

## **Technology Planned Course – Studio Broadcasting**

### **Unit 1: Code of Ethics**

**Content Standard:** Execute the professional and personal code of ethics for Studio Broadcasting

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.
- 3.8.12C. Evaluate the consequences and impacts of scientific and technological solutions.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11A. Listen to others
- 1.6.11D. Contribute to discussions
- 1.6.11E. Participate in small and large group discussions and presentations
- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 5. Digital Citizenship

## Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. Radio, Television, and the Webcast</p> <ul style="list-style-type: none"> <li>• Ethics involving broadcast</li> <li>• Moral Judgment</li> <li>• News-gathering methods</li> </ul> <p>B. The Mechanics of the Script: Copyediting, Fact Checking, Research, and Defamation</p> <ul style="list-style-type: none"> <li>• Definitions of libel, slander, invasion of privacy, and defamation</li> <li>• Statue of Limitations</li> <li>• Privileged Situations</li> </ul> <p>C. Getting Interviews: The Powerful Soundbite</p> <ul style="list-style-type: none"> <li>• Context of soundbites</li> <li>• Misrepresentation of soundbites</li> <li>• Avoiding bad questions</li> </ul> <p>D. 1<sup>st</sup> Amendment: Freedom of Speech</p> <p>E. RTNDA Code of Ethics</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop a classroom code of ethics</li> <li>• Demonstrate a knowledge of vocabulary regarding ethics</li> <li>• Research a current ethical issue in broadcasting and compare to past eras</li> <li>• Debate current ethical standards in broadcasting</li> <li>• Create a presentation</li> <li>• Analyze ethical scenarios</li> <li>• Read fictitious stories and analyze for libel</li> <li>• Understand implications and responsibilities of the 1<sup>st</sup> Amendment</li> <li>• Listen to others</li> <li>• Use media for learning purposes</li> <li>• Apply knowledge of ethics to scriptwriting</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 1, 2, and 5</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtna.org">www.rtna.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>

## Technology Planned Course – Studio Broadcasting

### Unit 2: Scriptwriting

**Content Standard:** Write scripts for daily television show using professional styles and techniques.

#### Curriculum Standards:

##### **PA Academic Standards for Science & Technology – Grade 12:**

3.7.12E. Assess the effectiveness of computer communications systems.

3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

1.5.11F. Edit writing using conventions of language

1.6.11A. Listen to others

1.6.11D. Contribute to discussions

1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.

1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

1.3.11E. 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.

1.4.11B. Write complex informational pieces

1.4.11C. Write persuasive pieces

1.5.11A. Write with a sharp, distinct focus

1.5.11B. Write using well-developed content appropriate for the topic

1.5.11C. Write with controlled and/or subtle organization

1.5.11D. Write with a command of the stylistic aspects of composition

1.5.11E. 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

1.5.11F. Edit writing using the conventions of language

1.5.11G. Present and/or defend written work for publication when appropriate

##### **PA Academic Standards for Career Education & Work – Grade 11:**

13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to: Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology

13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement

13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing

13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

1. Creativity and Innovation

2. Communication and Collaboration

4. Critical Thinking, Problem Solving, and Decision Making

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. The Mechanics of the Script: Copyediting, Fact Checking, Research, and Defamation</p> <ul style="list-style-type: none"> <li>• Script styles</li> <li>• Production cues in scripts</li> <li>• Readability</li> <li>• Accuracy and importance of story</li> <li>• Libel and slander</li> </ul> <p>B. The Shift From Print to Effective Broadcast Copy</p> <p>C. Writing the Compelling Lead</p> <ul style="list-style-type: none"> <li>• Leads</li> <li>• Create interest</li> <li>• Types of leads</li> <li>• Leads of avoid</li> </ul> <p>D. Getting Interviews: The Powerful Soundbite</p> <ul style="list-style-type: none"> <li>• Effective questions</li> <li>• Ethical questions</li> </ul> <p>E. Using Soundbites in Packages</p> <ul style="list-style-type: none"> <li>• Lead-ins</li> <li>• Writing to soundbites</li> </ul> <p>F. Television: Writing to Stills and CGs</p> <ul style="list-style-type: none"> <li>• Writing to graphics</li> <li>• Visuals as tools</li> <li>• Types of graphics</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply code of ethics to scriptwriting</li> <li>• Demonstrate a knowledge of vocabulary and abbreviations in scriptwriting</li> <li>• Write interview questions</li> <li>• Write leads and endings for news stories</li> <li>• Find news stories</li> <li>• Convert written news to broadcast news</li> <li>• Edit writing</li> <li>• Conduct interviews</li> <li>• Research both primary and secondary sources</li> <li>• Schedule and keep calendar of events and interviews</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 2, 3, 4, 5, 7, 9</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 3: Speaking Skills**

**Content Standard:** Learn and implement proper speaking skills and techniques for live broadcasting.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10 A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10 E. Apply basic computer communications systems
- 3.7.12 E. Assess the effectiveness of computer communications systems.
- 3.8.12 B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.5.11F. Edit writing using conventions of language
- 1.6.11A. Listen to others
- 1.6.11C. Speak using skills appropriate to formal speech situations
- 1.6.11D. Contribute to discussions
- 1.6.11E. Participate in small and large group discussions and presentations
- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration

## Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. The Mechanics of The Script: Copyediting, Fact Checking, Research, and Defamation</p> <ul style="list-style-type: none"> <li>• Readability of script</li> <li>• Avoiding libel and slander</li> </ul> <p>B. The Shift From Print to Effective Broadcast Copy</p> <ul style="list-style-type: none"> <li>• Words/Phrases to avoid</li> </ul> <p>C. Writing the Compelling Lead</p> <ul style="list-style-type: none"> <li>• Using the lead</li> <li>• Create interest</li> <li>• Leads to avoid</li> </ul> <p>D. Getting Interviews: The Powerful Soundbite</p> <ul style="list-style-type: none"> <li>• Proper wording/phrasing</li> <li>• Ethics</li> </ul> <p>E. Television: Writing to Still and CGs</p> <ul style="list-style-type: none"> <li>• Timing of speech with graphics</li> <li>• Types of graphics <ul style="list-style-type: none"> <li>• Full screen</li> <li>• Partial screen</li> </ul> </li> </ul> <p>F. Television: Packages and Live Shots</p> <ul style="list-style-type: none"> <li>• Reporter/Shooter relationship</li> </ul> <p>G. Creating Effective Newscasts</p> <ul style="list-style-type: none"> <li>• Pacing</li> <li>• Number of anchors</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply code of ethics to speaking on television show</li> <li>• Demonstrate a knowledge of vocabulary and abbreviations in reading scripts</li> <li>• Read script from teleprompters</li> <li>• Speak fluently</li> <li>• Speak at appropriate rate</li> <li>• Speak with correct tone</li> <li>• Articulate clearly</li> <li>• Speak extemporaneously</li> <li>• Use appropriate body language and gestures to mirror content</li> <li>• Use correct pronunciation</li> <li>• Critique on-air performances</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 2, 3, 4, 5, 9, 11 and 13</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• Plugged In: <u>Using the Internet for High School Journalism</u></li> <li>• <u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 4: Video Editing**

**Content Standard:** Create video packages using Final Cut Express and iMovie software.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10C. Apply basic computer operations and concepts.
- 3.7.10D. Utilize computer software to solve specific problems.
- 3.7.10E. Apply basic computer communications systems
- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12A. Apply advanced tools, materials and techniques to answer complex questions.
- 3.7.12C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.6.11E. Participate in small and large group discussions and presentations
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.
- 1.8.11C. Organize, summarize and present the main ideas from research

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
A. iMovie Software B. Adobe Creative Suites Software C. Adobe Creative Suites Software D. GarageBand Software E. Soundtrack Software	Students will: <ul style="list-style-type: none"> <li>• Use Final Cut Express, iMovie, and Adobe Suite software</li> <li>• Import video footage to computers</li> <li>• Plan videos using storyboards and scripts</li> <li>• Create music tracks using GarageBand and Soundtrack</li> <li>• Manipulate images using Photoshop</li> <li>• Demonstrate a knowledge of vocabulary used in video editing</li> <li>• Analyze self/peers videos</li> <li>• Troubleshoot issues importing/exporting video</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002)</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>



## **Technology Planned Course – Studio Broadcasting**

### **Unit 5: Video Camera Operations**

**Content Standard:** Identify camera parts and use proper camera technique

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10C. Apply basic computer operations and concepts.
- 3.7.10D. Utilize computer software to solve specific problems.
- 3.7.10E. Apply basic computer communications systems
- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12A. Apply advanced tools, materials and techniques to answer complex questions.
- 3.7.12C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11A. Listen to others
- 1.6.11D. Contribute to discussions
- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical, Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

## Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. Television: Packages and Live Shot</p> <ul style="list-style-type: none"> <li>Reporter/Shooter relationship</li> <li>Cues</li> <li>Live Shots</li> <li>B-roll</li> </ul> <p>B. Creating Effective Newscasts</p> <ul style="list-style-type: none"> <li>Audience interest</li> <li>Shots to avoid</li> </ul> <p>C. Studio Broadcasting Student Handbook (Teacher-generated)</p> <ul style="list-style-type: none"> <li>Expectations and requirements for student</li> <li>Daily show job description</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify parts of camera</li> <li>Identify types of cameras</li> <li>Use cameras safely</li> <li>Communicate with others</li> <li>Understand camera controls</li> <li>Locate and troubleshoot common errors with video cameras</li> <li>Explain the transfer of video</li> <li>Arrange cameras for daily show</li> <li>Organize camera shots using proper techniques</li> <li>Evaluate camera shots</li> <li>Demonstrate a knowledge of vocabulary in video camera operations</li> </ul>	<ul style="list-style-type: none"> <li><u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 11 and 13</li> <li>Student Television Network</li> <li><a href="http://www.rtnda.org">www.rtnda.org</a></li> <li><a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li><u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li><u>Plugged In: Using the Internet for High School Journalism</u></li> <li><u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> <li><u>Video Production Handbook</u> by Gerald Millerson (Focal Press, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>Student workbook</li> <li>Scenarios</li> <li>Teacher-generated materials</li> <li>Teacher observation</li> <li>Journal writing</li> <li>Role playing</li> <li>Research projects</li> <li>Individual/Group projects and presentations</li> <li>Packages (Video productions)</li> <li>Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 6: Audio Basics**

**Content Standard:** Understand audio quality and set up equipment for output for daily show.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10C. Apply basic computer operations and concepts.
- 3.7.10D. Utilize computer software to solve specific problems.
- 3.7.10E. Apply basic computer communications systems
- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12A. Apply advanced tools, materials and techniques to answer complex questions.
- 3.7.12C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. Using Soundbites Effectively</p> <ul style="list-style-type: none"> <li>• Use of soundbites</li> <li>• Tag</li> </ul> <p>B. Using Soundbites in Packages</p> <ul style="list-style-type: none"> <li>• Types of soundbites</li> <li>• Effective use of soundbites</li> </ul> <p>C. Creating Effective Newscasts</p> <ul style="list-style-type: none"> <li>• Audience interest</li> <li>• Audio in different types of broadcasts</li> </ul> <p>D. <u>Audio Techniques in Video Production Handbook</u></p> <ul style="list-style-type: none"> <li>• Techniques</li> <li>• Acoustics</li> <li>• Types of microphones</li> <li>• Directional features</li> <li>• Use of audio mixer</li> </ul> <p>E. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated)</p> <ul style="list-style-type: none"> <li>• Expectations and requirements for students</li> <li>• Daily show job description</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand effects of sound on video</li> <li>• Identify types of microphones</li> <li>• Explain directional features of sound</li> <li>• Demonstrate a knowledge of vocabulary for audio</li> <li>• Control audio for daily show</li> <li>• Arrange microphones for daily show</li> <li>• Understand safety and proper use of audio equipment</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 6, 7, 13 and 5</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> <li>• <u>Video Production Handbook</u> by Gerald Millerson (Focal Press, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/Group projects and presentations</li> <li>• Packages (Video productions)</li> <li>• Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 7: Video Mixers and Graphic Generators**

**Content Standard:** Utilize video equipment properly and create graphics using computer programs.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10C. Apply basic computer operations and concepts.
- 3.7.10D. Utilize computer software to solve specific problems.
- 3.7.10E. Apply basic computer communications systems
- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12A. Apply advanced tools, materials and techniques to answer complex questions.
- 3.7.12C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.
- 1.4.11B. Write complex informational pieces

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology.
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

## Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. Television: Writing to Stills and CGs</p> <ul style="list-style-type: none"> <li>Using computer graphics</li> <li>Production cues</li> <li>Effective graphics</li> <li>Styles of graphics</li> </ul> <p>B. Final Cut Studio Software</p> <p>C. Photoshop Software</p> <p>D. Visual effects in <u>Video Production Handbook</u></p> <ul style="list-style-type: none"> <li>Using video effects/filters</li> <li>Mattes</li> <li>Light effects</li> </ul> <p>E. Electronic effects in <u>Video Production Handbook</u></p> <ul style="list-style-type: none"> <li>Chroma keying</li> <li>Cons of chroma keying</li> </ul> <p>F. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated)</p> <ul style="list-style-type: none"> <li>Expectations and requirements for students</li> <li>Daily show job description</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate a knowledge of vocabulary for video mixers and computer graphics</li> <li>Create effective graphics for daily show</li> <li>Use and understand chroma key for background graphics</li> <li>Understand safety and proper use of video mixer</li> <li>Use internet and digital cameras for background graphics</li> <li>Utilize and identify effects offered on video mixer</li> </ul>	<ul style="list-style-type: none"> <li><u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapters 9, 12, and 13</li> <li>Student Television Network</li> <li><a href="http://www.rtnda.org">www.rtnda.org</a></li> <li><a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li><u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li><u>Plugged In: Using the Internet for High School Journalism</u></li> <li><u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> <li><u>Video Production Handbook</u> by Gerald Millerson (Focal Press, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>Student workbook</li> <li>Scenarios</li> <li>Teacher-generated materials</li> <li>Teacher observation</li> <li>Journal writing</li> <li>Role playing</li> <li>Research projects</li> <li>Individual/group projects and presentations</li> <li>Packages (video productions)</li> <li>Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 8: Lighting**

**Content Standard:** Prepare and operate studio lighting.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.7.10A. Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
- 3.7.10C. Apply basic computer operations and concepts.
- 3.7.10D. Utilize computer software to solve specific problems.
- 3.7.10E. Apply basic computer communications systems
- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12A. Apply advanced tools, materials and techniques to answer complex questions.
- 3.7.12C. Evaluate computer operations and concepts as to their effectiveness to solve specific problems.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.
- 1.2.11B. Use and understand a variety of media and evaluate the quality of material produced.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology
- 13.3.11A. Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, and Summarizing
- 13.3.11C. Evaluate conflict resolution skills as they relate to the workplace: Constructive Criticism, Group Dynamics, Managing/Leadership, Mediation, Negotiation, and Problem Solving

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

## Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. <u>Practical Lighting in Video Production Handbook</u></p> <ul style="list-style-type: none"> <li>Lighting factors               <ul style="list-style-type: none"> <li>Intensity</li> <li>Quality</li> <li>Contrast</li> <li>Directing</li> <li>Color temperature</li> <li>Saturation</li> <li>Luminance</li> </ul> </li> <li>Types of lighting</li> <li>Proper handling techniques</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify types of lighting</li> <li>Arrange lighting for daily show</li> <li>Troubleshoot lighting issues</li> <li>Use lighting for effect</li> <li>Understand safety and proper use of lighting</li> <li>Demonstrate a knowledge of vocabulary for lighting</li> </ul>	<ul style="list-style-type: none"> <li><u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002) Chapter 4</li> <li>Student Television Network</li> <li><a href="http://www.rtnda.org">www.rtnda.org</a></li> <li><a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li><u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li><u>Plugged In: Using the Internet for High School Journalism</u></li> <li><u>Freedom: It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> <li><u>Video Production Handbook</u> by Gerald Millerson (Focal Press, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>Student workbook</li> <li>Scenarios</li> <li>Teacher-generated materials</li> <li>Teacher observation</li> <li>Journal writing</li> <li>Role playing</li> <li>Research projects</li> <li>Individual/group projects and presentations</li> <li>Packages (video productions)</li> <li>Broadcast</li> </ul>
<p>B. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated)</p> <ul style="list-style-type: none"> <li>Expectations and requirements for students</li> <li>Daily show job description</li> </ul>			



## **Technology Planned Course – Studio Broadcasting**

### **Unit 9: Production Jobs in the TV Industry**

**Content Standard:** Learn and execute duties of production jobs within the TV industry.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building,  
Technical Literacy, and Technology

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated): Production Jobs in the TV Industry:</p> <ul style="list-style-type: none"> <li>• Executive Producer</li> <li>• Director</li> <li>• Producer</li> <li>• Production Manager</li> <li>• Floor Manager</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define job descriptions</li> <li>• Perform tasks of different production jobs</li> <li>• Demonstrate a knowledge of vocabulary used in TV production</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002)</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role-playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 10: Behind-the-Scene Jobs in the TV Industry**

**Content Standard:** Learn and execute the duties of behind-the-scenes jobs within the TV industry.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated): Behind-the-Scenes Jobs in TV Industry:</p> <ul style="list-style-type: none"> <li>• Camera Operator</li> <li>• Video Technician</li> <li>• Audio Technician</li> <li>• Lighting Director</li> <li>• Scriptwriter</li> <li>• Editor</li> <li>• Line Producer</li> <li>• Teleprompter</li> <li>• Graphics Operator</li> <li>• Make-up Artist</li> <li>• Grip</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define job descriptions</li> <li>• Perform tasks of different behind-the-scenes jobs</li> <li>• Demonstrate a knowledge of vocabulary used in TV production</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002)</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>

## **Technology Planned Course – Studio Broadcasting**

### **Unit 11: On-Air Talent in the TV Industry**

**Content Standard:** Learn and execute the duties of the on-air talent jobs in the TV industry.

#### **Curriculum Standards:**

##### **PA Academic Standards for Science & Technology – Grade 12:**

- 3.6.12B. Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.7.12D. Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12E. Assess the effectiveness of computer communications systems.
- 3.8.12B. Apply the use of ingenuity and technological resources to solve specific societal needs and improve the quality of life.

##### **PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11:**

- 1.6.11F. Use media for learning purposes
- 1.1.11F. Understand the meaning of and apply key vocabulary across various subject areas.

##### **PA Academic Standards for Career Education & Work – Grade 11:**

- 13.2.11E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:  
Commitment, Communication, Dependability, Health/Safety, Laws and Regulations, Scheduling/Time Management, Team Building, Technical Literacy, and Technology

#### **ISTE Standards:**

- 1. Creativity and Innovation
- 2. Communication and Collaboration
- 3. Research and Information Fluency
- 4. Critical Thinking, Problem Solving, and Decision Making
- 5. Digital Citizenship
- 6. Technology Operations and Concept

### Technology Planned Course – Studio Broadcasting

Course Content	Student Performance	Resources	Assessments
<p>A. <u>Studio Broadcasting Student Handbook</u> (Teacher-generated): On-Air Talent Jobs:</p> <ul style="list-style-type: none"> <li>• News Anchor</li> <li>• Sports Anchor</li> <li>• Weather Anchor</li> <li>• Features</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define job descriptions</li> <li>• Perform tasks of different on-air jobs</li> <li>• Demonstrate a knowledge of vocabulary used in TV production</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Air Words: Writing for Broadcast News</u> by John Hewitt (McGraw-Hill, 2002)</li> <li>• Student Television Network</li> <li>• <a href="http://www.rtnda.org">www.rtnda.org</a></li> <li>• <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>• <u>Broadcast in a Box: Great Ideas for Your Classrooms</u></li> <li>• <u>Plugged In: Using the Internet for High School Journalism</u></li> <li>• <u>Freedom It Looks Good on You</u> <a href="http://www.illinoisfirstamendmentcenter.com">www.illinoisfirstamendmentcenter.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Scenarios</li> <li>• Teacher-generated materials</li> <li>• Teacher observation</li> <li>• Journal writing</li> <li>• Role playing</li> <li>• Research projects</li> <li>• Individual/group projects and presentations</li> <li>• Packages (video productions)</li> <li>• Broadcast</li> </ul>