

NORTHERN YORK COUNTY SCHOOL DISTRICT

Broadcasting I

(August 2006)

Broadcasting I

I. PHILOSOPHY

This course is meant as an introduction to broadcast media and time will be spent in both a class setting and in the broadcast studio, producing the daily news program. A school-to-work connection will not only emphasize the skills needed to write good news copy, but also the means of putting a successful news program together. The student will use real-life application exercises utilizing broadcasting equipment, Macintosh computers and Photoshop to develop news stories, commercials and news reports for NHS News. Students will strengthen their writing skills with exercises that examine the type of copy used in broadcasting and other media outlets. Proper news delivery will be emphasized. The students will also be given the opportunity to explore different positions needed to run a broadcasting station on a rotation basis, as well as given the opportunity to anchor the news show. The students will be encouraged to analyze, synthesize and evaluate situations at home, school, or work and apply technology to complete the tasks efficiently and effectively.

II. COURSE OF STUDY

A. Course Title: Broadcasting I

B. Grade Level: 10, 11, and 12

C. Length of Course:

1. Frequency – 6 days/6 day cycle
2. Duration – 44 minutes
3. Length – full year course
4. Clock Hours—120 hours

D. Academic Level: Introductory Broadcasting Course

E. Credits: 1.0

E. Prerequisites: 1) Good academic standing
2) Intermediate Microsoft Word highly suggested

G. Course Description: Broadcasting I is a course designed to develop Basic/intermediate skills needed for broadcast media. It will use a “hands on” approach to learning the studio equipment and reporting/writing/producing process. The skills will be taught using a variety of methods and the emphasis will be on “real life” correlations.

III. Expected Levels of Achievement

Grading system criteria is based on the school district's policy of:

93% to 100%	=	A
85% to 92%	=	B
77% to 84%	=	C
70% to 76%	=	D
0% to 69%	=	F

Students are expected to achieve 70 percent or higher on all examinations or performance evaluations.

IV.Procedures For Evaluation

Chapter and Unit Exams—teacher-prepared and standardized
Performance
Acceptable/Unacceptable Copy
Class Activities
Semester Exams

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Core Concept: be able to correct copy for news broadcast

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Procedures for Assessment	Resources
1.1.3 B	Preview the text formats	Review Basics of Copy: ✓ Define “good” broadcasting style	Evaluate review questions	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.1.5 B	Select texts for a particular purpose using the format text as a guide	✓ Define “slugs”. ✓ Review copy rules. ✓ Timing Copy.	Evaluate reinforcement applications.	
1.4.8 B	Write multi-paragraph informational pieces	✓ The number rule. ✓ Punctuation ✓ Names and Titles	Award points for successful completion of exercises.	
1.5.3 B	Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed	✓ Abbreviations ✓ Race? Complete review questions ✓ Correct sample copy ✓ Rewrite copy to reflect “good” broadcasting style ✓ Find a one page story in the newspaper to rewrite and time for broadcast	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher-prepared worksheets Audiovisual Media

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Core Concept: be able to write news copy from a news source

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.5.11.A	Write with a sharp distinct focus	Define conversational broadcast copy	Evaluate review questions	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press Teacher-prepared worksheets Audiovisual Media
1.5.11.C	Write with controlled and/or subtle organization	Review contraction use ✓ Examine relative clauses and why they are best avoided	Evaluate reinforcement applications.	
1.5.11.D	Write with a command of the stylistic aspects of composition	✓ Review overall copy rules Review questions on concepts	Award points for successful completion of exercises.	
1.5.11.E	Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed	Rewrite and correct broadcast copy. Print out and rewrite news from the NHSNews E-mail folder.	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
1.5.11.F	Edit writing using the conventions of language	Rewrite a story from a newspaper using broadcast style		

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Core Concept: rewrite copy using stronger verbiage

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.5.1.A	Write with a sharp distinct focus	Examine final rules of style:	Evaluate review questions	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press Teacher-prepared work-sheets Audiovisual Media
1.5.11.C	Write with controlled and/or subtle organization	✓ Examine present tense, present perfect tense, mixing tenses, active verbs, strong verbs	Evaluate reinforcement applications.	
1.5.11.D	Write with a command of the stylistic aspects of composition	✓ Using quotes ✓ Attribution	Award points for successful completion of exercises.	
1.5.11.E	Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed	✓ Expressing time ✓ Transitions Review questions on concepts Rewrite copy using stronger verbs	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
1.5.11.F	Edit writing using the conventions of language			

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Core Concept: be able to produce a news story using conversational broadcast style and specific lead types.

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.4.5.B	Write informational pieces using illustrations when relevant	Writing broadcast copy: ✓ Define a lead ✓ Examine the “5W’s and H Rule	Evaluate review questions Evaluate reinforcement applications.	Teacher text: Broadcast News: Writing, Reporting, and Producing© 2005, Focal Press
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	✓ Define hard and soft leads ✓ Define and use a quote lead ✓ Define and use a shotgun lead	Award points for successful completion of exercises.	
1.5.11.A	Write with a sharp distinct focus	✓ Define and use a suspense lead ✓ Define and use a delayed lead	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher-prepared worksheets
1.5.11.C	Write with controlled and/or subtle organization	✓ Update and rework a lead Complete review questions on concepts		Audiovisual Media
1.5.11.D	Write with a command of the stylistic aspects of composition	Write a quote lead with given information Write a shotgun lead with given information Using given information, write a news story and use any lead discussed .		

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Core Concept: be able to write copy for various media outlets

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced	Discuss the difference between television and radio news: ✓ Examine the past and future of radio news	Evaluate review questions	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.8.11.B	Locate information using appropriate sources and strategies	✓ Discuss organization of material ✓ Define “writing from the back”	Evaluate reinforcement applications.	
1.8.11.C	Organize, summarize and present main ideas from research	✓ Determining the lead story ✓ Discuss differences in story length ✓ Define “wraparounds.”	Award points for successful completion of exercises.	Teacher-prepared worksheets
1.6.11.F	Use media for learning purposes	✓ Define “lead ins.” ✓ Define “teases.”		
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	✓ Examine “headlines.” ✓ Define “pad copy.” ✓ Define “back timing.” ✓ Examine “actualities” in radio		
1.5.11.A	Write with a sharp distinct focus	Complete review questions on concepts		
1.5.11.C	Write with controlled and/or subtle organization	Using stories from the front page of a newspaper, prepare headlines for a news broadcast		
1.5.11.D	Write with a command of the stylistic aspects of composition	Write teasers for these stories that will appear later in the radio news-cast Possible field trips/extension experience’s -invite local news personalities to speak -visit local radio/stations TV		

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Core Concept: be able to combine words and pictures for a television broadcast

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	Writing for the television news broadcast: ✓ Explain “read stories” ✓ Define and produce voice-overs	Evaluate review questions Evaluate reinforcement applications.	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.5.11.F	Edit writing using the conventions of language	✓ Create a split page. ✓ Prepare lead-ins, headlines, and teasers for news broadcast.	Award points for successful completion of exercises.	
1.6.11.F	Use media for learning purposes	✓ Examine the many writers who contribute to a newscast	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher-prepared worksheets
1.2.11.	Use and understand a variety of media and evaluate the quality of material produced	Complete review questions on concepts Take a story from either the NHSNews folder or a newspaper and rewrite it on a split page. (Length 20 seconds) Create a Video sound over		Audiovisual Media

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Core Concept: be able to add color (style, extra emphasis) to news stories

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.3.11.E	Analyze how a scriptwriter's use of words creates tone and mood and how choice of words advances the theme or purpose of the work	Define "color" ✓ List various ways to add color or to copy ✓ Examine different styles of well-known broadcasters (Why are they liked? Why are they trusted?)	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises.	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.6.11.E	Participate in small and large group discussions and presentations	Watch a network newscast and local newscast that precedes it.	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher-prepared worksheets
1.6.11.F	Use media for learning purposes	Take notes on two stories from each that you believe were well written and explain why.		Audiovisual Media
1.6.11.A	Listen to others			
1.6.11.D	Contribute to discussions	Complete review questions on concepts		

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Core Concept: to be able to professionally deliver the news

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.6.11.C	Speak using skills appropriate to formal speech situations	Delivering the news: ✓ Discuss “credibility” ✓ Examine how to overcome “one-way” conversation	Evaluate review questions Evaluate reinforcement applications.	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press Teacher-prepared worksheets Audiovisual Media
1.5.11.F	Edit writing using the conventions of language	✓ Examine the qualities needed to be a good reporter/anchor ✓ Work on news delivery (dialect, pronunciation, pacing, inflection, breathing, pitch)	Award points for successful completion of exercises.	
1.6.11.E	Participate in small and large group discussions and presentations	✓ Create markup for an anchor’s copy. (Marking copy for pauses and emphasis.)	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
1.6.11.D	Contribute to discussions	✓ Discuss additional talents needed to anchor or report the news		
1.6.11.F	Use media for learning purposes	Read a few newspaper articles silently then read them into a tape recorder. Make notes of problems discovered in the copy, only after reading it aloud. (Make the changes and tape this as well.) Complete review questions on concepts		

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Core Concept: be able to develop skills needed for reporting

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.3.11.E	Analyze how a scriptwriter's use of words creates tone and mood and how choice of words advances the theme or purpose of the work	Examine all the basic skills needed by broadcast news reporters: <ul style="list-style-type: none"> ✓ Accuracy ✓ Curiosity ✓ Concern and caring ✓ Persistence ✓ Fairness ✓ Aggressiveness ✓ Diversity ✓ Research ✓ Manners and sensitivity ✓ Being a good team player 	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises.	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.6.11.E	Participate in small and large group discussions and presentations		Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher-prepared worksheets
1.6.11.D	Contribute to discussions	Determine the most important of these skills and why.		Audiovisual Media
1.6.11.F	Use media for learning purposes	Define "news judgment" Watch taped news broadcasts from two different news stations. Did both lead in with the same story? Which did you prefer and why? Complete review questions on concepts		

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Core Concept: to be able to practice skills used in live reporting

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	Reporting Live: ✓ How to organize thoughts (Ad-libbing, Comparison of now to then in live reporting, Keeping cool, Memorizing)	Evaluate review questions	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press Teacher-prepared worksheets Audiovisual Media
1.5.11.C	Write with controlled and or subtle organization	✓ Define “leading questions” and why/how to avoid them	Evaluate reinforcement applications.	
1.6.11.C	Speak, using skills appropriate to formal speech situations	✓ Discuss the pros and cons of warming up the person you are interviewing.	Award points for successful completion of exercises.	
1.6.11.A	Listen to others	✓ What questions should be asked before the interview?	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
1.6.11.E	Participate in small and large group discussions and presentations	✓ How to know when enough questions are asked?		
1.6.11.D	Contribute to discussions	✓ Examine “off-the-record”. What are the advantages and disadvantages of these types of comments?		
		✓ Discuss other “tips” Interview a classmate using the techniques described. Do a live report for the news broadcast. (Students and teacher will critique) Complete review questions on concepts		

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Core Concept: to be able to put a television story together

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.3.11.E	Analyze how a scriptwriter's use of words creates tone and mood and how choice of words advances the theme or purpose of the work	Working on the whole "package" of a story: <ul style="list-style-type: none"> ✓ At the scene ✓ Taking notes ✓ Opening the story ✓ Good pictures ✓ Good writing ✓ Organizing the story ✓ Selecting sound ✓ Working with the video editor 	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises.	Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i> © 2005, Focal Press
1.4.5.B	Write informational pieces using illustrations when relevant			Teacher-prepared worksheets
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems	<ul style="list-style-type: none"> ✓ Discuss the differences between read stories, voiceovers, voice-over-sound on tape and packages. 	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Audiovisual Media
1.6.11.D	Contribute to discussions	<ul style="list-style-type: none"> ✓ Discuss the considerations that determine the techniques used to tell certain stories. ✓ Explain the most popular ways to open and close a package. ✓ What are the benefits to using each type? ✓ What factors determine the length of a package? <p>Pick a story from a newspaper and create a 20 second voice over.</p> <p>Complete review questions on concepts</p>		

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Core Concept: be able to distinguish between different roles of a broadcasting staff

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.3.11.E	Analyze how a scriptwriter's use of words creates tone and mood and how choice of words advances the theme or purpose of the work	<p>The roles in a broadcast studio:</p> <ul style="list-style-type: none"> ✓ Define the roles of the producers (Executive, line, associate, and field) ✓ List the various duties of each type of producer. ✓ What is a "run down", and why is it so important? ✓ Explain the "peak and valley" theory ✓ Explain the inverted pyramid in producing ✓ Explain what back time is and why it is so important <p>Watch a taped news broadcast and try to determine the type of format the producer is using. See if you can spot "peaks and valleys."</p> <p>Complete review questions on concepts</p>	<p>Evaluate review questions</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects</p>	<p>Teacher text: <i>Broadcast News: Writing, Reporting, and Producing</i>© 2005, Focal Press</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>
1.6.11.F	Use media for learning purposes			
1.6.11.D	Contribute to discussions			

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Core Concept: to be able to operate a camcorder

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems	Work with a camcorder: ✓ Identify the main parts of the camcorder and explain how they work together ✓ Identify various videotape formats and explain the advantages and disadvantages of each	Evaluate review questions Evaluate reinforcement applications.	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes	✓ Describe the operational controls and locate them on the camcorder	Award points for successful completion of exercises.	
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas	✓ Compose shots in a videography repertoire	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
1.6.11.F	Use media for learning purposes	✓ Use a tripod to improve camcorder stability ✓ Define vocabulary terms associated with the camcorder Create a videotaped program of still images using a camcorder and tripod Complete review questions associated with the chapter Write down six shots of a videography repertoire. Watch a taped news show and time how long it is before all six shots are used.		

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Core Concept: to be able to set up and control sound with studio microphones

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas	Demonstrate proper use of a microphone: ✓ Describe the main characteristics of any microphone (directionality, element, impedance and frequency response) ✓ Describe a variety of microphone formats and name several situations that would require the use of each microphone ✓ Define vocabulary terms associated with microphones	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems			
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes			
1.6.11.F	Use media for learning purposes	Create an on-camera interview segment using a camcorder, microphone and tripod Complete review questions associated with the chapter Watch some taped news programs and list all types of microphones used and how many times they are used. List all microphones in the broadcast studio and determine their directionality, element, impedance and frequency response.		

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Content: Broadcasting I

Core Concept: to be able to use advanced audio equipment and techniques

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.1.11.F 3.7.4.A 3.7.10.B 1.6.11.F 1.3.11.E 1.4.3.B 1.4.5.B 1.4.5.C 1.4.11.C 1.5.11.A 1.5.11.B	Understand the meaning of and apply key vocabulary across various subject areas Explore the use of basic tools, simple material and techniques to safely solve problems Apply appropriate instruments and apparatus to examine a variety of objects and processes Use media for learning purposes Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work Write informational pieces using illustrations when relevant Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions) Write persuasive pieces with a clearly stated position or opinion and provide supporting detail, citing sources when needed Write persuasive pieces Write with a sharp distinct focus Write using well-developed content appropriate for the topic	Demonstrate understanding of audio equipment: ✓ Identify and describe the main operation controls of an audio mixer ✓ Identify several audio sources for video production and describe the appropriate use of each source ✓ Identify various audio connectors and how they are used in production ✓ Explain the process of audio mixing and dubbing ✓ Explain the concept of production music in a video production setting and list several reasons for using it ✓ Compose text with the character generator ✓ Define vocabulary terms associated with different audio pieces Compose a script for a video production Produce an audio commercial Write a script for an audio commercial with included background music and the use of the character generator. Complete review questions associated with the chapter	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media

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Content: Broadcasting I

Core Concept: to be able to plan projects for the news program

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.8.11.A 1.8.11.B 1.8.11.C 1.2.11.B 1.1.11.F 3.7.4.A 3.7.10.B 1.6.11.F 1.6.11.D 1.6.11.A 1.6.11.E 1.6.11.C	Select and refine a topic for research Locate information using appropriate sources and strategies Organize, summarize and present main ideas from research Use and understand a variety of media and evaluate the quality of material produced Understand the meaning of and apply key vocabulary across various subject areas Explore the use of basic tools, simple material and techniques to safely solve problems Apply appropriate instruments and apparatus to examine a variety of objects and processes Use media for learning purposes Contribute to discussions Listen to others Participate in small and large group discussions and presentations Speak using skills appropriate to formal speech situations	Identify the elements involved in planning a project: ✓ Plan and strategize a video project ✓ Complete the elements of a script ✓ Complete the elements of a storyboard ✓ Organize the material and resources needed to complete the video project ✓ Define vocabulary terms associated with project planning Produce a documentary Bring in a comic strip. Identify the camera angle and shot composition needed for each frame Watch and/or listen to a few radio/TV commercials. Determine the desired audience, if it was effective, and discuss strong or weak points. Complete review questions associated with the chapter	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media

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Core Concept: to be able to deliver news outside the studio

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.8.11.B	Locate information using appropriate sources and strategies	Discuss the process of ENG: ✓ List and describe the equipment needed to complete an electronic news gathering report	Evaluate review questions	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc.
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced	✓ Identify videography tasks associated with producing an ENG report	Evaluate reinforcement applications.	
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas	✓ Identify reporter tasks needed for an ENG report	Award points for successful completion of exercises.	
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems	✓ Write scripts for an ENG report	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes	✓ Record an ENG report		
1.6.11.C	Speak using skills appropriate to formal speech situations	✓ Produce an ENG report		
1.4.3.B	Write informational pieces using illustrations, when relevant	✓ Complete an ENG checklist		
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	✓ Define vocabulary terms associated with ENG		
1.5.11.A	Write with a sharp distinct focus			
1.5.11.B	Write using well-developed content appropriate for the topic	Produce a 60-90 second ENG report	Teacher-prepared worksheets Audiovisual Media	
1.5.11.C	Write with controlled and or subtle organization	Write 2-3 sentence reporter stand-up for given topics		
1.5.11.D	Write with a command of the stylistic aspects of composition	Complete review questions associated with the chapter		

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Content: Broadcasting I

Core Concept: to be able to use nonlinear editing on projects

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
3.7.4.D 3.7.7.C 3.7.7.D 3.7.10.C 3.7.10.D 3.7.12.D 3.7.4.A 3.7.10.B 1.6.11.F 1.2.11.B 1.1.11.F 1.6.11.D 1.6.11.A 1.6.11.E	Use basic computer software Apply basic computer software Apply computer software to solve specific problems Apply basic computer operations and concepts Utilize computer software to solve specific problems Evaluate the effectiveness of computer software to solve specific problems Explore the use of basic tools, simple material and techniques to safely solve problems Apply appropriate instruments and apparatus to examine a variety of objects and processes Use media for learning purposes Use and understand a variety of media and evaluate the quality of material produced Understand the meaning of and apply key vocabulary across various subject areas Contribute to discussions Listen to others Participate in small and large group discussions and presentations	Discuss the process of editing: ✓ List several reasons for editing in video production ✓ Describe the brief history of editing and how nonlinear differs from linear ✓ Describe the equipment used in nonlinear editing ✓ Explain the four-step process of nonlinear editing ✓ List the operations for recording the final project and identify the best choice for specific production settings ✓ List and explain several considerations for videography for an educational project ✓ Produce an edited video program ✓ Define vocabulary terms associated with nonlinear editing Complete an instructional video program Watch and discuss elements of a taped instructional video Complete review questions associated with the chapter	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media

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Core Concept: to be able to understand formal studio production

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.6.11.F 1.2.11.B 1.1.11.F 1.6.11.D 1.6.11.A 1.6.11.E 3.7.4.A 3.7.10.B 1.5.11.A 1.5.11.C 3.7.4.D 3.7.7.C 3.7.7.D 3.7.10.C 3.7.10.D 3.7.12.D	Use media for learning purposes Use and understand a variety of media and evaluate the quality of material produced Understand the meaning of and apply key vocabulary across various subject areas Contribute to discussions Listen to others Participate in small and large group discussions and presentations Explore the use of basic tools, simple material and techniques to safely solve problems Apply appropriate instruments and apparatus to examine a variety of objects and processes Write with a sharp distinct focus Write with controlled and or subtle organization Use basic computer software Apply basic computer software Apply computer software to solve specific problems Apply basic computer operations and concepts Utilize computer software to solve specific problems Evaluate the effectiveness of computer software to solve specific problems	Discuss other equipment needed in a studio environment: ✓ Identify a video mixer components, functions and operations ✓ Identify and define lighting elements and fixtures ✓ Identify and describe studio personnel and tasks ✓ Understand and execute basic studio camera movements ✓ Successfully complete a studio production ✓ Define vocabulary terms associated with production ✓ Label the video mixer Write a script using director cues Complete a studio video Watch ten minutes of a TV show and identify video mixer operations used Watch ending credits of a TV show to see all jobs involved in production Complete review questions associated with the chapter Compare two taped newscasts. (Compare and contrast in terms of technical style, sets and background, segment of stories, use of graphics and overall appeal.)	Evaluate review questions Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media

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Content: Broadcasting I

Core Concept: to be able to make a video movie scene

Number	Standard/Benchmark	Student Performance/ Learning Experiences	Assessment	Resources
1.8.11.B	Locate information using appropriate sources and strategies	Discuss the process of making a short movie: ✓ Use brainstorming to develop movie ideas and concepts	Evaluate review questions	Student Edition: <i>Television Production: A Classroom Approach, Second Edition</i> ©2004, Greenwood Publishing Group, Inc. Teacher-prepared worksheets Audiovisual Media
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced	✓ Develop a script for a video movie	Evaluate reinforcement applications.	
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas	✓ Create a storyboard for a video movie	Award points for successful completion of exercises.	
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems	✓ Create a plan to produce a video movie	Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes	✓ Identify logistics and locations for producing a video movie		
		✓ Create a video tape log		
1.6.11.C	Speak, using skills appropriate to formal speech situations	Watch opening credits and titles of a select movie		
1.4.3.B	Write informational pieces using illustrations when relevant	Play 30 seconds of a scene from a movie. Make a list of all camera shots and angles seen.		
1.4.5.B	Write multi-paragraph informational pieces (e.g. articles, interviews, reports, instructions)	Create a public service announcement, movie trailer or one scene of a movie		
1.5.11.A	Write with a sharp distinct focus	Complete review questions associated with the chapter		
1.5.11.B	Write using well-developed content appropriate for the topic			
1.5.11.C	Write with controlled and or subtle organization			
1.5.11.D	Write with a command of the stylistic aspects of composition			
1.6.11.F	Use media for learning purposes			
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced			