# 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

# Northern York County School District (Broadcasting I)

**Content: Broadcasting I** 

**Core Concept**: be able to correct copy for news broadcast

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

# Northern York County School District (Broadcasting I)

**Content: Broadcasting I** 

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

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

(Broadcasting I)

**Content:** Broadcasting I

**Core Concept**: rewrite copy using stronger verbiage

# Student Performance/

Number	Standard/Benchmark	Learning Experiences	Assessment	Resources
1.5.1.A	Write with a sharp distinct focus	Examine final rules of style:	Evaluate review questions	Teacher text:  Broadcast News:
1.5.11.C	Write with controlled and/or subtle organization	✓ Examine present tense, pre- sent perfect tense, mixing tenses, active verbs, strong	Evaluate reinforcement applications.	Writing, Reporting, and Producing© 2005, Focal
1.5.11.D	Write with a command of the stylistic aspects of com- position	verbs  ✓ Using quotes  ✓ Attribution	Award points for successful completion of exercises.	Press Teacher-
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			

(Broadcasting I)

**Content:** Broadcasting I

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

		Student Performance/		
Number	Standard/Benchmark	Learning Experiences	Assessment	Resources
1.4.5.B	Write informational pieces		Evaluate review questions	Teacher text:
	using illustrations when	Writing broadcast copy:		Broadcast
	relevant	✓ Define a lead	Evaluate reinforcement	News: Writ-
		✓ Examine the "5W's and H	applications.	ing, Reporting,
1.4.5.B	Write multi-paragraph in-	Rule		and Produc-
	formational pieces (e.g.	✓ Define hard and soft leads	Award points for successful	ing© 2005,
	articles, interviews, re-	✓ Define and use a quote lead ✓ Define and use a shotgun	completion of exercises.	Focal Press
	ports, instructions)	✓ Define and use a shotgun lead	Evaluation methods: applica-	Teacher-
1.5.11.A	Write with a sharp distinct	✓ Define and use a suspense	tion exercises, chapter tests,	prepared
1.3.11.A	focus	lead	unit tests, book programs and	worksheets
	1000	✓ Define and use a delayed lead	teacher designed projects	Worksheets
1.5.11.C	Write with controlled	✓ Update and rework a lead	teacher designed projects	Audiovisual
	and/or subtle organization	Complete review questions on		Media
		concepts		
1.5.11.D	Write with a command of	Write a quote lead with given		
	the stylistic aspects of	information		
	composition	Write a shotgun lead with given		
		information		
		Using given information, write a		
		news story and use any lead		
		discussed		
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(Broadcasting I)

**Content:** Broadcasting I

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

Student Performance/ Learning Experiences

		Student I chomianee		
Number	Standard/Benchmark	Learning Experiences	Assessment	Resources
1.2.11.B	Use and understand a varie-	Discuss the difference between	Evaluate review questions	Teacher text:
	ty of media and evaluate the	television and radio news:	_	Broadcast
	quality of material produced	✓ Examine the past and future	Evaluate reinforcement	News: Writ-
		of radio news	applications.	ing, Reporting,
	Locate information using	✓ Discuss organization of mate-		and Produc-
1.8.11.B	appropriate sources and	rial	Award points for successful	ing© 2005,
	strategies	✓ Define "writing from the	completion of exercises.	Focal Press
	_	back''	_	
	Organize, summarize and	✓ Determining the lead story	Evaluation methods: applica-	Teacher-
1.8.11.C	present main ideas from	✓ Discuss differences in story	tion exercises, chapter tests,	prepared
	research	length	unit tests, book programs and	worksheets
		✓ Define "wraparounds."	teacher designed projects	
	Use media for learning pur-	✓ Define "lead ins."		Audiovisual
1.6.11.F	poses	✓ Define "teases."		Media
	Write multi-paragraph in-	✓ Examine "headlines."		
1.4.5.B	formational pieces (e.g. arti-	✓ Define "pad copy."		
	cles, interviews, reports,	✓ Define "back timing."		
	instructions)	✓ Examine "actualities" in		
	Write with a sharp distinct	radio		
1.5.11.A	focus	Complete review questions on		
15110	Write with controlled and/or	concepts		
1.5.11.C	subtle organization	Using stories from the front page		
	XX.:4. :41	of a newspaper, prepare headlines		
1 5 11 D	Write with a command of	for a news broadcast		
1.5.11.D	the stylistic aspects of com-	Write teases for these stories that		
	position	will appear later in the radio news- cast		
		Possible field trips/extension expe-		
		rience's		
		-invite local news personalities to		
		speak		
		-visit local radio/stations TV		
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(Broadcasting I)

**Content:** Broadcasting I

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

		Student Performance/		
Number	Standard/Benchmark	Learning Experiences	Assessment	Resources
1.4.5.B	Write multi-paragraph informational pieces (e.g.	Writing for the television news broadcast:	Evaluate review questions	Teacher text:  Broadcast
	articles, interviews, reports, instructions	<ul><li>✓ Explain "read stories"</li><li>✓ Define and produce voice- overs</li></ul>	Evaluate reinforcement applications.	News: Writ- ing, Reporting, and Produc-
1.5.11.F	Edit writing using the conventions of language	<ul><li>✓ Create a split page.</li><li>✓ Prepare lead-ins, headlines, and teases for news</li></ul>	Award points for successful completion of exercises.	ing© 2005, Focal Press
1.6.11.F	Use media for learning purposes	broadcast.  ✓ Examine the many writers who contribute to a newscast	Evaluation methods: application exercises, chapter tests, unit tests, book programs and	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	teacher designed projects	Audiovisual Media
		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		

(Broadcasting I)

**Content:** Broadcasting I

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

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

(Broadcasting I)

**Content:** Broadcasting I

**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:  Broadcast  News: Writing, Reporting,
1.5.11.F	Edit writing using the conventions of language	<ul><li>✓ Examine the qualities needed to be a good reporter/anchor</li><li>✓ Work on news delivery (dia-</li></ul>	Award points for successful completion of exercises.	and Produc- ing© 2005, Focal Press
1.6.11.E	Participate in small and large group discussions and presentations	lect, pronunciation, pacing, inflection, breathing, pitch)  ✓ Create markup for an anchor's copy. (Marking copy	Evaluation methods: application exercises, chapter tests, unit tests, book programs and	Teacher- prepared worksheets
1.6.11.D 1.6.11.F	Contribute to discussions  Use media for learning purposes	for pauses and emphasis.)  Discuss additional talents needed to anchor or report the news	teacher designed projects	Audiovisual Media
	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		

(Broadcasting I)

**Content: Broadcasting I** 

**Core Concept**: be able to develop skills needed for reporting

		Student Performance/	
Jumber	Standard/Renchmark	Learning Experiences	

Resources Assessment Number Standard/Benchmark Learning Experiences 1.3.11.E Analyze how a scriptwrit-Examine all the basic skills needed Evaluate review questions Teacher text: er's use of words creates by broadcast news reporters: **Broadcast** Evaluate reinforcement tone and mood and how Accuracy News: Writ-✓ choice of words advances Curiosity ing, Reporting, applications. Concern and caring and Producthe theme or purpose of the Award points for successful work Persistence ing© 2005, completion of exercises. Fairness Focal Press Participate in small and Aggressiveness 1.6.11.E large group discussions Diversity Evaluation methods: applica-Teacherand presentations tion exercises, chapter tests, ✓ Research prepared Manners and sensitivity unit tests, book programs and worksheets Contribute to discussions Being a good team player teacher designed projects 1.6.11.D Determine the most important of Audiovisual Use media for learning theses skills and why. 1.6.11.F Media 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

(Broadcasting I)

**Content:** Broadcasting I

**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, re- ports, instructions)	Reporting Live:  How to organize thoughts (Ad-libbing, Comparison of now to then in live reporting, Keeping cool, Memorizing)	Evaluate review questions  Evaluate reinforcement	Teacher text:  Broadcast News: Writing, Reporting, and Produc-
1.5.11.C	Write with controlled and or subtle organization	✓ Define "leading questions" and why/how to avoid them ✓ Discuss the pros and cons of	Award points for successful completion of exercises.	ing© 2005, Focal Press
1.6.11.C	Speak, using skills appropriate to formal speech situations	warming up the person you are interviewing.  ✓ What questions should be asked before the interview?	Evaluation methods: application exercises, chapter tests, unit tests, book programs and	Teacher- prepared worksheets
1.6.11.A	Listen to others	✓ How to know when enough questions are asked?	teacher designed projects	Audiovisual Media
1.6.11.E	Participate in small and large group discussions and presentations	✓ Examine "off-the-record".  What are the advantages and disadvantages of these types of comments?		Wedia
1.6.11.D	Contribute to discussions	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		

(Broadcasting I)

**Content:** Broadcasting I

**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	Working on the whole "package" of a story:  ✓ At the scene ✓ Taking notes ✓ Opening the story	Evaluate review questions  Evaluate reinforcement	Teacher text:  Broadcast  News: Writing, Reporting, and Produc-
	the theme or purpose of the work	✓ Good pictures ✓ Good writing	applications.  Award points for successful	ing© 2005, Focal Press
1.4.5.B	Write informational pieces using illustrations when relevant	<ul> <li>✓ Organizing the story</li> <li>✓ Selecting sound</li> <li>✓ Working with the video edi-</li> </ul>	completion of exercises.  Evaluation methods: applica-	Teacher- prepared
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems	tor  ✓ Discuss the differences between read stories, voiceovers, voice-over-sound on tape and packages.	tion exercises, chapter tests, unit tests, book programs and teacher designed projects	worksheets  Audiovisual Media
1.6.11.D	Contribute to discussions	<ul> <li>✓ Discuss the considerations that determine the techniques used to tell certain stories.</li> <li>✓ Explain the most popular ways to open and close a package.</li> <li>✓ What are the benefits to using each type?</li> <li>✓ What factors determine the length of a package?</li> </ul>		
		Pick a story from a newspaper and create a 20 second voice over.  Complete review questions on concepts		

(Broadcasting I)

**Content:** Broadcasting I

**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 scriptwrit- er's use of words creates tone and mood and how choice of words advances the theme or purpose of the work	The roles in a broadcast studio:  ✓ Define the roles of the producers (Executive, line, associate, and field) ✓ List the various duties of	Evaluate review questions  Evaluate reinforcement applications.  Award points for successful completion of evercises	Teacher text:  Broadcast  News: Writing, Reporting, and Producing© 2005, Focal Press
1.6.11.F 1.6.11.D	Use media for learning purposes  Contribute to discussions	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	completion of exercises.  Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects	Teacher- prepared worksheets  Audiovisual Media
		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."  Complete review questions on concepts		iviedia

(Broadcasting I)

**Content:** Broadcasting I

**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  3.7.10.B Apply appropriate instruments and apparatus to examine a variety of objects and processes  1.1.11.F Understand the meaning of and apply key vocabulary across various subject areas  1.6.11.F Use media for learning purposes	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  ✓ Describe the operational controls and locate them on the camcorder  ✓ Compose shots in a videography repertoire  ✓ 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.	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: Television Production: A Classroom Approach, Second Edition ©2004, Greenwood Publishing Group, Inc. Teacher- prepared worksheets Audiovisual Media

# Northern York County School District (Broadcasting I)

**Content:** Broadcasting I

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

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

(Broadcasting I)

**Content: Broadcasting I** 

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

#### Student Performance/

Number	Standard/Benchmark L	earning Experiences Assess	sment	Resources
1.1.11.F 3.7.4.A	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	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	Evaluate review questions  Evaluate reinforcement applications.	Student Edition: Television Production: A Classroom Approach, Second Edition ©2004, Greenwood Publishing Group, Inc. Teacher-prepared work-
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes	appropriate use of each source  ✓ Identify various audio connectors and how they are used in production	Award points for successful completion of exercises.	sheets  Audiovisual Media
1.6.11.F 1.3.11.E	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	<ul> <li>✓ Explain the process of audio mixing and dubbing</li> <li>✓ Explain the concept of production music in a video production setting and list several reasons for</li> </ul>	Evaluation methods: application exercises, chapter tests, unit tests, book programs	
1.4.3.B	Write informational pieces using illustrations when relevant	using it  ✓ Compose text with the character	and teacher designed projects	
1.4.5.B	Write multi-paragraph informa- tional pieces (e.g. articles, inter- views, reports, instructions)	generator  ✓ Define vocabulary terms associated with different audio pieces		
1.4.5.C	Write persuasive pieces with a clearly stated position or opinion and provide supporting detail, citing sources when needed	Compose a script for a video production  Produce an audio commercial		
1.4.11.C	Write persuasive pieces	Write a script for an audio commercial		
1.5.11.A 1.5.11.B	Write with a sharp distinct focus Write using well-developed con- tent appropriate for the topic	with included background music and the use of the character generator.		
		Complete review questions associated with the chapter		

Assessment

Resources

(Broadcasting I)

**Content:** Broadcasting I

Number Standard/Benchmark

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

## Student Performance/

Learning Experiences

1.8.11A   Select and refine a topic for research 1.8.11.B   Locate information using appropriate sources and strategies ources and strategies   Plan and strategize a video project   P					
sources and strategies Organize, summarize and present main ideas from research 1.2.11.B Use and understand a variety of media and evaluate the quality of material produced 1.1.11.F Understand the meaning of and apply key vocabulary across various subject areas  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  1.6.11.A Listen to others  Sources and strategies  Y Plan and strategize a video project worplete the elements of a script  Y Complete the elements of a storyboard  Y Complete the organize story produce a storyboard  Y Complete the organize story produce a storyboard  Y Complete the elements of a storyboard  Y Complete the elements of a storyboard  Y Complete the organize story produce a storyboard  Y Complete the elements of a storyboard  Y Complete the organize story produce a storyboard  Y Complete the organize story produce a storyboard  Y Organize the material and resources needed to complete the video project  Y 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.  1.6.11.C Participate in small and large group discussions and presentations  Speak using skills appropriate to for-			1	Evaluate review questions	
1.8.11.C Organize, summarize and present main ideas from research 1.2.11.B Use and understand a variety of media and evaluate the quality of material produced 1.1.11.F Understand the meaning of and apply key vocabulary across various subject areas 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  1.6.11.A Listen to others  3.7.1.C Organize, summarize and present main ideas from research  4. Complete the elements of a script  4. Complete the elements of a storyboard  4. Complete the elements of a storyboard  5. Complete the elements of a storyboard  6. Completion of exercises.  6. Classroom Approach, Second Edition ©2004, Greenwood Publishing Group, Inc. to exercises, chapter tests, unit tests, book programs and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to complete the video project understand and resources needed to	1.8.11.B				
main ideas from research  1.2.11.B  Use and understand a variety of media and evaluate the quality of material produced  1.1.11.F  Understand the meaning of and apply key vocabulary across various subject areas  3.7.4.A  Explore the use of basic tools, simple material and techniques to safely solve problems  2.7.10.B  Apply appropriate instruments and apparatus to examine a variety of objects and processes  1.6.11.D  Contribute to discussions  1.6.11.C  Participate in small and large group discussions and presentations  Speak using skills appropriate to for-  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 the elements of a script  Complete the elements of a stript completion of exercises.  Evaluation methods: application exercises, chapter tests, unit tests, book programs and teacher designed projects  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					
1.2.11.B Use and understand a variety of media and evaluate the quality of material produced  1.1.11.F Understand the meaning of and apply key vocabulary across various subject areas  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  1.6.11.A Listen to others  1.6.11.C Participate in small and large group discussions and presentations  1.6.11.C Complete the elements of a storyboard  ✓ 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  Complete review questions	1.8.11.C			applications.	*
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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  1.6.11.D Contribute to discussions  1.6.11.A Listen to others  1.6.11.E Participate in small and large group discussions and presentations  1.6.11.C Speak using skills appropriate to for-  Audiovisual Media  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	3.7.4.A				sheets
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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  1.6.11.D Contribute to discussions  1.6.11.A Listen to others  1.6.11.E Participate in small and large group discussions and presentations  1.6.11.C Speak using skills appropriate to for-  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  Complete review questions		problems	Don't are a few managements		
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1.6.11.C Speak using skills appropriate to for- Complete review questions			F		
	1.6.11.C		Complete review questions		
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(Broadcasting I)

**Content:** Broadcasting I

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

#### Student Performance/ Learning Experiences

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

(Broadcasting I)

**Content:** Broadcasting I

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

#### Student Performance/

Number	r Standard/Benchmark I	Learning Experiences Assessi	nent	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	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 spe- cific problems Explore the use of basic tools, simple material and techniques to safely solve problems Apply appropriate instruments and apparatus to examine a varie- ty 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 vari-	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  Explain 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	Resources  Student Edition: Television Production: A Classroom Approach, Second Edition ©2004, Greenwood Publishing Group, Inc.  Teacher- prepared worksheets Audiovisual Media
	Participate in small and large group discussions and presentations			

(Broadcasting I)

**Content:** Broadcasting I

Number Standard/Benchmark

**Core Concept**: to be able to understand formal studio production

#### Student Performance/

Learning Experiences

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

Assessment

Resources

Assessment

Resources

(Broadcasting I)

**Content:** Broadcasting I

Number Standard/Benchmark

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

## Student Performance/

Learning Experiences

1.8.11.B	Locate information using appropriate	Discuss the process of making a short movie:	Evaluate review	Student Edition:
	sources and strategies	✓ Use brainstorming to develop movie ideas and	questions	Television Produc-
1.2.11.B	Use and understand a variety of media and	concepts		tion: A Classroom
	evaluate the quality of material produced	✓ Develop a script for a video movie	Evaluate reinforcement	Approach, Second
1.1.11.F	Understand the meaning of and apply key	✓ Create a storyboard for a video movie	applications.	Edition ©2004,
	vocabulary across various subject areas	✓ Create a plan to produce a video movie		Greenwood Pub-
3.7.4.A	Explore the use of basic tools, simple ma-	✓ Identify logistics and locations for producing a	Award points for	lishing Group, Inc.
	terial and techniques to safely solve prob-	video movie	successful completion of	
	lems	✓ Create a video tape log	exercises.	Teacher-prepared
3.7.10.B	Apply appropriate instruments and appa-			worksheets
	ratus to examine a variety of objects and	Watch opening credits and titles of a select movie	Evaluation methods:	
	processes		application exercises,	Audiovisual
1.6.11.C	Speak, using skills appropriate to formal	Play 30 seconds of a scene from a movie. Make a	chapter tests, unit tests,	Media
	speech situations	list of all camera shots and angles seen.	book programs and	
1.4.3.B	Write informational pieces using illustra-		teacher designed projects	
	tions when relevant	Create a public service announcement, movie trailer		
1.4.5.B	Write multi-paragraph informational piec-	or one scene of a movie		
	es (e.g. articles, interviews, reports, in-			
	structions)	Complete review questions associated with the chap-		
1.5.11.A	1	ter		
1.5.11.B				
	priate for the topic			
1.5.11.C	Write with controlled and or subtle organi-			
	zation			
1.5.11.D	Write with a command of the stylistic as-			
	pects of composition			
1.6.11.F				
1.2.11.B	•			
	evaluate the quality of material produced			