

BROADCASTING II

COURSE DESCRIPTION

Broadcasting II is offered in the audio and video technology sub-cluster to students who have completed Broadcasting I or obtained instructor's approval. Course content focuses on broadcast production technologies utilizing simulated and/or real-life projects. This course centers on production of various broadcasting products including, commercials, music, news, and interactive programming. The student will gain valuable insight into the many facets of broadcast production, including but not limited to concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as exploring some of the latest advances in industry technology. Upon completion of this course, students will be prepared to pursue advanced coursework.

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

Recommended:	Broadcasting I
Recommended Credits:	2-3
Grade Levels:	10 th or 11 th
Number of Competencies in Course	2 credits – 45 3 credits – 48

Note: Standards 1-9 apply for 2 credits. Standard 10 applies for an additional credit. All work based learning guidelines must be followed to receive the third credit

BROADCASTING II

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 demonstrate the ability to communicate effectively through oral, written, and visual expression.
- 5.0** Students will analyze how funding affects the media industry.
- 6.0** Students will interpret and evaluate various media presentations within their context.
- 7.0** Students will demonstrate the ability to conceptualize, develop, and present an idea.
- 8.0** Students will analyze environmental conditions and select appropriate equipment for the application.
- 9.0** Students will operate within an environment structured after current media industry standards.
- 10.0** Students will demonstrate an understanding of ethics in the industry.
- 11.0** Students will analyze how electronic media production principles are applied through a specific work-based learning experience.

BROADCASTING II

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 II

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 resume 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 II

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** Evaluates trouble-shooting techniques
- 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 II

Standard 4.0

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

LEARNING EXPECTATIONS

The student will:

- 4.1 Examine different occupational careers in broadcasting production and/or related fields.
- 4.2 Evaluate various types of production scripts and their use.
- 4.3 Analyze the various types of commercials in the U.S.
- 4.4 Apply industry terminology.
- 4.5 Illustrate the various production roles and their responsibilities.
- 4.6 Analyze personal appearance, movement, and speech techniques for video and audio-based productions.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

- 4.1 Uses standard flowchart diagrams to create a personnel chart.
- 4.2A Demonstrates ethical behavior in what is written, spoken, or presented in an audio/visual manner.
- 4.2B Writes production scripts for various types of programming.
- 4.3 Compares and contrasts the various types of commercials.
- 4.4A Illustrates verbal commands given by directors during a production using correct terminology.
- 4.4B Uses proper diction and pronunciation
- 4.4C Demonstrates personal appearance, movement and speech using video/audio software
- 4.5A Sketches a chart of production staff personnel and responsibilities
- 4.5B Assumes role of director and gives commands clearly and concisely and use correct terminology
- 4.7 Critiques productions and addresses various types and styles of personal appearance, movement, and video and audio production speech techniques.

SAMPLE PERFORMANCE TASK

- Develop a role and responsibility list for a recording studio production staff
- Demonstrate the connection between standard audio production elements
- Use digital editing computer programs to create audio/video productions
- Examine a production script and rundown and interpret the markings using industry standard techniques

- Given the product data the student will prepare a script using at least two writing styles
- Set goals and strategies to develop techniques and styles in personal appearance, movement, and speech.

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING II

STANDARD 5.0

Students will analyze how funding affects the media industry.

LEARNING EXPECTATIONS:

The Student will:

- 5.1 Differentiate between commercial announcements and program underwriting statements
- 5.2 Appraise the duties of the sales department
- 5.3 Question the value of personalities and ratings to station income
- 5.4 Interpret the budget considerations for various types of electronic media
- 5.5 Considerations for various types of broadcasting
- 5.6 Interpret success for an Internet Web site.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1A Distinguishes the funding sources for commercial, non-commercial, cable entities
- 5.1B Compares and contrasts the differences for similarities of commercials and underwriting statements
- 5.1C Compares and contrasts advantages and limitations relating to underwriting statements
- 5.2 Compares and contrasts the effects of funding and funding sources on program quality
- 5.3A Surveys and establishes a marketable factor for station personnel
- 5.3B Appraises the value of ratings and audience to a stations income
- 5.4A Establishes a budget for a media campaign using local rate cards
- 5.4B Creates a profit/loss statement for an electronic media entity
- 5.5A Appraises sources of income and expenses for Internet Web sites
- 5.5B Evaluates several Internet Web sites based upon the service and income sources

SAMPLE PERFORMANCE TASK

- Write an underwriting statement for the funding source of a non-commercial program
- Chart the advantages and limitations of underwriting statements

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, ATVC (Advanced Television Committee),

OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING II

STANDARD 6.0

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

LEARNING EXPECTATIONS

The student will:

- 6.1** Evaluate effectiveness and program elements of final production
- 6.2** Analyze the diversity of digital resources for editing
- 6.3** Demonstrate understanding of synchronization
- 6.4** Analyze and demonstrate lighting principles
- 6.5** Demonstrate understanding of the computer process to create a graphic
- 6.6** Distinguish between types of cameras and image sources
- 6.7** Distinguish between the types of audio software and equipment

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Distinguishes editing processes for broadcasting and the differences between them
- 6.2A** Describes non-linear editing processes
- 6.2B** Demonstrates and edits audio using programs similar to Adobe and Pro Tools
- 6.2C** Demonstrates and edits video using programs similar to Avid, Final Cut Pro, and Adobe Premiere
- 6.2D** Illustrates the basic functions of an editing system
- 6.3** Demonstrates the application of synchronization of music, voice over, natural sound and video into a unified project.
- 6.4** Utilizes standard studio and remote lighting techniques to light the talent and to create a mood needed by the program.
- 6.5A** Creates and edits images and documents using programs similar to Photoshop, or most current programs
- 6.5B** Imports images and documents from computer programs into a finished presentation or program
- 6.6A** Compares and contrasts types of cameras and determine the purpose of each
- 6.6B** Identifies image sources
- 6.6C** Differentiates between consumer, industrial and broadcast audio and video equipment
- 6.7** Compares and contrasts the different types of audio software and equipment

SAMPLE PERFORMANCE TASK

- Using a teacher-created evaluation form, rate the program elements in a program
- Edit a 30-second commercial or public service announcement (PSA) using audio software
- Edit a 30-second commercial or public service announcement (PSA) using video software
- Create and edit an image in Photoshop
- Import computer generated images and documents in a presentation or program
- Using a tech sheet to compare similar video imaging sources
- Create and maintain a broadcast facility Web site.

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING II

STANDARD 7.0

Students will demonstrate the ability to conceptualize, develop, and present an idea

LEARNING EXPECTATIONS

The student will:

- 7.1 Evaluate the three stages of production: pre-production, production, post-production
- 7.2 Demonstrate knowledge of picture composition
- 7.3 Use production techniques to present an idea or to establish a mood.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1A Employs pre-production planning and conducts meetings to familiarize crew with project
- 7.1B Demonstrates production techniques and activities
- 7.1C Finalizes the project using post-production techniques
- 7.2A Compares and contrasts the composition of two or more images
- 7.2B Inventories and examines camera operations
- 7.2C Differentiates between the various styles of picture composition and camera operations to achieve the styles
- 7.2D Differentiates between ENG and studio camera operations
- 7.3A Illustrates the placement of talent, set, lights, and cameras
- 7.3B Develops an audio script with cues for effects
- 7.3C Creates a “location” within the studio
- 7.3D Uses voice and effects to create a mental image
- 7.3E Uses camera placement and moves to create visual moods

SAMPLE PERFORMANCE TASKS

- Practice the set-up and operation of cameras during mock ENG and studio productions
- Practice the roles of a production team for pre-production, production, and post-production
- Determine the responsibilities of all members of a production crew
- Practice recording images using various composition styles
- Develop short audio segments using techniques to establish various moods

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING II

STANDARD 8.0

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

LEARNING EXPECTATIONS:

The student will:

- 8.1** Categorize basic equipment used for broadcasting
- 8.2** Appraise computers and related peripheral images and media devices
- 8.3** Interpret techniques for audio production
- 8.4** Examine the differences and similarities of various digital sources (including compressed files)
- 8.5** Analyze lighting equipment
- 8.6** Interpret video elements (i.e., resolution, formats, etc.)
- 8.7** Chart the process in setting up remote audio/video productions

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1A** Employs techniques in the basic operation and maintenance of audio/video equipment
- 8.1B** Applies the basic functions of editing systems
- 8.1C** Diagrams cabling for audio/video production
- 8.1D** Analyzes the various types of microphones, their use, and pickup patterns
- 8.1E** Distinguishes between the various types of cables and connectors used
- 8.2A** Operates a computer and related peripheral image and media devices
- 8.2B** Practices operation of peripherals (i.e., switcher, computer graphics, video effects, audio digital equipment)
- 8.3A** Demonstrates techniques required for different types of audio performance and recordings
- 8.3B** Applies knowledge of audio techniques for audio production
- 8.4** Differentiates digital sources (including compressed files)
- 8.5** Demonstrates lighting techniques using various types of lighting equipment
- 8.6** Demonstrates knowledge of video elements (i.e., resolution, formats, etc)
- 8.7** Demonstrates the ability to set up remote audio/video productions

SAMPLE PERFORMANCE TASK

- Develop a catalog of equipment available for studio use
- Light a one-on-one interview
- Edit a public service announcement {PSA} using a computer editing system
- Identify cables and microphones by type and use
- Develop a list of equipment required for remote production
- Analyze lighting in a typical television show
- Use a camera to videotape original footage for a public service announcement {PSA}
- Connect equipment for remote production

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)

BROADCASTING II

STANDARD 9.0

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

LEARNING EXPECTATIONS

The student will:

- 9.1 Solve broadcast production problems utilizing materials, time, facilities, and human resources
- 9.2 Evaluate production goals and objectives
- 9.3 Evaluate production team roles
- 9.4 Execute a basic recording session
- 9.5 Formulate trouble-shooting procedures

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Eliminates broadcasting production problems through pre-planning and organizational skills
- 9.2A Categorizes production goals and objectives
- 9.2B Conducts an audience analysis
- 9.2C Sets budget criteria
- 9.2D Presents a proposal for a production, including time constraints, crew, and equipment requirements, along with script and story board development.
- 9.2E Completes a remote site survey
- 9.3A Charts production team roles
- 9.3B Provides a quality performance as part of a team
- 9.3C Adapts editing skills to various delivery platforms
- 9.4 Applies audio principles to execute a basic recording session
- 9.5 Demonstrates trouble-shooting technical production procedures

SAMPLE PERFORMANCE TASK

- Diagram a pre-production meeting and all aspects of a live production
- Demonstrate camera techniques
- Construct graphics for live productions

- Prepare a written script within a specified guideline and time frame

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING II

STANDARD 10.0

Students will demonstrate an understanding of ethics in the industry

LEARNING EXPECTATIONS

The student will:

10.1 Research roles, professional conduct, and certifications in the broadcasting industry

10.2 Research and follow copyright laws

10.3 Identify the need for contracts, legal release forms, and permits

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

10.1A Exhibits professional conduct in the classroom and work environment

10.1B Relates professional conduct around issues such as copyright, Internet material, and privacy.

10.1C Interprets certifications in the broadcasting industry

10.2A Analyzes and follows copyright laws

10.2B Illustrates the legal implications for violations of related laws

10.3 Debates the need for contracts, legal release forms, and permits

SAMPLE PERFORMANCE TASK

- Develop a list of industry certifications and compare their requirements and job opportunities
- Prepare a standard release form for the school system
- Dramatize the differences between good and bad ethics
- Develop a role-playing program and discuss an ethical problem between the industry and those outside
- Debate professional conduct issues relating to legalities

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING II

STANDARD 11.0

Students will analyze how electronic media production principles are applied through a specific work-based learning experience

LEARNING EXPECTATIONS

The student will:

- 11.1** Analyze the opportunity and advantages of working in the broadcast industry through work-based learning.
- 11.2** Apply principles of the broadcasting industry to a work-based situation
- 11.3** Integrate time management principles in organizing his/her schedule to include home, school, work, social, and other activities

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 11.1A** Evaluates projects and identifies possible ramifications of the individual's behavior for the organization, other employees, and the employee him/herself.
- 11.1B** Examines employment site and applies personal values to work situations.
- 11.1C** Lists critical job-retention skills
- 11.1D** Prepares for employee evaluations
- 11.2** Evaluates school, social, and workplace situations and applies problem-solving and decision-making skills to develop a work schedule
- 11.3A** Demonstrates leadership skills through exhibiting characteristics of integrity and pride in work
- 11.3B** Applies professional conduct strategies to work-based learning issues
- 11.3C** Evaluates and applies principles of ethics as they relate to the work-based experience

SAMPLE PERFORMANCE TASK

- Prepare a personal work schedule to fit social, school, and work-based learning activities into a workable life.
- Using an employee review document, teams will discuss the possible job behavior that might have resulted in positive or negative results within an evaluation
- Explain how performance evaluations relate to salary and promotions
- Describe strategies for balancing personal and career responsibilities and needs

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, ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, *Professional Development Program* – SkillsUSA, SCANS (Secretary’s Commission on Necessary Skills)