



2025/2026

Forsyth County Schools High School Course Syllabus (CTAE)

AV 2 Intro to Filmmaking

Teacher Information

Teacher Name: Jason Hanline

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Availability for Extra Help: Available for help during DawgTime or by appointment

Course Information

Course Description:	[replace with course description text from GaDOE Suitcase]
Course Standards:	Link to Standards
Materials Needed:	<i>Creativity, Drive, Curiosity, and a good eye for detail</i>

Projected Course Timeline

Unit	Approximate Timeline	Major Assignments
		<i>(add more rows below, as needed)</i>

Employability Skills: Standard 1

Standard 1 across all CTAE courses focuses on demonstrating the employability skills valued by business and industry. This encompasses effective communication, creativity, critical thinking, and problem-solving abilities. It also involves displaying work readiness traits essential for workplace success and using the necessary skills to contribute productively on the job. Additionally, Standard 1 highlights the importance of maintaining a professional image through appropriate appearance, behavior, and language.

Career Technical Student Organization (CTSO)

Career Technical Student Organizations or CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse CTSO activities into the instructional activities, thereby helping students see the real-world value of their academic studies. The CTSO for this course appears below, and students are encouraged to take advantage of these additional leadership opportunities.

SkillsUSA: The mission of SkillsUSA is to help its members become world class workers, leaders and responsible American citizens. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.

Dress for Success

Dress for Success: Career and technical education pathways in Forsyth County incorporate Dress for Success Days throughout the school year. These experiences allow students to foster confidence and continue to develop a positive self-image, while understanding the importance of dressing well for their future profession. At certain intervals throughout the course, students will analyze industry standards of the profession and study the importance of dressing well for a job interview. This will culminate in being fully prepared for Community Mock Interviews which occur as students complete a career pathway.

End of Pathway Assessment/Credentials of Value

Students are encouraged to choose a career pathway in 9th or 10th grade that aligns with their college and career goals. This course is part of a three-course sequence that concludes with a nationally recognized online industry credentialing assessment. This exam allows students to demonstrate the skills they've learned and may lead to earning a FCS Pathway Medallion and State Career Pathway Diploma Seals upon graduation. Student directory information may be shared with credentialing vendors offering the assessment. The technical coursework completed throughout the pathway provides the foundation needed for success on the exam, and teachers will share testing details, study guides, and other resources to support student preparation.

Assessment & Grading

Assessment Categories

- **Formative Assessments** include, but are not limited to, homework, class work, labs, investigations, practice tests, rough drafts, and sections of projects/research papers/presentations.
- **Summative Assessments** include, but are not limited to, unit tests, final projects, final essays, formal lab reports, final research papers, and final presentations.

Grading Scale	Grading Weights	Grading Calculations
A = 90-100 B = 80-89 C = 70-79 F = 0-69	Formative = 25% + Summative = 75% <i>(midterm and final exam multiplier = 1)</i>	50% (Semester 1) + 50% (Semester 2) = Course Average

Make-up Work

Make-up work is defined as work assigned during a student's absence, not work assigned prior to an absence. Students who are absent from school have five (5) school days upon returning to school to complete makeup work. The teacher has discretion to grant a longer period of time to make up the work if there are extenuating circumstances.

Summative Reassessment

Summative assessments identify standards where students demonstrate or lack proficiency. Educators use assessment evidence to accurately report levels of student proficiency in a grade-level subject or course and guide next steps. To support continued learning, students may engage in one summative reassessment opportunity per semester per course.

Procedures:

- All formative assessments must be complete before a student takes a corresponding summative reassessment.
- The student must engage in re-teaching activities prior to the summative reassessment.
- The teacher collaborative team can determine one of two methods for reassessment:
 - Engage the student in re-teaching activities and reassess the standards.

- Engage the student in re-teaching activities and use the midterm or final exam to reassess the aligned standards.
- To ensure accuracy in grading and reporting practices, full credit is applied to all reassessments.
- When a student does not show minimal proficiency of standards on multiple summative assessments, a multi-tiered system of supports will be put in place to assist the student in reaching proficiency.

Academic Integrity

It is the expectation of Forsyth County Schools that students exhibit academic integrity when submitting evidence of learning. When students submit evidence that does not authentically represent what they know and can do, the evidence is rendered invalid. Examples of academic dishonesty are outlined in both the Family Engagement Guide & Student Handbook and The Forsyth County Schools Code of Conduct. Depending on the severity of the situation, academic dishonesty/cheating may result in the loss of credit, completing an alternative assignment and/or disciplinary consequences up to a tribunal referral.

Consequences for High School Students:

- **First Offense:** Parent contact + take a different assessment with a maximum assessment score of up to 70%
- **Second Offense:** Parent contact + take a different assessment with a maximum assessment score of up to 50% + in-school suspension
- **Third Offense:** Parent conference + behavior correction plan + removal from honor clubs/societies + loss of credit up to 100% + possible out-of-school suspension
- **Standardized Assessments:** Any suspicion or instances of cheating on standardized tests will be reported to the governing agency and, based on the severity of the behavior, will receive disciplinary consequences.
- **Severe Offenses:** Should a student engage in behavior that compromises the integrity of an assessment (i.e., theft of assessment, pictures/dissemination of content, etc.), immediate and more severe consequences (up to a disciplinary tribunal) may be applied.

**Students who face consequences for submitting work that does not reflect their own knowledge and skills may only reassess in accordance with the FCS Academic Integrity Consequences for High School Students outlined above.*

FCS High School Distraction-Free Learning Information

FCS High School Cell Phone/ Electronic Device Contract In alignment with GA HB340, the Distraction-Free Education Act, which mandates that local school systems establish policies governing personal electronic device use for students in kindergarten through eighth grade, Forsyth County Schools has extended these restrictions to include high school students. Under this policy, high school students' personal electronic devices must remain secured and out of sight from 8:25 AM until the end of the school day at 3:40 PM, except for permitted use during lunch periods.

"Personal electronic device" means any portable electronic device capable of transmitting, receiving, or accessing communications, data, or media. This term includes, but is not limited to personal laptops and headphones, smartphones, smartwatches, tablets, e-readers, smart glasses and other devices with functionalities such as wireless communication, internet access, messaging, video recording, gaming, social media access, or data transmission.

Instructional Resources and Access

Learning Resources/Textbook(s): All learning resources, both print and digital, are meant to support and enhance the student learning experience in this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children's Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked.
<http://fcc.gov/cgb/consumerfacts/cipa.html>
- **Children's Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13 years of age. No personal student information is

collected for commercial purposes.

<https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>

- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Please review the resources below. Each website related to the curriculum resources is provided along with its privacy policies. Should you have any questions regarding these resources, immediately contact the course teacher via email or phone.

Name of Resource*	Hard Copy/Website	Privacy Policy
		[insert link or N/A]
		(add rows below, if needed)

* The above resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.

Remove the rows in this section below if it is not needed.

Include any additional resources paid for/provided by FCS CTAE or your school here (not approved in EdTech Trusted Apps). Parent permissions are needed for these resources only. District resources do not require parent permissions. You are not required to obtain parent signatures on a syllabus UNLESS using FCS CTAE digital resources not approved in EdTech Trusted Apps or school-based resources and/or your administration requires it.

Parent Initials for Approval**	Name of Resource**	Website	Privacy Policy
	SkillsUSA	https://www.skillsusa.org/	https://www.skillsusa.org/privacy-policy/
	[insert EOPA Vendor]	[insert EOPA Vendor website]	[insert Privacy Policy]

** The above resources are web-based resources or assessment platforms that require parent permission. Students completing the third course in a CTAE pathway will take an End of Pathway Assessment/Credentials of Value at the end of the school year. By signing the syllabus, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email.

Parent/Guardian Acknowledgment

I, _____, have read this course syllabus and approve of its contents. I agree to allow my student to use each of the classroom resources listed in the learning resource section. I will support my student in following the classroom expectations outlined in this course syllabus. I agree that I am the person who is legally allowed to consent for my student, whose name is listed below.

Student Name (Print):	
Parent/Guardian Name (Print):	

Parent/Guardian Signature:	
Date:	