in media communications.</li> <li>Produce a talk show about careers in the field with special guests.</li> <li>Investigate post-secondary education in media communications.</li> <li>Develop a portfolio of research.</li> <li>Keep a journal of research with an online blog.</li> <li>Produce and post a video that demonstrates proper job interview techniques.</li> <li>Identify and demonstrate professional behaviors in media communications that influence employability.</li> </ul>	<ul style="list-style-type: none"> <li>Unit Quizzes and Exams</li> <li>Online Blog</li> <li>Use of Google Drive for Writing and Sharing Projects</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,10,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,4,7,9 9-10WHST 2,4,6,7,8,9
				<b>Cluster Standards</b> AR 1,3,4,5,6	
				<b>Pathway Standards</b> AR-AV 1,2,4 AR-JB 1,2,3,4	
<b>Weeks 6-9</b>  <b>What is News? News and Script Writing</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>What are the main elements of a news broadcast?</li> <li>How is a successful script created for news broadcast?</li> <li>How a news story written for print and online?</li> <li>How is a compelling lead written?</li> <li>How is a sports story different from a news story?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Explain what constitutes news.</li> <li>Describe the parts of a news broadcast.</li> <li>Research and write relevant news stories.</li> <li>Compare writing news and sports stories.</li> <li>Write a news story using the inverted pyramid method.</li> <li>Use "Who, What, Where, When, Why and How" when writing a news story.</li> <li>Write interview questions.</li> <li>Organize a news script.</li> <li>Designate a target audience.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Student Projects-Writing News Stories</li> <li>Research Project and Presentation Explaining "What is News"?</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,4,7 9-10WHST 2,4,6,7,8,9
				<b>Cluster Standards</b> AR 6	
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 1,2,3,4	
<b>Weeks 10-19</b>  <b>TV Industry Overview</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>What are the stages of production?</li> <li>What are the roles of a TV production unit?</li> <li>Where is TV production used?</li> <li>What does it mean to be employable?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the types of production and where they are used.</li> <li>Explain the stages of production.</li> <li>Describe the role of each staff member in TV production.</li> <li>Identify where and when to shoot.</li> <li>Maintain a position as a shop manager.</li> <li>Give an oral presentation that incorporates internet research about the TV industry.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,6,7,8,10,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,5,6,7 9-10SL 1,2,5,6 9-10L 1,2,3,6  <b>Literacy</b> 9-10RST 1,2,3,4 9-10WHST 2,4,6,7,8,9
				<b>Cluster Standards</b> AR 1,2,6	
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 1,2,3,4	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and demonstrate professional behaviors in TV production.</li> <li>Explain the traits that employers are looking for in TV production.</li> <li>Describe safety in TV production including procedures for shop, electrical, and lighting safety.</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip to local media communications program.</li> </ul>			
<b>Weeks 20-40</b>  <b>PHO100: Basic Photography (See Attached College Course Outline)</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	<ul style="list-style-type: none"> <li>How has photography developed in past and present cultures?</li> <li>What are current trends in photography?</li> <li>What legal and ethical issues are related to photography?</li> <li>How are various types of cameras and lenses used?</li> <li>How are exposure settings used to achieve desired effects?</li> <li>What are the elements and principles of design?</li> <li>What are the guidelines for composition?</li> <li>What are the properties of color and qualities of ambient and artificial light?</li> <li>What editing and output techniques are important to know?</li> <li>What is the value of keeping a portfolio?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the role and development of photography in past and present cultures and current trends.</li> <li>Describe legal and ethical issues related to photography.</li> <li>Identify and demonstrate the use of various types of cameras.</li> <li>Identify and demonstrate the use of various lenses and their application.</li> <li>Demonstrate proper exposure settings to achieve desired effects.</li> <li>Identify and apply the elements and principles of design.</li> <li>Identify and apply guidelines for composition.</li> <li>Describe and utilize the properties of color and qualities of ambient and artificial light.</li> <li>Demonstrate the safe use of photographic materials and equipment.</li> <li>Demonstrate effective editing and output techniques.</li> <li>Create a physical and digital portfolio</li> <li>Participate in Career Coaching process.</li> <li>Participate in field trip to local media communications program.</li> </ul>	<ul style="list-style-type: none"> <li>See Attached College Course Outline for PHO100: Basic Photography</li> <li>Career Coaching Self-Assessment</li> <li>Field Trip Reflection</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11	<b>ELA</b> 9-10R 1,2,4,7 9-10W 2,4,57 9-10SL 1,2,5,6 9-10L 1,2,3,6
				<b>Cluster Standards</b> AR 3,4,6	<b>Literacy</b> 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,6,7

**Syracuse City School District  
Career and Technical Education Program  
College Course Outline  
PHO100: Basic Photography**



**MTC200: Media Communications 200 - Digital Multimedia and Journalism I**

**Catalog Description and Prerequisites:**

This black and white, photography course is an introduction to basic digital camera techniques, aesthetics, and image editing software. Class time is a combination of lecture, demonstration, critique, and hands-on lab instruction. Regular projects, exams, and writing assignments will be given as appropriate to the discipline.

**Student Learning Outcomes:**

Upon satisfactory completion of this course, the successful student will be able to:

- 1) Demonstrate basic knowledge of a digital camera with manual controls.
- 2) Demonstrate a basic knowledge of current image editing software.
- 3) Identify content elements and symbols in photographic works.
- 4) Provide constructive criticism of photographic works.
- 5) Demonstrate knowledge of presenting photographic works.

**Course Objectives:**

Students will learn digital camera operations, downloading and organizing digital images, digital shooting techniques, digital, black and white printing, contrast control and print manipulation using current digital software, presentation of digital prints, and the use of the photographic medium for creative expression. Students will produce a portfolio of images that reflect basic understanding of aesthetics, printing and presentation.

**Content Outline:**

- Operations and controls of manual setting on a DSLR Camera
- Downloading and organizing digital images
- Current Image editing software
- Developing content in photographic work
- Developing constructive criticism of photographic work
- Formal presentation of photographic work
- All other assignments, classwork, research, practice, and participation

**Student Expectations/Responsibilities:**

All students are expected to follow the student code of conduct and all University Rules and Regulations. All media/photo lab rules are to be followed. Students are expected to attend class regularly, take notes and participate fully in all activities, discussions and assignments. Due dates are nonnegotiable and late work will be docked a letter grade. Special consideration for work extensions will only be given in times of emergencies that are documented. Please contact the instructor immediately in the case of such an emergency so that arrangements can be made. If students do not understand an assignment, reading or class requirement and therefore require assistance, it is the students' responsibility to contact the instructor.

**Academic Integrity:**

All students will be held to the highest standard of academic honesty. Academic dishonesty includes, but is not limited to plagiarism, cheating on quizzes, exams or any other class assignment, unauthorized collaboration on work, misusing sources, falsifying information, forgery, bribery and any other act or acts that deceive others about one's academic work or record. Academic dishonesty will not be tolerated and is subject to punishment such as failure of the given assignment or exam, course failure and/or expulsion from OCC.

This class is governed by the academic rules, which state: "Current and prospective students at Onondaga Community College are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated. " Examples/violations include, but are not limited to: cheating, plagiarism, and copyright infringement. For more information, please refer to <http://catalog.sunyocc.edu/content.php?catoid=6&navoid=158#academic-integrity>

### **Accommodations for Students with Disabilities:**

The Office of Accessibility Resources (OAR) at OCC assists students with documented disabilities of all types. If you have a disability or suspect you may have one, please contact their office at 315-498-2245 located in Coulter Library. If you need special accommodations for this class such as extra time on tests and/or testing in a private setting, you can set up an accommodation plan. If you are already registered with the office, please submit a copy of your plan to each of your professors at the start of the semester. If a note-taker accommodation is available, please discuss with me as soon as possible as I need to identify and approve the note- taker. Having a note-taker does NOT alleviate you from having to attend class or take notes.

### **Learning Center:**

OCC has a Learning Center in the Gordon Student Center, Suite G202 (right next to the cafeteria), which is staffed with instructional personnel and equipped with computers to assist students. Services offered include tutoring, study skills help, writing skills tutoring; services are offered both in-person and online. For more information, visit <https://www.sunyocc.edu/thelearningcenter>

### **Grading Procedure:**

Students will be graded on participation in classroom discussion and activities, completed photography assignments, critiques, and a final portfolio. The final portfolio will consist of digital and print black and white photographs. There will be a total of 7 critiqued projects during this semester.

### **Course Grading:**

Participation 35% (Including Attendance)  
Critiqued Assignments 45% (7 total assignments)  
Portfolio Presentation 20% (End of Semester Final Presentation including 5 prints)  
\*ALL WORK MUST HAVE BEEN SHOT THIS SEMESTER WITH A DSLR CAMERA

### **Grading Scale:**

A (93-100%)	B+ (86-89%)	C+ (76-79%)	D+ (66-69%)	F (0-59%)
A- (90-92%)	B (84-85%)	C (74-75%)	D (64-65%)	
	B- (80-83%)	C- (70-73%)	D- (60-63%)	

### **Participation and Attendance:**

Students are required to attend class and participate in all class activities including but not limited to discussions, assignments, projects, group work, examinations, staying awake, being on-time, taking notes, and being respectful of both me and fellow students. Excessive absences, tardiness, and disrespectful attitude or behavior will result in grade penalties or expulsion from the class. The college-wide attendance policy will be implemented in cases of non-attendance or excessive absences whereby students are subject to an administrative withdrawal; visit <https://www.sunyocc.edu/dropping-or-withdrawing-course> for more information.

### **Equipment:**

All Equipment, including DSLR Cameras, lenses, lights, studio, hard drives, etc. will be provided by the Institute of Technology at Syracuse Central Media Lab and can be signed out by Mr. Newell.

### **Participation and Attendance Policy:**

Experience demonstrates that regular attendance enhances academic success. Students are expected to attend each meeting of their registered courses, whether taught online or in the traditional classroom setting. Participation in classroom activities such as lectures, films, guest speakers, class discussions,

labs, group activities, and online work contributes to student success in college level coursework.

It is the student's responsibility to inform the instructor of an anticipated absence ahead of time. The instructor may require students to document their absence. Students are responsible for making up any missed work, as allowed by the instructor's syllabus and/or course outline.

If a class is missed, students are responsible to collect missed notes, assignments, or other materials from a classmate. In the case of absences, assignments will still be due on the set due date.

### **Incomplete with W Grades:**

If a student chooses to take an incomplete for this course College policy must be followed. No incompletes will be given for camera malfunction or lost assignments, etc. Incompletes will only be given for severe illness, death in family, accidents, etc. A W will only be granted if the student officially withdraws prior to the end of the 12th week of the semester. After the 12th week a W will not be granted and failure to attend the course will result in a failing grade.

### **Statement on Diversity and Inclusion:**

Onondaga Community College is committed to fostering an inclusive learning environment that facilitates and supports student success. We believe that our campus is enriched and strengthened by diversity along a range of different dimensions. The various perspectives that stem from the multifaceted identities and experiences of our campus community are invaluable assets in the classroom that bring complexity and nuance to the process of critical thinking as intellectual and personal growth. We are all vital in promoting and cultivating a culture of respect that honors and affirms the rights, safety, dignity, and worth of every individual.

### **Mr. Newell's Statement:**

Professionalism, a positive attitude, and full effort to improve your technical and artistic skill equals success in all ITC Media classes, including OCC College Credit Now Courses through our Media program! I believe in you, I care about you, I will never give up on you.

### **Course Outline:**

<b>Unit 1</b>	<ul style="list-style-type: none"><li>• Introduction to black and white photography</li><li>• Review media lab procedures</li><li>• Critique "First Five Photos"</li></ul>
<b>Unit 2</b>	<ul style="list-style-type: none"><li>• Artist Statement/Photographer Proposals</li><li>• Shallow vs Deep Depth of Field Lecture</li><li>• Shallow vs Deep Depth of Field Demo</li><li>• Assignment #1 – Shallow vs Deep Depth of Field</li></ul>
<b>Unit 3</b>	<ul style="list-style-type: none"><li>• Artist Statement/Photographer Proposals</li><li>• Assignment #2 – Capturing Rules of Composition Project (Rules of Composition: Rule of Thirds, Symmetry, Leading Lines, Viewpoint, Framing, Depth)</li></ul>
<b>Unit 4</b>	<ul style="list-style-type: none"><li>• Nikon DSLR Workshop - Lenses Practice: 18-55mm and 70-300mm Learning the Exposure Triangle: Aperture, Shutter Speed, ISO</li><li>• Camera Sim Project</li></ul>
<b>Unit 5</b>	<ul style="list-style-type: none"><li>• Storytelling in Photography Lecture and Demo</li><li>• Assignment #3 – Environmental Portraits</li></ul>
<b>Unit 6</b>	<ul style="list-style-type: none"><li>• A Look Into the Work of Ansel Adams; Ansel Adams: A Documentary</li><li>• Photoshop Tutorial: Converting to Black and White</li><li>• Photoshop Review: Cropping, Curves, Dodging/Burning, Healing Brush/Patch Tool, Lasso Tool.</li><li>• Dynamic Range Lesson</li><li>• Photo Print Workshop (Luster vs Glossy – Aesthetic Preference)</li></ul>

<b>Unit 7</b>	<ul style="list-style-type: none"> <li>• Assignment #4 – Landscape Photography</li> </ul>
<b>Unit 8</b>	<ul style="list-style-type: none"> <li>• Capturing Texture (Rough and Smooth)</li> <li>• Photoshop Demo: Contrast, Levels, Curves</li> <li>• Assignment #4 – Textures Project</li> <li>• Assignment #5 – Texture Photography Assignment</li> </ul>
<b>Unit 9</b>	<ul style="list-style-type: none"> <li>• Watch Richard Avedon: Darkness and Light</li> <li>• Presentation: In The American West by Richard Avedon</li> </ul>
<b>Unit 10</b>	<ul style="list-style-type: none"> <li>• Studio Lighting Practice: Rembrandt, Split, Butterfly, Loop</li> <li>• Assignment #6 – Studio Portraits/Class Portraits</li> </ul>
<b>Unit 11</b>	<ul style="list-style-type: none"> <li>• Yoko Ono: The Art of Living Video</li> <li>• Assignment #7 – Abstract Photography</li> <li>• Photographer Research: Yousuf Karsh Presentation – The Photography of Yousuf Karsh</li> </ul>
<b>Unit 12</b>	<ul style="list-style-type: none"> <li>• Photo Walk: A Look at Syracuse Architecture</li> <li>• Assignment #8 – Architecture Photography</li> </ul>
<b>Unit 13</b>	<ul style="list-style-type: none"> <li>• Long Exposure Photography Lesson</li> <li>• Photographing – Constellations (DSLR)</li> <li>• Photography – Moving Water (DSLR)</li> </ul>
<b>Unit 14</b>	<ul style="list-style-type: none"> <li>• Critique Final Portfolio Preparation - Photoshop/Lab Time</li> </ul>
<b>Unit 15</b>	<ul style="list-style-type: none"> <li>• Final Portfolio Presentation (All Assignments)</li> </ul>



**Syracuse City School District  
Career and Technical Education Program  
Course Syllabus**



**MTC300: Media Communications 300 – Digital Multimedia and Journalism II**

**Pathway Overview**

The Media Communications program will help students develop the skills necessary for careers in television, radio, film, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, film, broadcasting, and journalism using industry standard equipment in development and production. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn YouScience Industry Certifications in TV Broadcasting, Digital Media, and Commercial Photography as well as three credit hours from Onondaga Community College in both digital photography and digital design. Students who successfully complete the Media Communications curriculum will be prepared for entry level careers or further education and training in professions with a media communications focus such as film and broadcast media production companies, news organizations, and advertising and public relations businesses.

**Course Description**

In this course, students will continue to learn skills in video, photo, audio, broadcasting, and journalism with a focus on developing a daily news program. Students will research, organize, and write relevant news stories to present during a student-produced news program. Students will learn more advanced video and photo methods, apply creative and professional framing techniques to their shots, use digital story telling principles, and create shot lists and digitally edit their footage into finished videos. The class structure is primarily project-based where students will use industry standard hardware and software to create and present. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques. Students will also be enrolled in ART142: Introduction to Computer Graphics, a 3-credit course through Onondaga Community College. Students will be introduced to graphic design in a digital environment. This course examines industry standard software applications for page layout, illustration, and photo manipulation. Students will learn the theory and function of the Adobe Creative Cloud, and apply digital design principles, and digital imagery techniques. The focus will be on finding creative visual solutions to communication problems using technical skills.

**Work-Based Learning**

Students will be connected with media communications professionals in the community through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Additional Learning Opportunities**

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
  - Adobe Certified Associate (ACA)
  - Microsoft Office Specialist: Word Associate
  - Microsoft Office Specialist: Excel Associate
  - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

**Pre-Requisites**

MTC100: Media Communications 100 – Introduction to Media Communications  
MTC200: Media Communications 200 – Digital Multimedia and Journalism I

**Course Objectives**

Students will:

1. Successfully produce a daily news show. This includes students performing the following roles: director, floor director, copy editor, camera operator, video editor, writer, teleprompter operator, switcher/board operator.

2. Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality video image and audio.
3. Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
4. Select and execute the proper framing of a video shot; demonstrate ability to create different compositions.
5. Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
6. Demonstrate ability to scout locations and prepare location schematics.
7. Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
8. Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.
9. Capture digital video and edit videos with non-linear editing software. Perform the match-cut edit by cutting within scene, on the action and between the action. Use and manipulate transitions and effects in editing software.
10. Create artwork in a page layout software application (InDesign) with a basic understanding of the software's functions, tools, menus and panels.
11. Create artwork in an illustration software application (Adobe Illustrator) with a basic understanding of the software's functions, tools, menus and panels.
12. Create artwork in a photo manipulation software application (Adobe Photoshop) with a basic understanding of the software's functions, tools, menus and panels.
13. Organize 2-dimensional space with a basic understanding of design concepts.(i.e. Ads, brochures etc.)
14. Discuss and evaluate the class's and the student's own work as well as, demonstrating an understanding of constructive criticism and self-analysis.

### **Integrated Academics**

N/A

### **Concurrent Enrollment College Credit**

Upon successful completion of MTC300, students will earn 3 college credits for ART142: Introduction to Computer Graphics from Onondaga Community College.

### **Equipment and Supplies**

- **School will provide:** Media Lab – PC Computers, Video Camcorders, Point and Shoot Cameras, DSLR Cameras, Microphones, SD Cards. TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensil, news stories from magazines / newspapers.

### **Textbook**

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

### **Grading**

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

### **Additional Course Policies**

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

## **Course Calendar**

<b>Quarter</b>	<b>Units of Study</b>
<b>1</b>	<ul style="list-style-type: none"><li>• Introduction to TV Studio and Control Room</li><li>• Non-Linear Editing</li><li>• Studio Newscasting</li><li>• Work-Based Learning: Career Coaching</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Advanced Non-Linear Editing</li><li>• Advanced Studio Newscasting - Engineering and Troubleshooting</li><li>• Work-Based Learning: Career Coaching, Field Trip</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• ART142: Introduction to Computer Graphics</li><li>• Work-Based Learning: Career Coaching</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• ART142: Introduction to Computer Graphics (continued)</li><li>• Work-Based Learning: Career Coaching, Field Trip</li></ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**



**MTC300: Media Communications 300 – Digital Multimedia and Journalism II**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<b>Weeks 1-2</b>  <b>Career Awareness</b>	<ul style="list-style-type: none"> <li>What is the purpose of a professional portfolio?</li> <li>What experiences can be beneficial for college admissions and employment?</li> <li>What should be included in a professional resume and cover letter?</li> <li>What are skills on the employability profile for the media program?</li> <li>What are media studies?</li> <li>How is Google Drive used professionally in media today?</li> </ul>	<ul style="list-style-type: none"> <li>Develop an electronic portfolio of work.</li> <li>Produce a demo reel.</li> <li>Complete an internship.</li> <li>Complete project(s) for local business/media outlet.</li> <li>Write a research paper on one job title.</li> <li>Update resume.</li> <li>Write a cover letter.</li> <li>Produce and post a news report about media studies.</li> </ul>	<ul style="list-style-type: none"> <li>Unit Quizzes</li> <li>Unit Exams</li> <li>Resume and Cover Letter</li> <li>Creation of Online Blog and Posts</li> <li>Sharing of Written Work on Google Drive</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,8,10	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
				<b>Cluster Standards</b> AR 1,2,3,4,5	
				<b>Pathway Standards</b> AR-AV 1 AR-JB 1,2	
<b>Weeks 3-6</b>  <b>TV Studio and Control Room</b>	<ul style="list-style-type: none"> <li>What are the various control room operations: equipment, staff, intercom system, and types of studio production and how are they used?</li> <li>How is the camera operated?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the equipment used in a news studio and control room, including teleprompter, video board, graphics computer, and LED lights.</li> <li>Explain the role of each staff member during a studio shoot.</li> <li>Listen to and perform the director's commands.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,3,7 11-12WHST 2,4,6,7,8,9
				<b>Cluster Standards</b> AR 1,6	
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 1,2,3,4	
<b>Weeks 7-9</b>  <b>Non-Linear Editing</b>  <b>Work-Based Learning: Career Coaching</b>	<ul style="list-style-type: none"> <li>What are the uses of non-linear editing?</li> <li>What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting?</li> <li>How is Adobe Premiere used to tell a multi-media story?</li> <li>What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Use Adobe Premiere to tell a multi-media story.</li> <li>Utilize menus.</li> <li>Learn about Setup and Timeline.</li> <li>Control size of frames.</li> <li>Import and trim clips.</li> <li>Insert special effects (SFX).</li> <li>Add transitions.</li> <li>Control audio.</li> <li>Import and export movies.</li> <li>Control frame ratio.</li> <li>Create titles.</li> <li>Apply filters.</li> <li>Navigate the menu.</li> <li>Capture video.</li> <li>Insert audio.</li> <li>Set audio levels.</li> <li>Perform wipes and dissolves.</li> <li>Participate in Career Coaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> <li>Career Coaching Self-Assessment</li> <li>Professional Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,11	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,3,4,7 11-12WHST 2,4,6,7,8,9
				<b>Cluster Standards</b> AR 1,6	
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	
<b>Weeks: 10-14</b>  <b>Studio Newscasting</b>	<ul style="list-style-type: none"> <li>What are the various control room operations: equipment,</li> </ul>	<ul style="list-style-type: none"> <li>Identify the equipment used in a news studio and control room.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> <li>Student Projects</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6
				<b>Cluster Standards</b> AR 1,6	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	staff, intercom system, and types of studio production? • How is the camera operated?	• Explain the role of each staff member during a studio shoot. • Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Explain the uses of Chroma key. • Set audio levels. • Act in the roles of camera operator, director, anchor, etc.		Pathway Standards AR-AV 2,3,4 AR-JB 1,2,3,4	11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,3,4,7 11-12WHST 2,4,6,7,8,9
<b>Weeks 15-18</b>  <b>Advanced Non-Linear Editing</b>	• What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting? • How is Adobe Premiere used to tell a multi-media story?	• Edit a countdown. • Create Color Bars and Slate. • Edit a Public Service Announcement (PSA). • Describe how pacing affects an audience. • Edit a news package with stand-up and B-roll.	• Performance Task • Student Projects • Written Exam	<b>Career Ready Practices</b> CRP 2,4,6,8,11  <b>Cluster Standards</b> AR 1,6  <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,3,4,7 11-12WHST 2,4,6,7,8,9
<b>Weeks 19-20</b>  <b>Advanced Studio Newscasting -: Engineering and Troubleshooting</b>  <b>Work-Based Learning: Career Coaching, Field Trip</b>	• What are the various control room operations: equipment, staff, intercom system, and types of studio production? • How is the camera operated? • How does engineering and troubleshooting apply in a studio shoot? • What can be learned from media communications professionals?	• Listen to and perform the director's commands. • Connect microphones to camera and talent. • Demonstrate proper conduct during a live shoot. • Produce a two-camera shoot. • Write a comprehensive shot sheet. • Set audio Levels. • Act in the roles of camera operator, director, anchor, etc. • Reset light schemes. • Check cables for continuity. • Check AC line voltage. • Participate in Career Coaching process. • Participate in field trip to local media communications program.	• Performance Task • Student Projects • Written Exam • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12  <b>Cluster Standards</b> AR 1,6  <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 1,2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,3,4,7 11-12WHST 2,4,6,7,8,9
<b>Weeks 21-40</b>  <b>ART142: Introduction to Computer Graphics (See Attached College Course Outline)</b>  <b>Work-Based Learning: Career</b>	• How has technology changed the creative process of the artist? • What role does software have in graphic design? • How does the use of different computer software skills and techniques determine the outcome of the project?	• Use various components of a computer and desktop software. • Use the Adobe Photoshop, Illustrator, and InDesign programs to create, adjust and publish digital images. • Adjust size, resolution, contrast, and sharpening on digital images in various projects. • Use various file formats used in computer graphics and explain the advantages and disadvantages of each.	• See Attached ART142: Introduction to Computer Graphics College Course Outline • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11  <b>Cluster Standards</b> AR 3,4,6  <b>Pathway Standards</b> AR-AV 1,2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6  <b>Literacy</b> 11-12RST 1,2,4,7,8,9 11-12WHST 2,4,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Coaching, Field Trip	<ul style="list-style-type: none"> <li>• What differences are evident in solving technological issues in the past 25 years?</li> <li>• Why is it important to know the technical skills, techniques, and options available in the computer graphics field?</li> <li>• How can designs impact their value as a communications tool?</li> <li>• How does the process of critiquing a project contribute to its development?</li> <li>• What can be learned from media communications professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• Use various storage and backup options available.</li> <li>• Use the different elements of art and principles of design to modify and improve a project.</li> <li>• Plan and design a multimedia project.</li> <li>• Participate in Career Coaching process.</li> <li>• Participate in field trip to local media communications program.</li> </ul>			

**Syracuse City School District  
Career and Technical Education Program  
College Course Outline**



**ART142 Introduction to Computer Graphics  
MTC300: Media Communications 300 - Digital Multimedia and Journalism II**

**Course Description:**

An introduction to graphic design in a digital environment. This course examines industry standard software applications for page layout, illustration, and photo manipulation.

**Course Objectives:**

The student will achieve a general proficiency in the software used for professional computer graphic design concentrating on the following criteria:

1. Software application for Page Layout. The ability to create artwork in a page layout software application (InDesign) with a basic understanding of the software's functions, tools, menus and panels.
2. Software application for Illustration. The ability to create artwork in an illustration software application (Adobe Illustrator) with a basic understanding of the software's functions, tools, menus and panels.
3. Software application for Photo Manipulation. The ability to create artwork in a photo manipulation software application (Adobe Photoshop) with a basic understanding of the software's functions, tools, menus and panels.
4. 2-Dimensional Design. The ability to organize 2-dimensional space with a basic understanding of design concepts.(i.e. ads, brochures etc.)
5. Critiquing. The ability to discuss and evaluate the class's and the student's own work as well as, demonstrating an understanding of constructive criticism and self-analysis.

**Academic Integrity:**

This class is governed by the academic rules, which state: "Current and prospective students at Onondaga Community College are expected to adhere to the values of intellectual and academic honesty and integrity. Violations of academic honesty will not be tolerated. " Examples/violations include, but are not limited to: cheating, plagiarism, and copyright infringement. For more information, please refer to <http://catalog.sunyocc.edu/content.php?catoid=6&navoid=158#academic-integrity>

**Accommodations for Students with Disabilities:**

The Office of Accessibility Resources (OAR) at OCC assists students with documented disabilities of all types. If you have a disability or suspect you may have one, please contact their office at 315-498-2245 located in Coulter Library. If you need special accommodations for this class such as extra time on tests and/or testing in a private setting, you can set up an accommodation plan. If you are already registered with the office, please submit a copy of your plan to each of your professors at the start of the semester. If a note-taker accommodation is available, please discuss with me as soon as possible as I need to identify and approve the note-taker. Having a note-taker does NOT alleviate you from having to attend class or take notes.

**Learning Center:**

OCC has a Learning Center in the Gordon Student Center, Suite G202 (right next to the cafeteria), which is staffed with instructional personnel and equipped with computers to assist students. Services offered include tutoring, study skills help, writing skills tutoring; services are offered both in-person and online. For more information, visit <https://www.sunyocc.edu/thelearningcenter>

**Grading Procedure:**

Class assignments will be critiqued and graded as projects are due. Late assignments will have 10 points deducted from the grade. If you do not like a grade you received on any project, you have the option to redo your project and submit it with your original project before the last session. You may only submit a project once for reevaluation. The following chart shows letter grades and the point values that will be used in calculating your grade:

**Grading Scale:**

A (93-100%)	B+ (86-89%)	C+ (76-79%)	D+ (66-69%)	F (0-59%)
A- (90-92%)	B (84-85%)	C (74-75%)	D (64-65%)	
	B- (80-83%)	C- (70-73%)	D- (60-63%)	

**Course Grading :**

Participation	35% (Including Attendance)
Critiqued Assignments	45%
Portfolio Presentation	20%

**Course Participation and Attendance:**

Students are required to attend class and participate in all class activities including but not limited to discussions, assignments, projects, group work, examinations, staying awake, being on-time, taking notes, and being respectful of both me and fellow students. Excessive absences, tardiness, and disrespectful attitude or behavior will result in grade penalties or expulsion from the class. The college-wide attendance policy will be implemented in cases of non-attendance or excessive absences whereby students are subject to an administrative withdrawal; visit <http://students.sunyocc.edu/index.aspx?menu=942&id=24577> for more information.

**Copyrighted Images:**

It is illegal to use another artist's or designer's images without permission; this includes scanning photos from magazines, or capturing images on the Internet. All images used in whole or in part for this class must:

- be images you create.
- be images from the stock photography books or websites.
- be images you have obtained the rights to use.

**Participation and Attendance Policy:**

Experience demonstrates that regular attendance enhances academic success. Students are expected to attend each meeting of their registered courses, whether taught online or in the traditional classroom setting. Participation in classroom activities such as lectures, films, guest speakers, class discussions, labs, group activities, and online work contributes to student success in college level coursework. It is the student's responsibility to inform the instructor of an anticipated absence ahead of time. The instructor may require students to document their absence. Students are responsible for making up any missed work, as allowed by the instructor's syllabus and/or course outline. If a class is missed, students are responsible to collect missed notes, assignments, or other materials from a classmate. In the case of absences, assignments will still be due on the set due date.

**Incomplete with W Grades:**

If a student chooses to take an incomplete for this course College policy must be followed. No incompletes will be given for camera malfunction or lost assignments, etc. Incompletes will only be given for severe illness, death in family, accidents, etc. A W will only be granted if the student officially withdraws prior to the end of the 12th week of the semester. After the 12th week a W will not be granted and failure to attend the course will result in a failing grade.

**Statement on Diversity and Inclusion:**

Onondaga Community College is committed to fostering an inclusive learning environment that facilitates and supports student success. We believe that our campus is enriched and strengthened by diversity along a range of different dimensions. The various perspectives that stem from the multifaceted identities and experiences of our campus community are invaluable assets in the classroom that bring complexity and nuance to the process of critical thinking as intellectual and personal growth. We are all vital in promoting and cultivating a culture of respect that honors and affirms the rights, safety, dignity, and worth of every individual.



**Mr. Newell's Statement:**

Professionalism, a positive attitude, and full effort to improve your technical and artistic skill equals success in all ITC Media classes, including OCC College Credit Now Courses through our Media program! I believe in you, I care about you, I will never give up on you.

**Course Outline:**

<b>Unit 1</b>	• Introductions, class structure and responsibilities. Review course content. Windows Desktop.
<b>Unit 2</b>	• InDesign CC Toolbox / Menus • Adobe Alternatives Introductions: PIXLR, VECTR
<b>Unit 3</b>	• Photoshop Collage ( <i>Photoshop</i> )
<b>Unit 4</b>	• Movie Poster, Album Cover, Magazine Cover ( <i>Photoshop</i> )
<b>Unit 5</b>	• Web Banner ( <i>Photoshop</i> )
<b>Unit 6</b>	• T-Shirt Design Contest ( <i>Photoshop / Illustrator</i> )
<b>Unit 7</b>	• Book Cover Project ( <i>Illustrator</i> )
<b>Unit 8</b>	• Illustrator Trace ( <i>Illustrator</i> )
<b>Unit 9</b>	• Picture Tool and Text Tool Project #1 ( <i>InDesign</i> )
<b>Unit 10</b>	• Picture Tool and Text Tool Project #2 ( <i>InDesign</i> )
<b>Unit 11</b>	• Page Layout – Flyer #1 ( <i>InDesign</i> )
<b>Unit 12</b>	• Page Layout – Flyer #2 ( <i>InDesign</i> )
<b>Unit 13</b>	• Digital Artist ( <i>Photoshop, Illustrator, InDesign</i> )
<b>Unit 14</b>	• Final Project: "Bringing it all together" ( <i>InDesign, Illustrator, Photoshop</i> )
<b>Unit 15</b>	• Digital Design ART 142 Final Portfolio

**Syracuse City School District  
Career and Technical Education Program  
Course Syllabus**



**MTC400: Media Communications 400 – Advanced Media and Film Production**

**Pathway Overview**

The Media Communications program will help students develop the skills necessary for careers in television, radio, film, and electronic print media, including video production, news broadcasting, digital design, and media writing. Students will learn advanced professional skills in video, photo, audio, film, broadcasting, and journalism using industry standard equipment in development and production. The program provides students with a combination of practical skills in using technology as well as encouraging innovation and creativity in applying those skills to explore and analyze current issues. Within this curriculum students will have the opportunity to earn YouScience Industry Certifications in TV Broadcasting, Digital Media, and Commercial Photography as well as three credit hours from Onondaga Community College in both digital photography and digital design. Students who successfully complete the Media Communications curriculum will be prepared for entry level careers or further education and training in professions with a media communications focus such as film and broadcast media production companies, news organizations, and advertising and public relations businesses.

**Course Description**

Advanced Media is the capstone media class in which students will build on the foundation from MTC 100, 200 and 300 to apply their knowledge of video, film, photo, and digital design to create professional quality material for authentic audiences in the community. This experience will prepare students to take on entry-level professional roles in media firms or to continue on to higher education in the media career field. The class is primarily project-based where students will use industry standard hardware and software for creative projects in a chosen area of interest. Hands-on project work will be supplemented with readings, writing, lectures, demonstrations, video, online research, and critiques. In addition, students will participate in a 10-week Film Production Assistant module to learn the basic protocols of a professional film set, including safety, professionalism, terminology, and personnel hierarchy. They will also learn how to be a productive and valuable working crewmember, first as a general production assistant and then as a member of a specific department of their choosing. They will end the module by participating on a working film set to experience real-world application of their classroom lessons and learn how all the departments function together as an ecosystem. Finally, students will be connected with working film professionals, unions, and/or film productions for direct job training, work-based learning, apprenticeship opportunities, and real-world experience.

**Work-Based Learning**

Students will be connected with media communications and film professionals in the community through Career Coaching and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will apply their learning by participating on a working film set to experience how all the departments function and communicate. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

**Additional Learning Opportunities**

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the projects that they are involved in. Some examples for this pathway include, but are not limited to:
  - Adobe Certified Associate (ACA)
  - Microsoft Office Specialist: Word Associate
  - Microsoft Office Specialist: Excel Associate
  - Other relevant certifications as they become available through industry collaborations, teacher certifications and student interest.
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

**Pre-Requisites**

MTC100: Media Communications 100 – Introduction to Media Communications  
MTC200: Media Communications 200 – Digital Multimedia and Journalism I  
MTC300: Media Communications 300 – Digital Multimedia and Journalism II

## **Course Objectives**

Students will:

- Apply effective team communication and management skills to complete the video process from pre-production script development, through the production capture of quality image and audio.
- Understand the following video terms and apply the technique or concept using a digital camera: storyboarding, shot list, key light, backlight, fill light.
- Use a digital video camera to capture images using the following camera techniques: rule of thirds, leading look, leading lines, close-up, establishing shot, cut-away, basic shot sequence, tilt, pan, and zoom.
- Execute the proper framing of a video shot; demonstrate ability to create different compositions.
- Demonstrate knowledge of the three phase production processes (preproduction, production, post-production).
- Identify the project clients, their needs, and target audience.
- Create scripts, storyboards, timelines, schedules, and budgets.
- Demonstrate ability to scout locations and prepare location schematics.
- Identify the basic elements of a quality audio signal. Select and use appropriate audio (microphone) techniques.
- Identify the role of the editor in production process. Evaluate and select original footage as dictated by the scene/script message; choose the editing style that best meets that script format.
- Capture digital video and edit videos with non-linear editing software (Adobe Premiere).
- Explain the roles and responsibilities of a Production Assistant (PA) including the essentials of production life.
- Explain the roles and responsibilities of other film production personnel, their positions and the typical hierarchy of responsibility on a film set.
- Demonstrate knowledge of basic film industry standards including safety protocols, film set communication and professionalism.
- Compare and contrast various film departments and the roles and responsibilities of production assistants in those departments, including basic camera operation, grip, electric, production office, sound, locations, craft services, and other departments as indicated by individual student interest.
- Apply their knowledge and skills by participating on a live working film set.

## **Integrated Academics**

1 CTE Integrated English Credit

## **Equipment and Supplies**

- **School will provide:** Media Lab – PC Computers, Video Camcorders, DSLR Cameras, Microphones, SD Cards. TV Studio – HD Cameras, Teleprompters, Video Board, Graphics Computer, Microphones, News Desk, Green Screen.
- **Student will provide:** Writing utensils, news stories from magazines and newspapers. Appropriate clothing for work on a film production.

## **Textbook**

Harris, Phillip L. *Television Production and Broadcast Journalism*. Tinley Park, IL: Goodheart-Willcox Co., Inc., 2012.

## **Grading**

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of each marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests

## **Additional Course Policies**

When you enter the Media Lab, you have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

## Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Career Awareness</li><li>• Introduction to Film Production</li><li>• Non-Linear Editing</li></ul>
2	<ul style="list-style-type: none"><li>• Directing</li><li>• Advertising</li><li>• Film Production Assistant<ul style="list-style-type: none"><li>○ Overview of Roles and Responsibilities</li><li>○ Basics of Film Production:</li><li>○ Function, Equipment, Knowledge and Skills of Film Production Departments:</li><li>○ Production Assistant Lifestyle</li><li>○ Live Film Set Training</li><li>○ Module Project</li></ul></li></ul>
3	<ul style="list-style-type: none"><li>• TV Graphics</li><li>• Advanced Switcher</li><li>• Advanced Camera Applications</li></ul>
4	<ul style="list-style-type: none"><li>• Advanced Audio</li><li>• Advanced Lighting</li><li>• Advanced Studio</li><li>• News/Event Videography</li><li>• Archiving</li></ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**



**MTC400: Media Communications 400 – Advanced Media and Film Production**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<b>Weeks 1-4</b>  <b>Career Awareness</b>  <b>Introduction to Film Production</b>	<ul style="list-style-type: none"> <li>What is the purpose of a professional portfolio?</li> <li>What experiences can be beneficial for college admissions and employment?</li> <li>What should be included in a professional resume and cover letter?</li> <li>What are skills on the employability profile for the media program?</li> <li>What are media studies?</li> <li>How is Google Drive used professionally in media today?</li> <li>What is the history of film production from its earliest days?</li> <li>What is involved in producing a film?</li> </ul>	<ul style="list-style-type: none"> <li>Develop an electronic portfolio of work.</li> <li>Produce a demo reel.</li> <li>Complete an internship.</li> <li>Complete project(s) for local business/media outlet.</li> <li>Write a research paper on one job title.</li> <li>Update resume.</li> <li>Write a cover letter.</li> <li>Produce and post a news report about media studies.</li> <li>Summarize the history of film production.</li> <li>Describes the major steps in producing a film.</li> </ul>	<ul style="list-style-type: none"> <li>Unit Quizzes</li> <li>Unit Exams</li> <li>Resume and Cover Letter</li> <li>Creation of Online Blog and Posts</li> <li>Sharing of Written Work on Google Drive</li> <li>Film History Project</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,8,10 <b>Cluster Standards</b> AR 1,2,3,4,5 <b>Pathway Standards</b> AR-AV 1 AR-JB 1,2	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
<b>Weeks 5-8</b>  <b>Non-Linear Editing</b>	<ul style="list-style-type: none"> <li>What are the uses for non-linear editing?</li> <li>What are the components of Adobe Premiere, including work area, time, capturing, audio, and outputting?</li> <li>How is Adobe Premiere used to tell a multi-media story?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic navigational techniques.</li> <li>Identify parts of the Adobe Premiere screen.</li> <li>Store footage in bins.</li> <li>Label files.</li> <li>Create A/B timeline.</li> <li>Use multiple audio tracks.</li> <li>Add special effects.</li> <li>Create and render titles.</li> <li>Export movie.</li> <li>Explain what "Plug-Ins" are.</li> <li>Edit using time code numbers.</li> <li>Insert clips using time code.</li> <li>Save and label reels, files, and bins.</li> <li>Employ tool navigation.</li> <li>Create a title.</li> <li>Incorporate a graphic image.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Editing of Pre-Existing Footage and Footage Recorded for Edit</li> <li>Student Projects: Narrative Films, News Packages, ENGs (Electronic News Gathering), Video Profiles</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12 <b>Cluster Standards</b> AR 1,6 <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
<b>Weeks 9-13</b>  <b>Directing</b>  <b>Film Production Assistant (See Attached Curriculum)</b>	<ul style="list-style-type: none"> <li>Why is communication the key to successful operation?</li> <li>How can a director delegate responsibilities effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to motivate and rehearse a cast of characters.</li> <li>Work diligently with technical crew.</li> <li>Mark script.</li> <li>Call commands effectively in studio.</li> <li>Scout location scenes using proper terminology.</li> <li>Direct a scene from an existing script.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Directing and Delegating Tasks Done as a Team/Group</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12 <b>Cluster Standards</b> AR 1,6 <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
<b>Weeks 14-20</b>				<b>Career Ready Practices</b>	<b>ELA</b>

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<b>Advertising</b>  <b>Film Production Assistant (See Attached Curriculum)</b>	<ul style="list-style-type: none"> <li>What is the goal of advertising?</li> <li>What are demographics?</li> <li>What is target audience?</li> </ul>	<ul style="list-style-type: none"> <li>Explain types of advertising.</li> <li>Explain how a commercial gets approved by agency.</li> <li>Describe audience characteristics.</li> <li>Explain how an ad agency targets an audience.</li> <li>Explain how research improves product sales.</li> <li>Compare large and small market ads.</li> <li>Produce a commercial for a new product or existing one.</li> </ul>	<ul style="list-style-type: none"> <li>Student Projects: Creating Advertisements - Poster, Magazine, Brochure, Radio Spot, TV Spot</li> <li>Research Projects – Study on Various Advertisements of Various Formats</li> <li>Written Exam</li> </ul>	CRP 1,2,4,6,7,8,11,12	11-12R 1,2,4,7
				<b>Cluster Standards</b> AR 1,6	11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>Literacy</b> 11-12RST 1,2,4,6,7,8,9 11-12WHST 2,4,5,6,7
<b>Weeks 21-23</b>  <b>TV Graphics</b>	<ul style="list-style-type: none"> <li>How are graphics created and used?</li> <li>What are the differences between computer graphics (CGs) and stills?</li> <li>What elements must be considered when creating graphics?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain hue, saturation, and luminance.</li> <li>Identify secondary and primary colors.</li> <li>Use software programs to create graphic pages.</li> <li>Create the following types of graphics: Lower 3<sup>rd</sup>, Title Page, Slate Page, Opening Credits, Closing Credits, Bug.</li> </ul>	<ul style="list-style-type: none"> <li>Student Projects: Creating Graphics for News and TV/Film Projects</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7
				<b>Cluster Standards</b> AR 1,6	11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 24-25</b>  <b>Advanced Switcher</b>	<ul style="list-style-type: none"> <li>What are transitions?</li> <li>What are director commands a switchboard operator must know?</li> <li>What is chroma keying and why/how is it used?</li> <li>What effects are appropriate for professional shoots?</li> </ul>	<ul style="list-style-type: none"> <li>Perform transitions: cut, wipe, super, fade, dissolve.</li> <li>Change/control inputs.</li> <li>Follow director's commands.</li> <li>Key titles.</li> <li>Set up and record chroma key with live video.</li> <li>Set up and record chroma key with still shot.</li> <li>Act as technical director for: news program, 3-cam narrative, talk show.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Performing Switchboard Tasks for Live Video Shoot</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7
				<b>Cluster Standards</b> AR 1,6	11-12W 2,4,5,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 26-29</b>  <b>Advanced Camera Applications</b>	<ul style="list-style-type: none"> <li>What is white balancing and why is it important?</li> <li>What is the exposure triangle?</li> <li>What is depth of field?</li> <li>What filters are used on different cameras?</li> </ul>	<ul style="list-style-type: none"> <li>Navigate internal menus.</li> <li>Control exposure using exposure triangle and reading zebra pattern.</li> <li>Use depth of field to compose visually appealing shots.</li> <li>Conduct an EFP (Electronic Film Production) shoot on campus.</li> <li>Shoot news package on location.</li> <li>White balance.</li> <li>Calibrate lens.</li> <li>Use filters to create an artistic shot.</li> <li>Identify types of filters.</li> <li>Explain purpose of filters.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Performing Live Event Video Shoot with Automatic Camera Operations</li> <li>Student Projects: Creating a Visual Story Using Camera Techniques - Shot Types, Camera Movements, Exposure, and Depth of Field</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7
				<b>Cluster Standards</b> AR 1,6	11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
				<b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>Literacy</b> 11-12RST 1,2,4,7,9 11-12WHST 2,4,6,7
<b>Weeks 30-31</b>  <b>Advanced Audio</b>	<ul style="list-style-type: none"> <li>What are the different types of microphones?</li> <li>What mics are used for: Voice, Music, Nat Sound and why?</li> </ul>	<ul style="list-style-type: none"> <li>Identify microphones used.</li> <li>Choose best microphone for shoot.</li> <li>Define each microphone's properties.</li> <li>Identify parts of an audio mixer.</li> <li>Equalize signal.</li> <li>Describe wave properties.</li> <li>Explain radio frequencies.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Live Radio Coverage</li> <li>Student Projects: Creating a Podcast</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12	<b>ELA</b> 11-12R 1,2,4,7
				<b>Cluster Standards</b> AR 1,6	11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6
				<b>Pathway Standards</b> AR-AV 2,3,4	<b>Literacy</b> 11-12RST 1,2,4,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> <li>Connect audio mixer to editor.</li> <li>Perform well-read scripts.</li> <li>Record audible sound for narration.</li> </ul>		AR-JB 2,3,4	11-12WHST 2,4,5,6,7
<b>Weeks 32-33</b> <b>Advanced Lighting</b>	<ul style="list-style-type: none"> <li>What is three-point lighting?</li> <li>What is the difference between direct and diffused lighting?</li> <li>What is lighting scheme/diagram?</li> </ul>	<ul style="list-style-type: none"> <li>Explain and demonstrate safety regulations.</li> <li>Explain and demonstrate how to control light intensities.</li> <li>Identify light accessories.</li> <li>Identify and select the appropriate light source.</li> <li>Take reflective and directional readings.</li> <li>Use available light on location.</li> <li>Design a light scheme for set.</li> <li>Produce light diagrams.</li> <li>Change light intensities.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Light Studio Production and Field Production</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12 <b>Cluster Standards</b> AR 1,6 <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 33-34</b> <b>Advanced Studio</b>	<ul style="list-style-type: none"> <li>What are standard practices related to broadcast journalism?</li> </ul>	<ul style="list-style-type: none"> <li>Design a set according to script requirements.</li> <li>Identify set pieces.</li> <li>Explain function of set pieces.</li> <li>Block characters according to script.</li> <li>Block cams according to script requirements.</li> <li>Make scripts change.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Perform Live Year-In-Review Newscast with Segment from Each News Job - Director, Producer, Camera Operator, Graphics, Teleprompter, Floor Manager, Lighting, and Anchor</li> <li>Written Exam</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12 <b>Cluster Standards</b> AR 1,5,6 <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 35-39</b> <b>News/Event Videography</b>	<ul style="list-style-type: none"> <li>What is the difference between studio and field production?</li> <li>What are the differences between scripted and event videography?</li> <li>What is an ENG/News Package?</li> <li>What is B-roll?</li> </ul>	<ul style="list-style-type: none"> <li>Package a news piece.</li> <li>Record B-roll.</li> <li>Use terms of trade.</li> <li>Explain where and when they can shoot.</li> <li>Direct a news program.</li> <li>Perform play-by-play report from school event.</li> <li>Cover a campus story.</li> <li>Explain types of news stories.</li> <li>Explain covering live events.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Perform Field Production from Live Event</li> <li>Performance Task: Create News Program Covering Senior Year of High School</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,11,12 <b>Cluster Standards</b> AR 1,6 <b>Pathway Standards</b> AR-AV 2,3,4 AR-JB 2,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7 11-12WHST 2,4,7
<b>Weeks 39-40</b> <b>Archiving</b>	<ul style="list-style-type: none"> <li>Why is archiving essential in visual arts?</li> </ul>	<ul style="list-style-type: none"> <li>Identify types of archiving mediums.</li> <li>Organize and maintain an archive library.</li> <li>Navigate and utilize digital archiving technology.</li> <li>Create a digital archive of work.</li> </ul>	<ul style="list-style-type: none"> <li>Final Portfolio</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,8,10,11,12 <b>Cluster Standards</b> AR 1,5,6 <b>Pathway Standards</b> AR-AV 1,2,3,4 AR-JB 12,3,4	<b>ELA</b> 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,5,6 11-12L 1,2,3,6 <b>Literacy</b> 11-12RST 1,2,4,7,8,9 11-12WHST 2,4,5,6,7

**Syracuse City School District  
Career and Technical Education Program  
Mini-Course Syllabus  
Film Production Assistant**



**Program and Course Description**

The 10-week Film Production Assistant mini-course will be offered through the Media Communications Level 400 Course. In this mini-course, students will learn the basic protocols of a professional film set, including safety, professionalism, terminology, and personnel hierarchy. They will also learn how to be a productive and valuable working crewmember, first as a general production assistant and then as a member of a specific department of their choosing. They will end the course by participating on a working film set to experience real-world application of their classroom lessons and learn how all the departments function together as an ecosystem. Finally, students will be connected with working film professionals, unions, and/or film productions for direct job training, work-based learning, apprenticeship opportunities, and real-world experience.

**Work-Based Learning**

- Students will be connected with working film professionals through Career Coaching which could lead to further opportunities for direct job training and real-world experience.
- Students will apply their learning by participating on a working film set to experience how all the departments function and communicate.

**Pre-Requisites**

Student must be part of an approved CTE Level 400 course in the Syracuse City School District.

**Course Objectives**

Students will know and be able to:

1. Explain the roles and responsibilities of a Production Assistant (PA) including the essentials of production life.
2. Explain the roles and responsibilities of other film production personnel, their positions and the typical hierarchy of responsibility on a film set.
3. Demonstrate knowledge of basic film industry standards including safety protocols, film set communication and professionalism.
4. Compare and contrast various film departments and the roles and responsibilities of production assistants in those departments, including basic camera operation, grip, electric, production office, sound, locations, craft services, and other departments as indicated by individual student interest.
5. Apply their knowledge and skills by participating on a live working film set.

**Integrated Academics**

N/A

**Equipment and Supplies**

- **School will provide:** All necessary instructional materials.
- **Student will provide:** Appropriate clothing for work on a film production.

**Textbook**

NA

**Grading**

Students enter the classroom each day with a 100% (A) grade. To maintain that grade point average, it is expected that all assignments will be done each day with the highest level of professionalism, showing a positive attitude, and to the student's best effort. Students will be given a grade at the midpoint and end of the marking period. Students can check the computer-based class grade book (E-School) regularly to check grades. If students miss points on an assignment, they will be able to see where they missed points, and make up those points during the next class. It is the student's responsibility to check their grades in order to make up points.

5%	Participation
25%	Class work
15%	Worksheets
40%	Projects
15%	Quizzes and Tests



### **Additional Course Policies**

When students enter the Media Lab, they have entered a professional working environment. When in the lab, it is expected that everyone will act in the manner found in all professional media companies.

### **Course Calendar**

<b>Weeks</b>	<b>Units of Study</b>
<b>1-3</b>	<ul style="list-style-type: none"><li>• Film Production Assistant: Overview of Roles and Responsibilities</li><li>• Basics of Film Production:<ul style="list-style-type: none"><li>• Safety</li><li>• Communication</li><li>• Professionalism</li></ul></li></ul>
<b>4-8</b>	<ul style="list-style-type: none"><li>• Function, Equipment, Knowledge and Skills of Film Production Departments:<ul style="list-style-type: none"><li>• Art</li><li>• Camera and Basic Camera Operation</li><li>• Craft Services</li><li>• Electric</li><li>• Grip</li><li>• Location</li><li>• Production Office</li><li>• Sound</li><li>• Other Departments (as indicated by individual student interest)</li></ul></li></ul>
<b>9-10</b>	<ul style="list-style-type: none"><li>• Production Assistant Lifestyle</li><li>• Live Film Set Training</li><li>• Final Project</li></ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**Film Production Assistant**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<b>Week 1</b>  <b>Film Production Assistant: Overview of Roles and Responsibilities</b>  <b>Basics of Film Production: Safety Protocols</b>	<ul style="list-style-type: none"> <li>What are the roles and responsibilities of a Production Assistant (PA)?</li> <li>What are the essentials of production life?</li> <li>What are the roles and responsibilities of other film production personnel on a film set?</li> <li>What are the basic safety protocols on a working film set?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the roles and responsibilities of a Production Assistant (PA) including the essentials of production life.</li> <li>Explain the roles and responsibilities of other film production personnel, their positions and the typical hierarchy of responsibility on a film set.</li> <li>Explain and demonstrate basic safety protocols on a film set including: <ul style="list-style-type: none"> <li>Awareness of physical safety issues to insure self-health.</li> <li>Boom, pull and forklift safety.</li> <li>Location safety.</li> <li>Proper use of Personal Protective Equipment (PPE).</li> <li>Safety Code of Conduct.</li> <li>Electrical and fire safety.</li> <li>Equipment handling and lifting safely.</li> <li>General medical protocols for injuries.</li> <li>General dietary restrictions and allergies.</li> </ul> </li> <li>Obtain OSHA 10 General Safety Certification.</li> </ul>	<b>Written</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Research Project</li> <li>Quiz</li> <li>Self-Assessment</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Class Presentation</li> <li>Teacher Observation Checklist</li> <li>OSHA 10 Certification</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,3,4,7,8,11	<b>ELA</b> 11-12R 1,2,4,7,8 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6  <b>Literacy</b> RST 1,2,4,7,8,9 WHST 2,5,6,7
				<b>Cluster Standards</b> AR 1,2,3	
				<b>Pathway Standards</b> AR-AV 1	
<b>Week 2</b>  <b>Basics of Film Production: Communication</b>  <b>Career Coaching</b>	<ul style="list-style-type: none"> <li>How do film professionals communicate efficiently and effectively?</li> <li>What can be learned from professionals working in the film industry?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how clear and effective oral and written communication is necessary for film production.</li> <li>Explain and demonstrate etiquette about cell phones and social media use on set.</li> <li>Demonstrate use of appropriate and industry specific vocabulary, e.g. rolling, points, walkie talkie communication.</li> <li>Explain and demonstrate the use of various forms of written communication on set, including spread sheets, call sheets, and email communication.</li> <li>Explain and demonstrate non-verbal/sign communication commonly used on set.</li> <li>Participate in Career Coaching event with film professionals.</li> </ul>	<b>Written</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Research Project</li> <li>Quiz</li> <li>Self-Assessment</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Class Presentation</li> <li>Teacher Observation Checklist</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,10,11	<b>ELA</b> 11-12R 1,2,4,7,8 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6  <b>Literacy</b> RST 1,2,4,7,8,9 WHST 2,5,6,7
				<b>Cluster Standards</b> AR 1,3,4,5,6	
				<b>Pathway Standards</b> AR-AV 1	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> <li>Explain and demonstrate how to create a resume and how to tailor it to obtain a specific job.</li> <li>Explain and demonstrate appropriate and effective interview behavior.</li> </ul>			
<b>Week 3</b>  <b>Basics of Film Production: Professionalism</b>	<ul style="list-style-type: none"> <li>How do film production assistants demonstrate professionalism?</li> </ul>	<ul style="list-style-type: none"> <li>Explain and demonstrate film set professionalism including dependability, positive attitude and work ethic, physical and mental resilience.</li> <li>Explain the importance of critical thinking and problem-solving on a film set.</li> <li>Define and explain the importance of the personal qualities of empathy, leadership and emotional intelligence when working on a film set.</li> <li>Explain the importance of an awareness of cultural diversity and respect for differences on a film set.</li> </ul>	<b>Written</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Research Project</li> <li>Quiz</li> <li>Self-Assessment</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Class Presentation</li> <li>Teacher Observation Checklist</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,7,8,9,11	<b>ELA</b> 11-12R 1,2,4,7,8 11-12W 2,5,6,7
				<b>Cluster Standards</b> AR 4	11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				<b>Pathway Standards</b> AR-AV 1	<b>Literacy</b> RST 1,2,4,7,8,9 WHST 2,5,6,7
<b>Weeks 4-8</b>  <b>Function, Equipment, Knowledge and Skills of Film Production Departments:</b> <ul style="list-style-type: none"> <li>Art</li> <li>Camera and Basic Camera Operation</li> <li>Craft Services</li> <li>Electric</li> <li>Grip</li> <li>Location</li> <li>Production Office</li> <li>Sound</li> <li>Other Departments (as indicated by individual student interest)</li> </ul>	<ul style="list-style-type: none"> <li>What are the different departments found on a film set and what are their functions?</li> <li>What knowledge and skills are required to work each department?</li> <li>What specific safety protocols are required to work in each department?</li> <li>What specific techniques of communication are needed to work in each department?</li> <li>How does a production assistant demonstrate professional behavior in each department?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the general equipment, tasks and functions of the Art department.</li> <li>Explain specific safety protocols, communication techniques and professional behavior needed to work in the Art department.</li> <li>Explain basic camera operation including: <ul style="list-style-type: none"> <li>the use of different cameras and lenses.</li> <li>awareness of where camera is on set.</li> <li>the use of video and still imaging.</li> <li>the use of basic of camera shots and the impact on personal responsibilities.</li> </ul> </li> <li>Explain specific safety protocols, communication techniques and professional behavior needed to work in the Camera department.</li> <li>Explain the general equipment, tasks and functions of the Craft Services department.</li> <li>Explain specific safety protocols, communication techniques and professional behavior needed to work in the Craft Services department.</li> </ul>	<b>Written</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Research Project</li> <li>Self-Assessment</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Class Presentation</li> <li>Teacher Observation Checklist</li> </ul>	<b>Career Ready Practices</b> CRP 1,2,4,6,7,8,11	<b>ELA</b> 11-12R 1,2,4,7,8 11-12W 2,5,6,7
				<b>Cluster Standards</b> AR 1,2,3,6	11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				<b>Pathway Standards</b> AR-AV 1,2,3	<b>Literacy</b> RST 1,2,4,7,8,9 WHST 2,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> <li>• Explain the general equipment, tasks and functions of the Electric department, including lighting.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in the Electric department.</li> <li>• Explain the general equipment, tasks and functions of the Grip department.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in the Grip department.</li> <li>• Explain the general equipment, tasks and functions of the Production Office, including office and organizational skills, Pre-Production tasks, booking travel, Personnel, production hierarchies, and call sheets.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in the Production Office.</li> <li>• Explain the general equipment, tasks and functions of the Sound department, including operation of microphones and mixers, pick-up patterns, connectors and cables.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in the Sound department.</li> <li>• Explain the general equipment, tasks and functions of the Locations department, including parking, tents, and signs.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in the Location department.</li> <li>• Explain the general equipment, tasks and functions of other departments chosen as areas of interest.</li> <li>• Explain specific safety protocols, communication techniques and professional behavior needed to work in other departments.</li> </ul>			
Weeks 9-10			Written	Career Ready Practices	ELA 11-12R 1,2,4,7,8

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
<b>Production Assistant Lifestyle</b>  <b>Live Film Set Training</b>  <b>Final Project</b>	<ul style="list-style-type: none"> <li>What is the impact of work as a production assistant on one's personal and professional life?</li> <li>What are the financial considerations for work as a production assistant?</li> <li>What is work as a production assistant on a film set like?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how work as a production assistant can impact one's personal and professional life.</li> <li>Explain the financial considerations of working as a production assistant including pay scale, gig work, insurance and union membership.</li> <li>Explain the purpose and demonstrate how to fill out employment paperwork including job applications, W-2s, I-9s, and contracts and explain potential problems.</li> <li>Participate in work on a live film set, demonstrating learned knowledge and skills.</li> <li>Research and create a final project based on interests, knowledge, skills and experiences of being a film production assistant.</li> </ul>	<ul style="list-style-type: none"> <li>Final Project</li> <li>Self-Assessment</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Class Presentation</li> <li>Teacher Observation Checklist</li> <li>Self-Assessment of On-set Training</li> </ul>	CRP 1,2,3,4,6,7,8,10,11,12	11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				<b>Cluster Standards</b> AR 1,2,3,4,5,6	
				<b>Pathway Standards</b> AR-AV 1,2,3,4	<b>Literacy</b> RST 1,2,4,7,8,9 WHST 2,5,6,7