

BROADCASTING I

COURSE DESCRIPTION

BROADCASTING I is offered for students interested in either the Audio and Video Technologies sub-cluster or the Journalism and Broadcasting sub-cluster of the arts and communication cluster. The overlap in these industries is extensive as can be witnessed in television, film, music, radio, newspaper, Web-cast, and entertainment just to name a few. This course is the entry-level course to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, and journalism and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended Credits: 1

Grade Levels: 9th – 10th

Number of Competencies in Course: 40

BROADCASTING I

STANDARDS

- 1.0** Students will perform safety examinations and maintain safety records.
- 2.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0** Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.
- 4.0** Students will examine the history and early development of radio and television.
- 5.0** Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.
- 6.0** Students will examine various funding methods for the media industry.
- 7.0** Students will be able to interpret and evaluate various media presentations within their context.
- 8.0** Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; and make a valid judgement.
- 9.0** Students will analyze environmental conditions and select appropriate equipment for the application and the media setting.
- 10.0** Students will practice all aspects of laws, and policies.
- 11.0** Students will operate within an environment structured after current media industry standards.
- 12.0** Students will analyze the effects of media on society.
- 13.0** Students will evaluate career opportunities and career paths within the media industry.

BROADCASTING I

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

- 1.1** Pass with 100% accuracy a written examination specific to safety issues related to this course of study.
- 1.2** Pass with 100% accuracy a performance examination specific to tools and equipment related to this course of study.
- 1.3** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.
- 1.4** Follow rules and regulations to comply with personal and lab safety standards to include general standards, fire, and electrical.
- 1.5** Practice and apply health and safety OSHA standards as they pertain to the course.
- 1.6** Select tools, technology, machinery, equipment, and materials appropriate for the given assignment.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 1.1** Passes with 100% accuracy a written examination relating specifically to safety issues in relation to this course of study.
- 1.2** Passes with 100% accuracy a performance examination relating specifically to tools and equipment in relation to this course of study.
- 1.3** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.
- 1.4** Demonstrates and follows procedures for classroom and lab safety, fire safety, and electrical safety.
- 1.5** Assesses and applies health and safety OSHA standards as they pertain to the course.
- 1.6A** Demonstrates appropriate use of tools to complete assignment.
- 1.6B** Identifies sources of information concerning state-of-the-art tools, equipment materials, and technologies.
- 1.6C** Identifies potential hazards related to use of tools and equipment.

SAMPLE PERFORMANCE TASKS

- Assess the work area for safety hazards.
- Design a corrections program for identified hazards.
- Model the appropriate protective equipment for an assigned task.
- Read manufacturer specifications to determine safe practices while working on various electrical and electronic systems.
- Demonstrate personal safety (e.g., dress, eye and hearing devices, and jewelry) .
- Demonstrate the handling and disposing of chemicals.
- Complete a safety inspection evaluating possible fire and water hazards.
- Develop a presentation on right to know laws and any other laws required for safety.
- Practice safe disposal procedures for chemicals used in related processes.

- Practice ergonomic processes when using the computers and equipment.
- Prepare Occupational Safety and Health notebook for the Tennessee SkillsUSA Championships

INTEGRATION LINKAGES

Science, Computer Skills, Research and Writing Skills, Language Arts, Communication Skills, Leadership Skills, Teamwork Skills, Communication Skills, Algebra, Geometry, Technical Geometry, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA, SkillsUSA *Professional Development Program* (PDP), SkillsUSA *Total Quality Program* (TQP)

BROADCASTING I

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 2.1** Cultivate positive leadership skills.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.
- 2.6** Build personal career development by identifying career interests, strengths, and opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A** Demonstrates character and leadership using creative-and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.2A** Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, gender, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.
- 2.6A** Creates personal career development by identifying career interests, strengths, and opportunities.
- 2.6B** Identifies opportunities for career development and certification requirements.
- 2.6C** Plans personal educational paths based on available courses and current career goals.
- 2.6D** Creates a resumé that reflects student’s skills, abilities, and interests.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' programs and/or competitive events.
- Implement an annual program of work.
- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.
- Participate in the American Spirit Award competition with SkillsUSA.
- Complete *Professional Development Program Level I and Level II*, SkillsUSA.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; Technical Math; English IV: Communication for Life; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

BROADCASTING I

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.

LEARNING EXPECTATIONS

The student will:

- 3.1** Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
- 3.2** Develop advanced study skills.
- 3.3** Demonstrate and use written and verbal communication skills.
- 3.4** Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5** Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6** Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7** Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8** Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A** Uses appropriate time management to achieve goals.
- 3.1B** Arrives at school on time each day.
- 3.1C** Completes assignments and meets deadlines.
- 3.2A** Assesses current personal study skills.
- 3.2B** Demonstrates advanced note-taking ability.
- 3.2C** Formulates appropriate study strategies for given tasks.
- 3.3A** Communicates ideas, information, and messages in a logical manner.
- 3.3B** Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A** Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B** Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A** Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B** Chooses the right mathematical method or formula to solve a problem.
- 3.5C** Performs math operations accurately to complete classroom and lab tasks.
- 3.6A** Understands scientific principles critical to the course.
- 3.6B** Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C** Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).
- 3.7A** Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks

as required for the course work.

- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system).
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

SAMPLE PERFORMANCE TASKS

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners’ self-assessments then share with the class the strategies developed.
- Research the Internet and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

INTEGRATION LINKAGES

SkillsUSA, Professional Development Program; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; Technical Math; English IV: Communication for Life; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

BROADCASTING I

STANDARD 4.0

Students will examine the history and early development of radio and television.

LEARNING EXPECTATIONS

The student will:

- 4.1** Examine the origins of radio and television.
- 4.2** Identify key factors that impacted the evolution of broadcasting technology.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1** Analyzes the invention and evolution of broadcasting.
- 4.2A** Examines historical events that impacted the broadcast industry.
- 4.2B** Examines the development of government regulations in the broadcast industry.
- 4.2C** Identifies the progression of radio and television programming.
- 4.2D** Analyzes the transformation from analog to digital television.

SAMPLE PERFORMANCE TASK

- Develop a timeline depicting the invention and evolution of broadcasting to the present time.
- Research historical events and people that contributed to the advancement of broadcasting.
- Illustrate the changes in radio programming from what was broadcast in the early 1920s to present day.
- Prepare a presentation that demonstrates the creation and emergence of the television era.

INTEGRATION LINKAGES

Mass Media History, History, English, Speech and Communication, Informative and Persuasive Speaking, Research, Math, Photography, Flow Chart Development

BROADCASTING 1

STANDARD 5.0

Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.

LEARNING EXPECTATIONS

The student will:

- 5.1** Examine different mass media fields of study, including audio and video technologies and journalism and broadcasting.
- 5.2** Interpret industry-specific writing samples.
- 5.3** Demonstrate enunciation, vernacular, diction, and proper speech techniques for mass media applications.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1A** Collects industry and career information from a variety of mass media workplaces.
- 5.1B** Differentiates production and content staff positions and responsibilities in a variety of mass media workplaces.
- 5.1C** Practices operating mass media equipment including computers, cameras, editors, mixers, and other audio, video, and journalistic equipment.
- 5.1D** Explores the process of news gathering from idea generation to story development.
- 5.2A** Distinguishes between different journalistic styles of writing.
- 5.2B** Creates a variety of mass media related writing samples.
- 5.2C** Examines a variety of mass media technical-writing samples including live news scripts, cue sheets, rundowns and instruction manuals.
- 5.3A** Relates industry terminology to various mass media fields of study.
- 5.3B** Dramatizes directing a live show using industry standard speech.

SAMPLE PERFORMANCE TASK

- Build a portfolio of information, education requirements, and media samples relating to a potential mass media career of interest.
- Develop a role and responsibility list for a production and content staff made up of classmates on the crew of a multi-platform news organization.
- Compare characteristics of a newspaper's format and content to magazine, television, and Internet formats.
- Write and report a news story on deadline.
- Evaluate the language clarity of a director cueing a live broadcast program.
- Create a news story for a public school event.
- Convert a newspaper article or magazine article into a broadcast style story for radio or TV.
- Plan, practice, and produce a current mass media product: TV news show, newspaper, magazine.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING I

STANDARD 6.0

Students will examine various funding methods for the media industry.

LEARNING EXPECTATIONS:

The student will:

- 6.1** Demonstrate an understanding of advertising.
- 6.2** Distinguish funding sources from underwriting to subscription versus ad-supported media.
- 6.3** Prepare a budget for a specified production or publication.
- 6.4** Design a promotional campaign.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Designs and illustrates an advertising sales campaign.
- 6.2** Debates the appropriateness of proposed content for underwriting to subscription versus ad-supported media.
- 6.3** Estimates cost for a production or publication to be completed.
- 6.4** Creates a promotional event for a funding source.

SAMPLE PERFORMANCE TASK

- Debate the appropriateness of a program or story for a given media entity.
- Explore fees for music rights to be secured for use in a commercial.
- Interview industry representative regarding current rates for shooting, editing, graphic design, post production and talent costs.
- Set-up a remote campaign.
- Design a campaign for funding in your school and community. Some examples are mediathon, radiothon, telethon and person-to-person sales.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING I

STANDARD 7.0

Students will be able to interpret and evaluate various media presentations within their context.

LEARNING EXPECTATIONS:

The student will:

- 7.1** Examine formats for various media applications.
- 7.2** Analyze various media presentation formats.
- 7.3** Evaluate format applications of various local, national, and international media.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1** Designs a format utilizing the various media applications.
- 7.2** Distinguishes between different script formats.
- 7.3** Creates a project using multicultural media presentations.

SAMPLE PERFORMANCE TASK

- Produce a project utilizing multimedia applications, including graphic design, Web sites, cameras, audio recorders, and visual art including audio and visual software.
- Produce a local news brief utilizing different script formats such as opinion poll, views on local issues, news facts, or commentary on a controversial school policy.
- Design an educational public service announcement which incorporates multi-cultural views.
- Incorporate multimedia resources such as graphics, pictures, music, and voice into a design.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING I

STANDARD 8.0

Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; and make a valid judgement.

LEARNING EXPECTATIONS:

The student will:

- 8.1** Demonstrate the ability to formulate and articulate appropriate information in a presentation.
- 8.2** Analyze qualitative and quantitative data to make accurate and informed decisions.
- 8.3** Compare and contrast major differences and similarities reflected in various perspectives on an issue.
- 8.4** Compose written project proposals based on solid research and thorough analysis.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1** Develops and produces a project that informs, entertains, and persuades individuals to select a current media career.
- 8.2** Evaluates the factors used to determine whether to retain or to cancel a program.
- 8.3** Researches and makes conclusions about major events or trends in various media.
- 8.4** Analyzes the process that a production company uses to decide whether to invest in the production of a show.

SAMPLE PERFORMANCE TASK

- Create a media production that demonstrates a current media career.
- Prepare a recommendation about whether to retain or cancel a program using advertising or ratings data.
- Create a documentary based on major events or trends using various media applications.
- Develop a proposal for a media project incorporating production and marketing approach, financial analysis, and sales expectations.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING I

STANDARD 9.0

Students will analyze environmental conditions and select appropriate equipment for the application and the media setting.

LEARNING EXPECTATIONS:

The student will:

- 9.1** Research and develop media application projects.
- 9.2** Create a project plan that incorporates location, equipment, and safety needs.
- 9.3** Assess the location for safety, personnel, visual, and equipment needs.
- 9.4** Assemble teams and assign roles and responsibilities.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 9.1A** Selects the appropriate media application for developing a project.
- 9.1B** Compares and contrasts the pros and cons of different media applications.
- 9.1C** Calculates the project cost for various media applications.
- 9.2** Evaluates the project plan and creates a checklist to ensure that all tasks are assigned and coordinated.
- 9.3** Diagrams location layout, including safety, personnel, environmental obstacles, and equipment.
- 9.4** Constructs the components of the project using appropriate media application for each team.

SAMPLE PERFORMANCE TASK

- Develop a budget for a project for a remote location.
- Design and produce a project from a remote location.
- Analyze the diagram to determine safety, personnel, environmental factors, and equipment needs.
- Each team will assemble and produce all media components to create the finished project.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING I

STANDARD 10.0

Students will practice all aspects of laws, and policies.

LEARNING EXPECTATIONS:

The student will:

- 10.1** Demonstrate an understanding of the role of FCC rules, regulations, licensing and policy-making.
- 10.2** Evaluate local, state, and national laws, policies, and procedures regarding personal rights, interviewing, pictures, or identifying issues.
- 10.3** Research and analyze potential legal, and policy issues.
- 10.4** Demonstrate professional conduct and code of ethics around issues such as, but not limited to, copyright, use of materials taken from the Internet, and privacy.
- 10.5** Analyze and compare media release forms, contracts, and permits.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 10.1** Researches FCC requirements for broadcast content.
- 10.2** Researches privacy laws and policies applicable to a media project.
- 10.3** Researches and assesses the cause and impact of policy and procedures in industry standard manuals.
- 10.4** Researches the licensing source of material for media.
- 10.5** Creates a release form, contract, or permit for use of copyright materials and talent.

SAMPLE PERFORMANCE TASK

- Interview a media professional about the impact of privacy laws on the industry.
- Evaluate team members' projects and assess their compliance with industry standards.
- Write a letter of request to use the copyright materials for educational purposes.
- Contact by Internet or in person an attorney to review and critique the release form, contracts, and permits.
- Evaluate team members' projects and assess their compliance with FCC rules.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING I

STANDARD 11.0

Students will operate within an environment structured after current media industry standards.

LEARNING EXPECTATIONS:

The student will:

- 11.1** Categorize the roles and responsibilities of various members of production and content teams.
- 11.2** Assess the demographics of the target audience to be served.
- 11.3** Select the content that is most appropriate for the target audience.
- 11.4** Choose a format that is suited to the needs and desires of the target audience.
- 11.5** Determine the most effective and cost-efficient location for the presentation/production.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 11.1** Examines and evaluates the duties and requirements of each member of production/content team.
- 11.2** Collects and analyzes demographic data from the service area.
- 11.3** Constructs the script and necessary materials for the media presentation.
- 11.4** Organizes and assembles the various components of the production.
- 11.5** Calculates the total cost of the production, including time, personnel, location, and equipment.

SAMPLE PERFORMANCE TASK

- Diagram a pre-production meeting and all aspects of a live production.
- Develop an audience profile for a specific production.
- Prepare a written story within a specified guideline and timeframe.
- Design and prepare a RUN-DOWN format for presentation of the media production.
- Demonstrate the duties of various members of the production team, including camera operator and sound technician.
- Coordinate the tasks of each team member in a cohesive and timely manner.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING I

STANDARD 12.0

Students will analyze the effects of media on society.

LEARNING EXPECTATIONS:

The student will:

12.1 Compare research of mass media ethics today and those of past generations.

12.2 Appraise professional conduct in the development of today's media.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

12.1A Analyzes ethics in today's media, such as music, advertising, video games, point-of-view journalism, social media, blogs, etc., versus those of previous generations.

12.1B Debates pros and cons of today's media effects on society.

12.2 Demonstrates ethical behaviors in what is written, spoken, or presented in any media form.

SAMPLE PERFORMANCE TASK

- Create a commentary (research and attribute sources) that will validate your concepts of futuristic media effects on society.
- Develop a project using ethics of today's mass media.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING I

STANDARD 13.0

Students will evaluate career opportunities and career paths within the media industry.

LEARNING EXPECTATIONS

The student will:

- 13.1** Develop a profile of career opportunities.
- 13.2** Develop a personal education/career roadmap.
- 13.3** Project future career opportunities within the media industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 13.1** Researches the media industry for various career paths and job titles.
- 13.2A** Plans personal education paths, based on aptitude, available courses, postsecondary education, and current career paths.
- 13.2B** Profiles personal characteristics, which are beneficial to the success of a professional in the media industry.
- 13.3** Researches and develops a projection of media industry trends related to career opportunities.

SAMPLE PERFORMANCE TASKS

- Develop a list of career opportunities, including educational requirements, responsibilities, and salary ranges.
- Develop a personal career plan.
- Research and present information on focus and trends in the media industry.
- Incorporate professional terminology into conversations.

INTEGRATION LINKAGES

Computer Skills, Internet Navigation Skills, Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Government, Law, Electricity, Electronics, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), SkillsUSA, CompTia