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CURRICULUM FRAMEWORK

FOR

AUDIO AND TELEVISION BROADCASTING

(Program CIP: 10.0202 – Radio/Television Broadcasting Tech)

SECONDARY PROGRAMS 2004

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FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

§ 37-3-49. Adoption by school district of instructional program and management system; paperwork reduction.
(1)The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools as part of the State Program of Educational Accountability and Assessment of Performance as prescribed in Section 37-3-46. Public school districts may (a) elect to adopt the instructional program and management system provided by the State Department of Education, or (b) elect to adopt an instructional program and management system which meets or exceeds criteria established by the State Department of Education for such. This provision shall begin with the courses taught in Grades K-8 which contain skills tested through the Mississippi Basic Skills Assessment Program and shall proceed through all secondary school courses mandated for graduation and all secondary school courses in the Mississippi end-of-course testing program. Other state core objectives must be included in the district's instructional program as they are provided by the State Department of Education along with instructional practices, resources, evaluation items and management procedures. Districts are encouraged to adapt this program and accompanying procedures to all other instructional areas. The department shall provide that such program and guidelines, or a program and guidelines developed by a local school district which incorporates the core objectives from the curriculum structure are enforced through the performance-based accreditation system. It is the intent of the Legislature that every effort be made to protect the instructional time in the classroom and reduce the amount of paperwork which must be completed by teachers. The State Department of Education shall take steps to insure that school districts properly use staff development time to work on the districts' instructional management plans.

(2)The State Department of Education shall provide such instructional program and management guidelines which shall require for every public school district that:

(a) All courses taught in Grades K-8 which contain skills which are tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

(b) The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

(c) The set of objectives provided by the State Department of Education must be accompanied by suggested instructional practices and resources that would help teachers organize instruction so as to promote student learning of the objectives. Objectives added by the school district must also be accompanied by suggested instructional practices and resources that would help teachers organize instruction. The instructional practices and resources that are identified are to be used as suggestions and not as requirements that teachers must follow. The goal of the program is to have students to achieve the desired objective and not to limit teachers in the way they teach.

(d) Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

(e) There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local instructional program, the district shall take action to improve student performance.

(3) The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

(4) This section shall not be construed to limit teachers from using their own professional skills to help students master instructional objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

(5) In the event any school district meets Level 4 or 5 accreditation requirements, the State Board of Education may, in its discretion, exempt such school district from the provisions of this section.

SOURCES: Laws, 1988, ch.487, §14; Laws, 1991, ch.423, §1; Laws, 1992, ch.519, §4 eff. from and after July 1, 1992.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The Suggested Objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Integrated Academic Topics, Workplace Skills, and Occupational Standards - This section identifies related academic topics in mathematics, science, and communications which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21st Century. Finally where applicable, occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.

- Suggested References - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75-80 percent of the time allocated to each course. The remaining 20-25 percent of each course should be developed at the local district level and may reflect:
  - Additional units of instruction within the course related to topics not found in the state framework.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/ revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other basic skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

ACKNOWLEDGMENTS

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PROGRAM DESCRIPTION

AUDIO AND TELEVISION BROADCASTING

(Program CIP: 10.0191 - Electronic Communication Production)

The purpose of the Audio and Television Broadcasting program is to prepare students in commercial or industrial television broadcasting to become camera operators, audio technicians, television news reporters/anchors, technical directors, lighting technicians, graphic designers, and basic audio and video editors in today's market. Upon successful completion, graduates may elect to continue their education at the postsecondary level or become employed in the audio and television broadcasting industry.

COURSE OUTLINE

AUDIO AND TELEVISION BROADCASTING

Audio and Television Broadcasting I

Unit No.	Title	No. of Hours
Unit 1	Orientation7.5	
Unit 2	Leadership and Personal Development	7.5
Unit 3	Safety	7.5
Unit 4	Introduction to Broadcasting	7.5
Unit 5	Television Production Industry	7.5
Unit 6	Television Video Production Equipment	22.5
Unit 7	Audio Control Room Equipment	22.5
Unit 8	Audio and Television Script Writing	22.5
Unit 9	Audio and Television Announcing	15.0
Unit 10	Basic Television News Broadcasting	30.0
Unit 11	Producing a Television Program	22.5
Unit 12	Directing Television Productions	22.5
Unit 13	Basic Audio and Television Editing	22.5

Audio and Television Broadcasting II

Unit No.	Title	No. of Hours
Unit 1	Orientation	4.5
Unit 2	Advanced Leadership, Ethics, and SkillsUSA	7.5
Unit 3	Safety	7.5
Unit 4	Employability Skills	7.5
Unit 5	Advanced Television Production Equipment	22.5
Unit 6	Advanced Audio Control Room Equipment	22.5
Unit 7	Remote Television Production	22.5
Unit 8	Advanced Audio and Television Script Writing	15.0
Unit 9	Advanced Radio and Television Announcing	15.0
Unit 10	Advanced Television News Broadcasting	30.0
Unit 11	Advanced Producing a Television Program	22.5
Unit 12	Advanced Directing a Television Production	22.5
Unit 13	Advanced Audio and Television Editing	22.5

SECTION I:

CURRICULUM GUIDE

FOR

AUDIO AND TELEVISION BROADCASTING

AUDIO AND TELEVISION BROADCASTING I

AUDIO AND TELEVISION BROADCASTING I
UNIT 1: ORIENTATION (7.5 hours)

Competencies and Suggested Objectives:

1. Describe local program and vocational center policies and procedures.
   a. Describe local program and vocational center policies and procedures including dress code, attendance, academic requirements, discipline, and transportation regulations.
2. Describe employment opportunities and responsibilities.
   a. Describe employment opportunities including potential earnings, employee benefits, job availability, and places of employment, working conditions, and educational requirements.
   b. Describe basic employee responsibilities.

Suggested Teaching Strategies:

1. Describe local program and vocational center policies and procedures.
   a. Review and discuss applicable rules and regulations.
2. Describe employment opportunities and responsibilities.
   a. Have students survey job opportunities through employer visits, resource person(s), telephone calls, and/or field trip with report to the class.
   b. Have resource person speak to students regarding requirements for jobs, such as punctuality, customer relations, following directions, etc.

Suggested Assessment Strategies:

1. Describe local program and vocational center policies and procedures.
   a. Test on applicable rules and regulations.
2. Describe employment opportunities and responsibilities.
   a. Oral and written report on employment opportunities.
   b. Oral and written report on employee responsibilities.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Local Career and Technical Center Administrative Policies and Procedures.

AUDIO AND TELEVISION BROADCASTING I
UNIT 2: LEADERSHIP AND PERSONAL DEVELOPMENT (7.5 hours)

Competencies and Suggested Objectives:

1. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.
   a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner.
   b. Describe the purposes of SkillsUSA.
2. Identify desirable personal behavior and characteristics.
   a. Identify desirable personality traits when serving the public.
   b. Identify desirable personality traits when communicating with employees, supervisors, and other employees.
   c. Identify desirable characteristics of the personal work ethic.
3. Identify legal requirements for participation in the occupation.
   a. Describe ways to avoid legal liability problems in the occupation.

Suggested Teaching Strategies:

1. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.
   a. Allow students to attend a formal meeting to observe "Robert's Rules of Order" in operation. Give handout on procedures. Encourage classroom discussion on procedures.
   b. Discuss leadership opportunities.
2. Identify desirable personal behavior and characteristics.
   a. Conduct a class discussion involving personality traits.
   b. Compare public personality traits versus employee personality traits.
   c. Have students interview someone outside school to identify the application of personal work ethics.
3. Identify legal requirements for participation in the occupation.
   a. Discuss with students liabilities than may be incurred while not meeting standards and ethics.

Suggested Assessment Strategies:

1. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.
   a. Oral and/or written review.
   b. Oral and/or written review.
2. Identify desirable personal behavior and characteristics.
   a. Have student’s role play desirable personality traits.
   b. Oral and/or written review.
   c. Oral and/or written review.

3. Identify legal requirements for participation in the occupation.
   a. Oral and/or written review.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

SkillsUSA. *Official guide for SkillsUSA*. Washington, DC: SkillsUSA Clubs of America.

AUDIO AND TELEVISION BROADCASTING I
UNIT 3: SAFETY (7.5 hours)

Competencies and Suggested Objectives:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Identify and apply terms and definitions for safety.
   b. Identify provisions of the OSHA Act of 1970.
   c. Identify OSHA inspections and citations.
   d. Identify why citations are given.
   e. Identify accidents, their causes, and prevention.
   f. Identify general safety procedures.
   g. Identify causes of electrical hazards.
   h. Identify proper methods for moving heavy items.
   i. Identify and apply emergency first aid, if necessary.
   j. Identify and apply ABC's of CPR.

Suggested Teaching Strategies:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Review and discuss rules and regulations on safety.
   b. Have students read and discuss provisions of the OSHA Act as it relates to audio and television broadcasting.
   c. Have students discuss OSHA inspections and citations.
   d. Have students explain why citations are given.
   e. Hand out materials on accidents and discuss.
   f. Have students read and explain general safety procedures used in the classroom and studio.
   g. Discuss basic causes and prevention of electrical hazards.
   h. Have students discuss and demonstrate how to handle heavy items.
   i. Describe accident procedures including getting help, basic first aid, and accident reporting form.
   j. Resource person to demonstrate the use of CPR and first aid.

Suggested Assessment Strategies:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Written exercise and oral test.
   b. Written exercise and oral test.
   c. Written exercise and oral test.
   d. Written exercise and oral test.
   e. Written exercise and oral test.

f. Written exercise and oral test.
g. Written exercise and oral test.
h. Written exercise and oral test.
i. Written exercise and oral test.
j. Written exercise and oral test.

Note: All tests on safety must meet 100% accuracy.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools

T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB5 Demonstrate technical production support for audio, video, and film presentations.

Suggested References:

Local Career and Technical Center Safety Handbook.

AUDIO AND TV BROADCASTING I
UNIT 4: INTRODUCTION TO BROADCASTING (7.5 hours)

Competencies and Suggested Objectives:

1. Explain and discuss the historical aspects of the television industry.
   a. Discuss the history of the television production industry.
   b. Identify terms used in the television production industry.
   c. Analyze past, present, and future trends in the television production industry.
   d. Evaluate the influences of the television medium on people's lives.
   e. Identify occupations in the television production industry.
   f. Interview professionals in the television production industry.

Suggested Teaching Strategies:

1. Explain and discuss the historical aspects of the television industry.
   a. Discuss the history of television production.
   b. Discuss the terms associated with the television production industry.
   c. Discuss trends associated with television production.
   d. Discuss the influences of television on people's lives.
   e. Discuss various occupations in the television industry.
   f. Interview various professionals involved in the television industry.

Suggested Assessment Strategies:

1. Explain and discuss the historical aspects of the television industry.
   a. Written and/or oral test.
   b. Written and/or oral test.
   c. Written and/or oral test.
   d. Written and/or oral test.
   e. Written and/or oral test.
   f. Written and/or oral test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 5: TELEVISION PRODUCTION INDUSTRY (7.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.
   a. Discuss the past, present, and future trends in the television production industry.
   b. Determine the influence of television broadcast shows on people's lives.
   c. Identify job classifications in the television broadcast industry.
   d. Interview a professional in the television broadcast industry.

Suggested Teaching Strategies:

1. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.
   a. Discussion with students on the past, present, and future trends.
   b. Explain and discuss the influence of television shows.
   c. Resource person to discuss classification of jobs.
   d. Resource person to be interviewed by the students.

Suggested Assessment Strategies:

1. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.
   a. Oral test.
   b. Written test.
   c. Oral/written report.
   d. Oral/written report.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 6: TELEVISION VIDEO PRODUCTION EQUIPMENT (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to use basic television production equipment.
   a. Identify the functions of television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   b. Identify the functions of video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   c. Identify the different types of lighting for television production.
   d. Operate television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   e. Operate video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   f. Demonstrate appropriate lighting for television studio productions and field productions.
   g. Identify the functions of television broadcast personnel.

Suggested Teaching Strategies:

1. Demonstrate the ability to use basic television production equipment.
   a. Discuss the functions of television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   b. Discuss the functions of video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   c. Discuss the different types of lighting for television production.
   d. Demonstrate how to operate television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   e. Demonstrate how to operate video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   f. Demonstrate appropriate lighting for television studio productions and field productions.
   g. Discuss the functions of television broadcast personnel.

Suggested Assessment Strategies:

1. Demonstrate the ability to use basic television production equipment.
   a. Application, written, and/or oral tests.
   b. Application, written, and/or oral tests.
   c. Application, written, and/or oral tests.

d. Application, written, and/or oral tests.
e. Application, written, and/or oral tests.
f. Application, written, and/or oral tests.
g. Application, written, and/or oral tests.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T3 Technology productivity tools
T4 Technology communications tools

T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.
ATB3 Apply knowledge of equipment and skills related to video production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 7: AUDIO CONTROL ROOM EQUIPMENT (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to operate audio control room equipment.
   a. Identify the functions of an audio control console, microphone mixer, compact disc players, tape recorders, and cassette player/recorder.
   b. Identify the various microphones used in television broadcasting.
   c. State the characteristics of the various microphones used in television broadcasting.
   d. Demonstrate how to use the various microphones.
   e. Demonstrate how to use the audio control console.
   f. Demonstrate how to use the microphone mixer.
   g. Demonstrate how to use the compact disc players.
   h. Demonstrate how to use the tape player/recorders.
   i. Demonstrate how to use the cassette player/recorder.
   j. Apply the techniques of a beginning audio control operator.

Suggested Teaching Strategies:

1. Demonstrate the ability to operate audio control room equipment.
   a. Explain the functions of an audio control console, microphone mixer, compact disc players, tape recorders, and cassette player/recorder.
   b. Explain the various microphones used in television broadcasting.
   c. Discuss the characteristics of various microphones.
   d. Demonstrate how to use the various microphones.
   e. Demonstrate how to use the audio control console.
   f. Demonstrate how to use the tape player/recorders.
   g. Demonstrate how to use the compact disc player.
   h. Demonstrate how to use the cassette player/recorder.
   i. Demonstrate how to use the audio console.
   j. Demonstrate the functions of a beginning audio control operator.

Suggested Assessment Strategies:

1. Demonstrate the ability to operate audio control room equipment.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
   c. Oral, written, and/or application test.
   d. Oral, written, and/or application test.
   e. Oral, written, and/or application test.
   f. Oral, written, and/or application test.
   g. Oral, written, and/or application test.
   h. Oral, written, and/or application test.

i. Oral, written, and/or application test.
j. Oral, written, and/or application test.

Standards

Academic Standards

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB2 Apply knowledge of equipment and skills related to audio production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 8: AUDIO AND TELEVISION SCRIPT WRITING (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to write audio and television production scripts.
   a. Analyze professional audio and television broadcasting scripts.
   b. Identify program types.
   c. Research a chosen subject.
   d. Identify an audience.
   e. Use appropriate language.
   f. Assemble audio cues, video cues, and spoken words into a rough draft.
   g. Revise the script to fit the time allotted.
   h. Edit the script to remove mechanical, grammatical, and usage errors.
   i. Write a complete script for various productions including the following:
      (1) Newscast
      (2) Talk show
      (3) Sports show
      (4) Interview show
      (5) Commercials (30 sec. and 60 sec.)
      (6) Public service announcements (30 sec. and 60 sec.)

Suggested Teaching Strategies:

1. Demonstrate the ability to write audio and television production scripts.
   a. Review and discuss applicable rules concerning scripts.
   b. Have a resource person speak to the students on script writing.
   c. Assign a topic for students to research.
   d. Have a language resource teacher to talk with the students on proper language.
   e. Hand out model scripts and discuss how to write a rough draft.
   f. Set up a time frame for students to develop a rough script.
   g. Discuss the proper use of mechanical, grammatical, and word usage.
   h. Demonstration and discussion on removing errors.
   i. Demonstrate how to write different scripts for productions:
      (1) Newscast
      (2) Talk show
      (3) Sports show
      (4) Interview show
      (5) Commercials (30 sec. and 60 sec.)
      (6) Public service announcements (30 sec. and 60 sec.)

Suggested Assessment Strategies:

1. Demonstrate the ability to write audio and television production scripts.
    a. Oral/written projects and/or oral/written test.
    b. Oral/written projects and/or oral/written test.
    c. Oral/written projects and/or oral/written test.
    d. Oral/written projects and/or oral/written test.
    e. Oral/written projects and/or oral/written test.
    f. Oral/written projects and/or oral/written test.
    g. Oral/written projects and/or oral/written test.
    h. Oral/written projects and/or oral/written test.
    i. Oral/written projects and/or oral/written test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 9: AUDIO AND TELEVISION ANNOUNCING (15 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to announce effectively.
   a. Identify and demonstrate the speech process.
   b. Perform voice and diction exercises.
   c. Read scripts in front of microphone and on camera both without teleprompter and with teleprompter.
2. Utilize microphone and hand signal techniques used for television broadcasting talent.
   a. Identify different types and techniques of microphones used by television broadcasting talent.
   b. Identify the various hand signals used in television broadcasting for the talent in front of the camera.

Suggested Teaching Strategies:

1. Demonstrate the ability to announce effectively.
   a. Discussion with handouts the different announcing techniques.
   b. Demonstration of voice and diction techniques used with the microphone and in front of the camera.
   c. Demonstration of how to read scripts in front of the microphone and in front of the camera.
2. Utilize microphone and hand signal techniques used for television broadcasting talent.
   a. Explain and discuss the various techniques used in front of a microphone. Demonstrate how to utilize the microphone in front of the camera.
   b. Demonstrate the various hand signals used behind the camera to alert the talent.

Suggested Assessment Strategies:

1. Demonstrate the ability to announce effectively.
   a. Checklist and oral test.
   b. Written and/or oral test.
   c. Checklist based on student reading from script and oral test.
2. Utilize microphone and hand signal techniques used for television broadcasting talent.
   a. Written test. Demonstration of microphone utilization.
   b. Oral test. Demonstration of various hand signals used behind the camera for the talent.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB2 Apply knowledge of equipment and skills related to audio production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 10: BASIC TELEVISION NEWS BROADCASTING (30 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to utilize basic television broadcasting skills.
   a. Outline the qualifications and requirements of a television newscaster.
   b. Demonstrate the skills of a television newscaster.
   c. Outline the qualifications and requirements of a television news reporter.
   d. Demonstrate the skills of a television news reporter.
   e. Explain the differences among news, commentaries, and editorials.
   f. Demonstrate the ability to mark, edit, and present news.
   g. Demonstrate the ability to use the equipment in the newsroom.
   h. Explain the news sources.
   i. Explain and discuss how to ad-lib, interview guests, and read news stories in front of the camera.
   j. Demonstrate an ability to ad-lib during a production, interview guests, and read news stories on camera.

Suggested Teaching Strategies:

1. Demonstrate the ability to utilize basic television broadcasting skills.
   a. Distribute handouts and discuss. Discuss the qualifications and requirements of a television newscaster.
   b. Demonstrate the skills of a television newscaster.
   c. Discuss the qualifications and requirements of a television news reporter.
   d. Demonstrate the skills of a television news reporter.
   e. Explain the differences among news, commentaries, and editorials.
   f. Demonstrate how to mark, edit, and present news.
   g. Demonstrate the use of newsroom equipment.
   h. Discuss news sources.
   i. Explain and discuss how to ad-lib, interview guests, and read news stories in front of the camera.
   j. Demonstrate how to ad-lib, interview guests, and read news stories in front of the camera.

Suggested Assessment Strategies:

1. Demonstrate the ability to utilize basic television broadcasting skills.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
   c. Oral, written, and/or application test.
   d. Oral, written, and/or application test.
   e. Oral, written, and/or application test.
   f. Oral, written, and/or application test.

g. Oral, written, and/or application test.
h. Oral, written, and/or application test.
i. Oral, written, and/or application test.
j. Oral, written, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 11: PRODUCING A TELEVISION PROGRAM (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to produce a television program.
    a. Define an audience and assess its role.
    b. Compare and contrast program types.
    c. Formulate a program idea.
    d. Identify production types.
    e. Collect ideas and materials for the program.
    f. Evaluate the production.
    g. Review professional productions.
    h. Identify the role of ethics in television production.

Suggested Teaching Strategies:

1. Demonstrate the ability to produce a television program.
    a. Discuss the audience and determine its role.
    b. Explain the different program types showing the differences.
    c. Discuss the procedures for formulating a program idea.
    d. Discuss the different types of production.
    e. Explain how ideas and materials are used to develop a program.
    f. Explain the steps in the evaluation of a production.
    g. Show a professional production indicating the strong points of production.
    h. Explain and discuss ethics in television production.

Suggested Assessment Strategies:

1. Demonstrate the ability to produce a television program.
    a. Oral, written, and/or application test.
    b. Oral, written, and/or application test.
    c. Oral, written, and/or application test.
    d. Oral, written, and/or application test.
    e. Oral, written, and/or application test.
    f. Oral, written, and/or application test.
    g. Oral, written, and/or application test.
    h. Oral, written, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 12: DIRECTING TELEVISION PRODUCTIONS (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the procedures for directing television productions.
   a. Identify and use a director's terminology.
   b. Analyze a script.
   c. Plan a program to meet time constraints.
   d. Direct a rehearsal.
   e. Direct a program for recording.
   f. Evaluate a program.

Suggested Teaching Strategies:

1. Demonstrate the procedures for directing television productions.
   a. Explain the terminology used by a director.
   b. Demonstrate how to analyze a script.
   c. Discuss how to plan a program to meet the time elements.
   d. Explain and demonstrate the conducting of a rehearsal.
   e. Explain and demonstrate how to direct a program for recording.
   f. Discuss the procedures for evaluating a program.

Suggested Assessment Strategies:

1. Demonstrate the procedures for directing television productions.
   a. Oral and/or written test. Practical application demonstrated by the students.
   b. Oral and/or written test. Practical application demonstrated by the students.
   c. Oral and/or written test. Practical application demonstrated by the students.
   d. Oral and/or written test. Practical application demonstrated by the students.
   e. Oral and/or written test. Practical application demonstrated by the students.
   f. Oral and/or written test. Practical application demonstrated by the students.

Standards

Academic Standards

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicatesinformation, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING I
UNIT 13: BASIC AUDIO AND TELEVISION EDITING (22.5 hours)

Competencies and Suggested Objectives:

1. Explain the purpose of editing videotape for television broadcast.
   a. Identify editing terms.
   b. Identify the purpose of editing a tape.
   c. Identify the tools of editing.
   d. Explain the difference between linear and non-linear editing videotape.
2. Demonstrate the ability to operate linear television editing equipment.
   a. Identify the parts to a linear television editing system.
   b. Identify editing system control track, time code editing, and editing modes.
   c. Demonstrate an ability to edit a videotape using the linear editing system.
3. Demonstrate the ability to operate non-linear television editing equipment.
   a. Identify the parts to a non-linear television editing system.
   b. Demonstrate an ability to edit a videotape using the non-linear editing system.

Suggested Teaching Strategies:

1. Explain the purpose of editing videotape for television broadcast.
   a. Discuss editing terms.
   b. Discuss the purpose of editing a tape.
   c. Discuss the tools of editing.
   d. Explain the difference between linear and non-linear editing a video tape.
2. Demonstrate the ability to operate linear television editing equipment.
   a. Discuss terms associated with linear editing.
   b. Discuss editing system control track, time code editing, and editing modes.
   c. Have students edit a tape using a linear editing system.
3. Demonstrate the ability to operate non-linear television editing equipment.
   a. Discuss the various parts to a television non-linear editing system.
   b. Discuss editing system control track, time code editing, and editing modes. Have students edit videotape with the non-linear editing system.

Suggested Assessment Strategies:

1. Explain the purpose of editing videotape for television broadcast.
   a. Oral and/or written test.
   b. Oral and/or written test.
   c. Oral and/or written test.
   d. Oral and/or written test.
2. Demonstrate the ability to operate linear television editing equipment..
   a. Oral, written, and/or demonstration test.

b. Oral, written, and/or demonstration test.
c. Oral, written, and/or demonstration test.

3. Demonstrate the ability to operate non-linear television editing equipment.
   a. Oral, written, and/or demonstration test.
   b. Oral, written, and/or demonstration test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB4 Exhibit knowledge of editing audio and video productions.

Suggested References:

Zettl, H. (2000). *Television production handbook*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVSION BROADCASTING II

AUDIO AND TELEVISION BROADCASTING II
UNIT 1: ORIENTATION (4.5 hours)

Competencies and Suggested Objectives:

1. Describe local program and vocational center policies and procedures.
   a. Describe local program and vocational center policies and procedures including dress code, attendance, academic requirements, discipline, and transportation regulations.
2. Describe employment opportunities and responsibilities.
   a. Describe employment opportunities including potential earnings, employee benefits, job availability, places of employment, working conditions, and educational requirements.
   b. Describe basic employee responsibilities.

Suggested Teaching Strategies:

1. Describe local program and vocational center policies and procedures.
   a. Review and discuss applicable rules and regulations.
2. Describe employment opportunities and responsibilities.
   a. Have students survey job opportunities through employer visits, resource person(s), telephone calls, and/or field trip with report to the class.
   b. Have resource person speak to students regarding requirements for jobs, such as punctuality, customer relations, following directions, etc.

Suggested Assessment Strategies:

1. Describe local program and vocational center policies and procedures.
   a. Test on applicable rules and regulations.
2. Describe employment opportunities and responsibilities.
   a. Oral and written report on employment opportunities.
   b. Oral and written report on employee responsibilities.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Local Career and Technical Center Administrative Policies and Procedures.

AUDIO AND TELEVISION BROADCASTING II
UNIT 2: ADVANCED LEADERSHIP, ETHICS and SKILLSUSA (7.5 hours)

Competencies and Suggested Objectives:

1. Develop advanced leadership and organizational skills.
   a. Identify SkillsUSA leadership and skills competition activities.
   b. Identify similarities between SkillsUSA leadership skills and workplace leadership skills.

Suggested Teaching Strategies:

1. Develop advanced leadership and organizational skills.
   a. Introduce SkillsUSA Professional Development Program (PDP). Give handouts on applicable skills competitions. Conduct first organizational meeting.
   b. Invite guest speakers from industry and state SkillsUSA officers to discuss leadership skills.

Suggested Assessment Strategies:

1. Develop advanced leadership and organizational skills.
   a. Observe SkillsUSA organizational skills.
   b. Oral/written report.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

SkillsUSA. *Official guide for SkillsUSA*. Washington, DC: SkillsUSA Clubs of America.

AUDIO AND TELEVISION BROADCASTING II
UNIT 3: SAFETY (7.5 hours)

Competencies and Suggested Objectives:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Identify and apply terms and definitions for safety.
   b. Identify provisions of the OSHA Act of 1970.
   c. Identify OSHA inspections and citations.
   d. Identify why citations are given.
   e. Identify accidents, their causes, and prevention.
   f. Identify general safety procedures.
   g. Identify causes of electrical hazards.
   h. Identify proper methods for moving heavy items.
   i. Identify and apply emergency first aid, if necessary.
   j. Identify and apply ABC's of CPR.

Suggested Teaching Strategies:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Review and discuss rules and regulations on safety.
   b. Have students read and discuss provisions of the OSHA Act as it relates to audio and television broadcasting.
   c. Have students discuss OSHA inspections and citations.
   d. Have students explain why citations are given.
   e. Hand out materials on accidents and discuss.
   f. Have students read and explain general safety procedures used in the classroom and studio.
   g. Discuss basic causes and prevention of electrical hazards.
   h. Have students discuss and demonstrate how to handle heavy items.
   i. Describe accident procedures including getting help, basic first aid, and accident reporting form.
   j. Resource person to demonstrate the use of CPR and first aid.

Suggested Assessment Strategies:

1. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Oral and/or written test.
   b. Oral and/or written test.
   c. Oral and/or written test.
   d. Oral and/or written test.
   e. Oral and/or written test.

f. Oral and/or written test.
g. Oral and/or written test.
h. Oral and/or written test.
i. Oral and/or written test.
j. Oral and/or written test.

Note: All tests on safety must meet 100% accuracy.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools

T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB5 Demonstrate technical production support for audio, video, and film presentations.

Suggested References:

Career and Technical Center Safety Handbook.

AUDIO AND TELEVISION BROADCASTING II
UNIT 4: EMPLOYABILITY SKILLS (7.5 hours)

Competencies and Suggested Objectives:

1. Develop employability skills.
   a. Prepare a resume containing essential information.
   b. Complete a job application form.
   c. Explain procedures for job interviews using correct job etiquette.
   d. Demonstrate the role of an applicant in a job interview.

Suggested Teaching Strategies:

1. Develop employability skills.
   a. Assist school-to-career counselor in presenting resume writing.
   b. Assist school-to-career counselor or industry personnel manager in completing job application form.
   c. Assist school-to-career counselor or industry personnel manager in proper procedures for job interview.
   d. Role play job interviews with instructor, school-to-career counselor, and/or personnel manager.

Suggested Assessment Strategies:

1. Develop employability skills.
   a. Evaluate student resume.
   b. Evaluate student job application.
   c. Observe role play.
   d. Oral and/or written report. Written test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Information from employment security commission, school-to-career counselor, and/or personnel managers.

AUDIO AND TELEVISION BROADCASTING II
UNIT 5: ADVANCED TELEVISION PRODUCTION EQUIPMENT (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to operate a television camera.
   a. Identify the types of television cameras and their functions.
   b. Operate studio and portable video cameras.
   c. Operate the camera control units.
2. Demonstrate the ability to operate a video switcher.
   a. Identify the different parts to a video switcher.
   b. Operate a video switcher.
3. Demonstrate the ability to operate a video tape player/recorder.
   a. Identify the types of video tape players/recorders.
   b. Operate the video tape players/recorders.
4. Demonstrate the ability to operate a video edit controller.
   a. Identify the types of video edit controllers.
   b. Operate the video edit controller.
5. Demonstrate the ability to operate a computer character generator.
   a. Identify the types of computer character generators.
   b. Operate the computer character generator.
6. Demonstrate the ability to operate a teleprompter.
   a. Identify the types of teleprompters.
   b. Operate the teleprompter.
7. Demonstrate the ability to operate the studio intercom system.
   a. Identify the types of studio intercom systems.
   b. Operate the studio intercom system.
8. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.
   a. Identify the types of waveform/vector scope/oscilloscope monitors.
   b. Operate the waveform/vector scope/oscilloscope monitors.

Suggested Teaching Strategies:

1. Demonstrate the ability to operate a television camera.
   a. Discuss the types of television cameras and their functions.
   b. Discuss the operation of studio and portable video cameras.
   c. Discuss the operation of the camera control units.
2. Demonstrate the ability to operate a video switcher.
   a. Discuss the different parts to a video switcher.
   b. Discuss the operation of a video switcher.
3. Demonstrate the ability to operate a video tape player/recorder.
   a. Discuss the types of video tape players/recorders.
   b. Discuss the operation of the video tape players/recorders.

4. Demonstrate the ability to operate a video edit controller.
   a. Discuss the types of video edit controllers.
   b. Discuss the operation of the video edit controller.
5. Demonstrate the ability to operate a computer character generator.
   a. Discuss the types of computer character generators.
   b. Discuss the operation of the computer character generator.
6. Demonstrate the ability to operate a teleprompter.
   a. Discuss the types of teleprompters.
   b. Discuss the operation of the teleprompter.
7. Demonstrate the ability to operate the studio intercom system.
   a. Discuss the types of studio intercom systems.
   b. Discuss the operation of the studio intercom system.
8. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.
   a. Discuss the types of waveform/vector scope/oscilloscope monitors.
   b. Discuss the operation of the waveform/vector scope/oscilloscope monitors.

Suggested Assessment Strategies:

1. Demonstrate the ability to operate a television camera.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
   c. Written, oral, and/or application test.
2. Demonstrate the ability to operate a video switcher.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
3. Demonstrate the ability to operate a video tape player/recorder.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
4. Demonstrate the ability to operate a video edit controller.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
5. Demonstrate the ability to operate a computer character generator.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
6. Demonstrate the ability to operate a teleprompter.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
7. Demonstrate the ability to operate the studio intercom system.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.
8. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.
   a. Written, oral, and/or application test.
   b. Written, oral, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E6 Explore cultural contributions to the history of the English language and its literature.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB3 Apply knowledge of equipment and skills related to video production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 6: ADVANCED AUDIO CONTROL ROOM EQUIPMENT (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to use the audio control console.
   a. Identify the different parts to an audio control console.
   b. Operate an audio control console.
2. Demonstrate the ability to use the microphone mixer.
   a. Identify the different parts to a microphone mixer.
   b. Operate a microphone mixer.
3. Demonstrate the ability to use compact disc players.
   a. Identify the different parts to a compact disc player.
   b. Operate a compact disc player.
4. Demonstrate the ability to use reel-to-reel tape recorders.
   a. Identify the different parts of reel-to-reel tape recorders.
   b. Operate a tape recorder.
5. Demonstrate the ability to use a cassette player/recorder.
   a. Identify the different parts of a cassette player/recorder.
   b. Operate a cassette player/recorder.
6. Explain the characteristics of the various microphones used in television broadcasting.
   a. Identify the characteristics of various microphones used in television broadcasting.
   b. Operate various microphones used in television broadcasting.

Suggested Teaching Strategies:

1. Demonstrate the ability to use the audio control console.
   a. Discuss the different parts to an audio control console.
   b. Discuss the operation of an audio control console.
2. Demonstrate the ability to use the microphone mixer.
   a. Discuss the different parts to a microphone mixer.
   b. Discuss the operation of a microphone mixer.
3. Demonstrate the ability to use compact disc players.
   a. Discuss the different parts to a compact disc player.
   b. Discuss the operation of a compact disc player.
4. Demonstrate the ability to use reel-to-reel tape recorders.
   a. Discuss the different parts of a reel-to-reel tape recorder.
   b. Discuss the operation of a tape recorder.
5. Demonstrate the ability to use a cassette player/recorder.
   a. Discuss the different parts of a cassette player/recorder.
   b. Discuss the operation of a cassette player/recorder.

6. Explain the characteristics of the various microphones used in television broadcasting.
   a. Discuss the characteristics of various microphones used in television broadcasting.
   b. Discuss the operation of various microphones used in television broadcasting.

Suggested Assessment Strategies:

1. Demonstrate the ability to use the audio control console.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
2. Demonstrate the ability to use the microphone mixer.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
3. Demonstrate the ability to use compact disc players.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
4. Demonstrate the ability to use reel-to-reel tape recorders.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
5. Demonstrate the ability to use a cassette player/recorder.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.
6. Explain the characteristics of the various microphones used in television broadcasting.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.

E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB2 Apply knowledge of equipment and skills related to audio production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 7: REMOTE TELEVISION PRODUCTION (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to direct a remote television production.
   a. Identify the differences between electronic news gathering and electronic field production.
   b. Assemble/disassemble audio, video, and lighting for a remote production.

Suggested Teaching Strategies:

1. Demonstrate the ability to direct a remote television production.
   a. Handouts and discussion to determine the differences between electronic news gathering and electronic field production.
   b. Demonstration on each piece of equipment to show the order of assembly and disassembly.

Suggested Assessment Strategies:

1. Demonstrate the ability to direct a remote television production.
   a. Oral, written, and/or application test.
   b. Oral, written, and/or application test.

Standards

Academic Standards

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB3 Apply knowledge of equipment and skills related to video production.
ATB5 Demonstrate technical production support for audio, video, and film presentations.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 8: ADVANCED AUDIO AND TELEVISION SCRIPT WRITING (15 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to write advanced audio and television scripts.
   a. Analyze professional audio and television scripts.
   b. Research each of the program scripts.
   c. Identify program types.
   d. Identify the audience.
   e. Assemble audio cues and spoken words into a rough draft.
   f. Revise the script to fit the time element.
   g. Edit the script for mechanical, grammatical, and usage errors.
   h. Write a complete script for various productions including the following:
      (1) Newscast
      (2) Talk show
      (3) Sports show
      (4) Interview show
      (5) Commercials (30 sec. and 60 sec.)
      (6) Public service announcements (30 sec. and 60 sec.)

Suggested Teaching Strategies:

1. Demonstrate the ability to write advanced audio and television scripts.
   a. Discuss analysis of professional audio and television scripts.
   b. Discuss research of each of the program scripts.
   c. Discuss program types.
   d. Discuss the audience.
   e. Discuss assembly of audio cues and spoken words into a rough draft.
   f. Discuss revision of the script to fit the time element.
   g. Discuss editing the script for mechanical, grammatical, and usage errors.
   h. Discuss how to write a complete script for the following production.
      (1) Newscast
      (2) Talk show
      (3) Sports show
      (4) Interview show
      (5) Commercials (30 sec. and 60 sec.)
      (6) Public service announcements (30 sec. and 60 sec.)

Suggested Assessment Strategies:

1. Demonstrate the ability to write advanced audio and television scripts.
   a. Oral and/or written test. Oral and/or written projects.
   b. Oral and/or written test. Oral and/or written projects.
   c. Oral and/or written test. Oral and/or written projects.

d. Oral and/or written test. Oral and/or written projects.
e. Oral and/or written test. Oral and/or written projects.
f. Oral and/or written test. Oral and/or written projects.
g. Oral and/or written test. Oral and/or written projects.
h. Oral and/or written test. Oral and/or written projects.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 9: ADVANCED RADIO AND TELEVISION ANNOUNCING (15 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to perform the duties of an audio and television announcer.
   a. Read orally from scripts, cue cards, and teleprompters in front of the camera.
   b. Communicate on camera with other talent and/or the audience.
   c. Deliver the skills of an announcer in front of the camera.
   d. Produce audition/demonstration videotape.

Suggested Teaching Strategies:

1. Demonstrate the ability to perform the duties of an audio and television announcer.
   a. Have students practice reading scripts, cue cards, and teleprompters in front of the camera.
   b. Set up a demonstration to show how to communicate on camera.
   c. Set up a demonstration on the skills of an announcer in front of the camera.
   d. Handouts on the development of an audition/demonstration videotape.

Suggested Assessment Strategies:

1. Demonstrate the ability to perform the duties of an audio and television announcer.
   a. Application. Have students to demonstrate how to read scripts in front of the camera.
   b. Oral or performance test.
   c. Written/oral test and application of skills.
   d. Review the tapes from a checklist of procedures.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB2 Apply knowledge of equipment and skills related to audio production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 10: ADVANCED TELEVISION NEWS BROADCASTING (30 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to utilize advanced television broadcasting skills.
    a. Outline the qualifications and requirements of a television newscaster.
    b. Demonstrate the skills of a television newscaster.
    c. Outline the qualifications and requirements of a news reporter.
    d. Demonstrate the skills of a news reporter.
    e. Explain the differences among news, commentaries, and editorials.
    f. Demonstrate the ability to mark, edit, and present news.
    g. Demonstrate the ability to use the equipment in the newsroom.
    h. Explain the news sources.
    i. Demonstrate an ability to ad-lib, interview guests, and read news stories on camera.

Suggested Teaching Strategies:

1. Demonstrate the ability to utilize advanced television broadcasting skills.
    a. Distribute handouts and discuss.
    b. Explain, discuss, and demonstrate newscaster skills.
    c. Distribute handouts and discuss.
    d. Explain, discuss, and demonstrate news reporter skills.
    e. Distribute handouts and discuss.
    f. Distribute handouts and demonstrate how to mark, edit, and present news.
    g. Demonstrate the use of newsroom equipment.
    h. Discuss news sources.
    i. Explain and discuss how to ad-lib, interview guests, and read news stories on camera. Demonstrate the various techniques of being on camera.

Suggested Assessment Strategies:

1. Demonstrate the ability to utilize advanced television broadcasting skills.
    a. Oral, written, and/or application test.
    b. Oral, written, and/or application test.
    c. Oral, written, and/or application test.
    d. Oral, written, and/or application test.
    e. Oral, written, and/or application test.
    f. Oral, written, and/or application test.
    g. Oral, written, and/or application test.
    h. Oral, written, and/or application test.
    i. Oral, written, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB1 Explore career opportunities in Audio and Video Technology and Film.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 11: ADVANCED PRODUCING A TELEVISION PROGRAM (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to produce a television program.
   a. Formulate a program idea.
   b. Analyze a program type.
   c. Select a program type.
   d. Research the program idea.
   e. Assemble all material for the program.
   f. Write the program.
   g. Comply with all copyright laws.
   h. Evaluate the production.

Suggested Teaching Strategies:

1. Demonstrate the ability to produce a television program.
   a. Handouts on the requirements for a television program. Discussion on the program idea. Procedures for selecting program idea.
   b. Discussion on how to analyze a program.
   c. Handouts and explanation of techniques on selecting the type of program.
   d. Handouts on research methods with discussion.
   e. Discussion on how to assemble the materials.
   f. Provide guidelines on writing a program.
   g. Handouts on copyright laws and discussion.
   h. Checklist to evaluate a production.

Suggested Assessment Strategies:

1. Demonstrate the ability to produce a television program.
   a. Oral test, written, and/or application test.
   b. Oral test, written, and/or application test.
   c. Oral test, written, and/or application test.
   d. Oral test, written, and/or application test.
   e. Oral test, written, and/or application test.
   f. Oral test, written, and/or application test.
   g. Oral test, written, and/or application test.
   h. Oral test, written, and/or application test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 12: ADVANCED DIRECTING A TELEVISION PRODUCTION (22.5 hours)

Competencies and Suggested Objectives:

1. Demonstrate the ability to direct a television production.
    a. Direct a program using the in the studio and in the field.
    b. Use correct terminology.
    c. Analyze and mark scripts.
    d. Visualize and sequence key images.
    e. Prepare storyboards.
    f. Audition talent.
    g. Coordinate technical operations, studio activities, and field activities.
    h. Plan the program to meet the time element.
    i. Direct blocking and camera rehearsals.
    j. Direct program for recording and/or transmission.
    k. Evaluate program.

Suggested Teaching Strategies:

1. Demonstrate the ability to direct a television production.
    a. Show how to direct a program using the in the studio and in the field.
    b. Demonstrate the correct terminology.
    c. Show how to analyze and mark scripts.
    d. Demonstrate how to visualize and sequence key images.
    e. Demonstrate how to prepare storyboards.
    f. Show how to audition talent.
    g. Coordinate technical operations, studio activities, and field activities.
    h. Help plan the program to meet the time element.
    i. Direct blocking and camera rehearsals.
    j. Direct program for recording and/or transmission.
    k. Evaluate program.

Suggested Assessment Strategies:

1. Demonstrate the ability to direct a television production.
    a. Oral, written, and/or application test.
    b. Oral, written, and/or application test.
    c. Oral, written, and/or application test.
    d. Oral, written, and/or application test.
    e. Oral, written, and/or application test.
    f. Oral, written, and/or application test.
    g. Oral, written, and/or application test.
    h. Oral, written, and/or application test.
    i. Oral, written, and/or application test.

j. Oral, written, and/or application test.
k. Oral, written, and/or application test.

Standards

Academic Standards

E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

AUDIO AND TELEVISION BROADCASTING II
UNIT 13: ADVANCED AUDIO AND TELEVISION EDITING (22.5 hours)

Competencies and Suggested Objectives:

1. Explain the purpose of editing videotape for television broadcast.
    a. Identify editing terms.
    b. Identify the purpose of editing a tape.
    c. Identify the tools of editing.
    d. Explain the difference between linear and non-linear editing videotape.
2. Demonstrate the ability to operate linear television editing equipment.
    a. Identify the parts to a linear television editing system.
    b. Identify editing system control track, time code editing, and editing modes.
    c. Demonstrate an ability to edit a videotape using the linear editing system.
3. Demonstrate the ability to operate non-linear television editing equipment.
    a. Identify the parts to a non-linear television editing system.
    b. Demonstrate an ability to edit a videotape using the non-linear editing system.

Suggested Teaching Strategies:

1. Explain the purpose of editing videotape for television broadcast.
    a. Discuss editing terms.
    b. Discuss the purpose of editing a tape.
    c. Discuss the tools of editing.
    d. Discuss the difference between linear and non-linear editing a video tape.
2. Demonstrate the ability to operate linear television editing equipment.
    a. Discuss terms associated with linear editing.
    b. Discuss editing system control track, time code editing, and editing modes.
    c. Have students edit a tape using a linear editing system.
3. Demonstrate the ability to operate non-linear television editing equipment.
    a. Discuss the various parts to a television non-linear editing system.
    b. Discuss editing system control track, time code editing, and editing modes. Have students edit videotape with the non-linear editing system.

Suggested Assessment Strategies:

1. Explain the purpose of editing videotape for television broadcast.
    a. Written and/or demonstration test.
    b. Written and/or demonstration test.
    c. Written and/or demonstration test.
    d. Written and/or demonstration test.

2. Demonstrate the ability to operate linear television editing equipment.
   a. Written and/or demonstration test.
   b. Written and/or demonstration test.
   c. Written and/or demonstration test.
3. Demonstrate the ability to operate non-linear television editing equipment.
   a. Written and/or demonstration test.
   b. Written and/or demonstration test.

Standards

Academic Standards

E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
E10 Use language and critical thinking strategies to serve as tools for learning.
H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
H2 Describe the impact of science and technology on the historical development of the United States in the global community.
H3 Describe the relationship of people, places, and environments through time.
H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Audio and Video Technology and Film Standards

ATB4 Exhibit knowledge of editing audio and video productions.

Suggested References:

Zettl, H. (2001). *Video basics*. Belmont, CA: Wadsworth Publishing Company.

SECTION II:

CURRICULUM FRAMEWORKS FOR

AUDIO AND TELEVISION BROADCASTING

CURRICULUM FRAMEWORK

Course Name: Audio and Television Broadcasting I

Course CIP Code: 10.0191

Course Description: Audio and Television Broadcasting I is the entry-level course of the secondary Audio and Television Broadcasting program. Students in this course will gain foundation competencies related to orientation, safety, leadership, ethics and SkillsUSA, and basic audio and television broadcasting. (2 - 2½ Carnegie units, depending upon time spent in the course)

Competencies and Suggested Objectives:

1. Describe local program and vocational center policies and procedures.
   a. Describe local program and vocational center policies and procedures including dress code, attendance, academic requirements, discipline, and transportation regulations.
2. Describe employment opportunities and responsibilities.
   a. Describe employment opportunities including potential earnings, employee benefits, job availability, and places of employment, working conditions, and educational requirements.
   b. Describe basic employee responsibilities.
3. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.
   a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner.
   b. Describe the purposes of SkillsUSA.
4. Identify desirable personal behavior and characteristics.
   a. Identify desirable personality traits when serving the public.
   b. Identify desirable personality traits when communicating with employees, supervisors, and other employees.
   c. Identify desirable characteristics of the personal work ethic.
5. Identify legal requirements for participation in the occupation.
   a. Describe ways to avoid legal liability problems in the occupation.
6. Describe personal safety rules for working in the audio and television broadcasting industry.
   a. Identify and apply terms and definitions for safety.
   b. Identify provisions of the OSHA Act of 1970.
   c. Identify OSHA inspections and citations.
   d. Identify why citations are given.
   e. Identify accidents, their causes, and prevention.
   f. Identify general safety procedures.
   g. Identify causes of electrical hazards.
   h. Identify proper methods for moving heavy items.
   i. Identify and apply emergency first aid, if necessary.
   j. Identify and apply ABC's of CPR.

7. Explain and discuss the historical aspects of the television industry.
   a. Discuss the history of the television production industry.
   b. Identify terms used in the television production industry.
   c. Analyze past, present, and future trends in the television production industry.
   d. Evaluate the influences of the television medium on people's lives.
   e. Identify occupations in the television production industry.
   f. Interview professionals in the television production industry.
8. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.
   a. Discuss the past, present, and future trends in the television production industry
   b. Determine the influence of television broadcast shows on people's lives.
   c. Identify job classifications in the television broadcast industry.
   d. Interview a professional in the television broadcast industry.
9. Demonstrate the ability to use basic television production equipment.
   a. Identify the functions of television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   b. Identify the functions of video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   c. Identify the different types of lighting for television production.
   d. Operate television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.
   e. Operate video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.
   f. Demonstrate appropriate lighting for television studio productions and field productions.
   g. Identify the functions of television broadcast personnel.
10. Demonstrate the ability to operate audio control room equipment.
   a. Identify the functions of an audio control console, microphone mixer, compact disc players, tape recorders, and cassette player/recorder.
   b. Identify the various microphones used in television broadcasting.
   c. State the characteristics of the various microphones used in television broadcasting.
   d. Demonstrate how to use the various microphones.
   e. Demonstrate how to use the audio control console.
   f. Demonstrate how to use the microphone mixer.
   g. Demonstrate how to use the compact disc players.
   h. Demonstrate how to use the tape player/recorders.
   i. Demonstrate how to use the cassette player/recorder.
   j. Apply the techniques of a beginning audio control operator.
11. Demonstrate the ability to write audio and television production scripts.
   a. Analyze professional audio and television broadcasting scripts.
   b. Identify program types.
   c. Research a chosen subject.
   d. Identify an audience.

e. Use appropriate language.
f. Assemble audio cues, video cues, and spoken words into a rough draft.
g. Revise the script to fit the time allotted.
h. Edit the script to remove mechanical, grammatical, and usage errors.
i. Write a complete script for various productions.

12. Demonstrate the ability to announce effectively.
    a. Identify and demonstrate the speech process.
    b. Perform voice and diction exercises.
    c. Read scripts in front of microphone and on camera without teleprompter and with teleprompter.
13. Utilize microphone and hand signal techniques used for television broadcasting talent.
    a. Identify different types and techniques of microphones used by television broadcasting talent.
    b. Identify the various hand signals used in television broadcasting for the talent in front of the camera.
14. Demonstrate the ability to utilize basic television broadcasting skills.
    a. Outline the qualifications and requirements of a television newscaster.
    b. Demonstrate the skills of a television newscaster.
    c. Outline the qualifications and requirements of a television news reporter.
    d. Demonstrate the skills of a television news reporter.
    e. Explain the differences among news, commentaries, and editorials.
    f. Demonstrate the ability to mark, edit, and present news.
    g. Demonstrate the ability to use the equipment in the newsroom.
    h. Explain the news sources.
    i. Explain and discuss how to ad-lib, interview guests, and read news stories in front of the camera.
    j. Demonstrate an ability to ad-lib during a production, interview guests, and read news stories on camera.
15. Demonstrate the ability to produce a television program.
    a. Define an audience and assess its role.
    b. Compare and contrast program types.
    c. Formulate a program idea.
    d. Identify production types.
    e. Collect ideas and materials for the program.
    f. Evaluate the production.
    g. Review professional productions.
    h. Identify the role of ethics in television production.
16. Demonstrate the procedures for directing television productions.
    a. Identify and use a director's terminology.
    b. Analyze a script.
    c. Plan a program to meet time constraints.
    d. Direct a rehearsal.
    e. Direct a program for recording.
    f. Evaluate a program.

17. Explain the purpose of editing videotape for television broadcast.
    a. Identify editing terms.
    b. Identify the purpose of editing a tape.
    c. Identify the tools of editing.
    d. Explain the difference between linear and non-linear editing videotape.
18. Demonstrate the ability to operate linear television editing equipment.
    a. Identify the parts to a linear television editing system.
    b. Identify editing system control track, time code editing, and editing modes.
    c. Demonstrate an ability to edit a videotape using the linear editing system.
19. Demonstrate the ability to operate non-linear television editing equipment.
    a. Identify the parts to a non-linear television editing system.
    b. Demonstrate an ability to edit a videotape using the non-linear editing system.

CURRICULUM FRAMEWORK

Course Name: Audio and Television Broadcasting II

Course CIP Code: 10.0104

Course Description: Audio and Television Broadcasting II is the second year of the secondary Audio and Television Broadcasting program. Students in this course will gain additional competencies related to orientation, advanced leadership, ethics and SkillsUSA, safety, employability skills, and advanced audio and television broadcasting. (2 - 2½ Carnegie units, depending upon time spent in the course)

Competencies and Suggested Objectives:

1. Describe local program and vocational center policies and procedures.
    a. Describe local program and vocational center policies and procedures including dress code, attendance, academic requirements, discipline, and transportation regulations.
2. Describe employment opportunities and responsibilities.
    a. Describe employment opportunities including potential earnings, employee benefits, job availability, places of employment, working conditions, and educational requirements.
    b. Describe basic employee responsibilities.
3. Develop advanced leadership and organizational skills.
    a. Identify SkillsUSA leadership and skills competition activities.
    b. Identify similarities between SkillsUSA leadership skills and workplace leadership skills.
4. Describe personal safety rules for working in the audio and television broadcasting industry.
    a. Identify and apply terms and definitions for safety.
    b. Identify provisions of the OSHA Act of 1970.
    c. Identify OSHA inspections and citations.
    d. Identify why citations are given.
    e. Identify accidents, their causes, and prevention.
    f. Identify general safety procedures.
    g. Identify causes of electrical hazards.
    h. Identify proper methods for moving heavy items.
    i. Identify and apply emergency first aid, if necessary.
    j. Identify and apply ABC's of CPR.
5. Develop employability skills.
    a. Prepare a resume containing essential information.
    b. Complete a job application form.
    c. Explain procedures for job interviews using correct job etiquette.
    d. Demonstrate the role of an applicant in a job interview.

6. Demonstrate the ability to operate a television camera.
   a. Identify the types of television cameras and their functions.
   b. Operate studio and portable video cameras.
   c. Operate the camera control units.
7. Demonstrate the ability to operate a video switcher.
   a. Identify the different parts to a video switcher.
   b. Operate a video switcher.
8. Demonstrate the ability to operate a video tape player/recorder.
   a. Identify the types of video tape players/recorders.
   b. Operate the video tape players/recorders.
9. Demonstrate the ability to operate a video edit controller.
   a. Identify the types of video edit controllers.
   b. Operate the video edit controller.
10. Demonstrate the ability to operate a computer character generator.
   a. Identify the types of computer character generators.
   b. Operate the computer character generator.
11. Demonstrate the ability to operate a teleprompter.
   a. Identify the types of teleprompters.
   b. Operate the teleprompter.
12. Demonstrate the ability to operate the studio intercom system.
   a. Identify the types of studio intercom systems.
   b. Operate the studio intercom system.
13. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.
   a. Identify the types of waveform/vector scope/oscilloscope monitors.
   b. Operate the waveform/vector scope/oscilloscope monitors.
14. Demonstrate the ability to use the audio control console.
   a. Identify the different parts to an audio control console.
   b. Operate an audio control console.
15. Demonstrate the ability to use the microphone mixer.
   a. Identify the different parts to a microphone mixer.
   b. Operate a microphone mixer.
16. Demonstrate the ability to use compact disc players.
   a. Identify the different parts to a compact disc player.
   b. Operate a compact disc player.
17. Demonstrate the ability to use reel-to-reel tape recorders.
   a. Identify the different parts of reel-to-reel tape recorders.
   b. Operate a tape recorder.
18. Demonstrate the ability to use a cassette player/recorder.
   a. Identify the different parts of a cassette player/recorder.
   b. Operate a cassette player/recorder.
19. Explain the characteristics of the various microphones used in television broadcasting.
   a. Identify the characteristics of various microphones used in television broadcasting.
   b. Operate various microphones used in television broadcasting.

20. Demonstrate the ability to direct a remote television production.
    a. Identify the differences between electronic news gathering and electronic field production.
    b. Assemble/disassemble audio, video, and lighting for a remote production.
21. Demonstrate the ability to write advanced audio and television scripts.
    a. Analyze professional audio and television scripts.
    b. Research each of the program scripts.
    c. Identify program types.
    d. Identify the audience.
    e. Assemble audio cues and spoken words into a rough draft.
    f. Revise the script to fit the time element.
    g. Edit the script for mechanical, grammatical, and usage errors.
    h. Write a complete script for various productions.
22. Demonstrate the ability to perform the duties of an audio and television announcer.
    a. Read orally from scripts, cue cards, and teleprompters in front of the camera.
    b. Communicate on camera with other talent and/or the audience.
    c. Deliver the skills of an announcer in front of the camera.
    d. Produce audition/demonstration videotape.
23. Demonstrate the ability to utilize advanced television broadcasting skills.
    a. Outline the qualifications and requirements of a television newscaster.
    b. Demonstrate the skills of a television newscaster.
    c. Outline the qualifications and requirements of a news reporter.
    d. Demonstrate the skills of a news reporter.
    e. Explain the differences among news, commentaries, and editorials.
    f. Demonstrate the ability to mark, edit, and present news.
    g. Demonstrate the ability to use the equipment in the newsroom.
    h. Explain the news sources.
    i. Demonstrate an ability to ad-lib, interview guests, and read news stories on camera.
24. Demonstrate the ability to produce a television program.
    a. Formulate a program idea.
    b. Analyze a program type.
    c. Select a program type.
    d. Research the program idea.
    e. Assemble all material for the program.
    f. Write the program.
    g. Comply with all copyright laws.
    h. Evaluate the production.
25. Demonstrate the ability to direct a television production.
    a. Direct a program using the in the studio and in the field.
    b. Use correct terminology.
    c. Analyze and mark scripts.
    d. Visualize and sequence key images.
    e. Prepare storyboards.

f. Audition talent.
g. Coordinate technical operations, studio activities, and field activities.
h. Plan the program to meet the time element.
i. Direct blocking and camera rehearsals.
j. Direct program for recording and/or transmission.
k. Evaluate program.

26. Explain the purpose of editing videotape for television broadcast.
    a. Identify editing terms.
    b. Identify the purpose of editing a tape.
    c. Identify the tools of editing.
    d. Explain the difference between linear and non-linear editing videotape.
27. Demonstrate the ability to operate linear television editing equipment.
    a. Identify the parts to a linear television editing system.
    b. Identify editing system control track, time code editing, and editing modes.
    c. Demonstrate an ability to edit a videotape using the linear editing system.
28. Demonstrate the ability to operate non-linear television editing equipment.
    a. Identify the parts to a non-linear television editing system.
    b. Demonstrate an ability to edit a videotape using the non-linear editing system.

SECTION III:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT FOR AUDIO AND TELEVISION BROADCASTING

CAPITALIZED ITEMS

1. 12-channel video switcher/special effects generator (1)
2. Character generator computer control (1)
3. IBM compatible computer with printer (2)
4. Dual cassette stereo deck: Play/Record (1)
5. Analog (linear) editing system for video post production to include: (2)
   a. Controller - DV
   b. Video player unit - DV
   c. Edit record video unit - DV
6. Nonlinear editing system, (computerized) (1)
7. 24-channel audio/video routing switcher (1)
8. Waveform monitor (1)
9. Vectorscope (1)
10. Audio Waveform monitor (1)
11. Color sync and test signal generator (1)
12. 8-channel audio mixing board with amplifier (1)
13. Color TV camera (SD and HD)studio package to include: (1)
    a. Camera
    b. Viewfinder
    c. Lens with 13:1 zoom or better
    d. Manual focus control
    e. Manual zoom control
14. Camera tripod with fluid head, dolly, and handles (2)
15. Color camera, remote control unit, rack mountable (2)
16. Studio intercom system complete with headsets (1)
17. Lighting package for studio to include 7 lights, adapters, and stands (2)
18. Compact disc player (1)
19. DV cassette recorder (1)
20. Industrial DV cassette recorder (1)
21. Computer controlled teleprompter for camera to include an IBM compatible computer with super VGA monitor (1)
22. Field DV camera (SD and HD) (2)
23. HD Monitor
24. 8-channel stereo audio console (1)
25. Portable cassette recorder/player complete with battery, carrying case, and AC power cord (1)
26. Dual deck stereo cassette player/recorder (1)
27. Compact disc stereo player (2)
28. Stereo cart machine record/playback unit (1)
29. 4-channel microphone mixer (1)
30. Microphone mixer amplifier (1)
31. Cameras, 35mm (2)

32. DVD player/recorder (1)
33. DAT recorder (1)
34. DAT player (1)
35. Specialized configured computer for sound editing with software (1)
36. Mini-disc player/recorder (1)
37. A-DAT recorder/player (1)

NON–CAPITALIZED ITEMS

1. Audio monitor/speaker with wall mount (2)
2. Color video monitor rack mountable (8)
3. Video/audio equipment rack mountable console (1)
4. 25 ft. camera cable (2)
5. Color video monitor stand mountable (2)
6. Miniature lapel microphone (4)
7. Hand-held microphone (40
8. Wireless hand-held microphone (1)
9. Wireless lapel microphone (1)
10. Table microphone stand (4)
11. Floor microphone stand (4)
12. Portable tripod with dolly (2)
13. Portable DV camera power supply (2)
14. Portable DV camera battery (2)
15. Portable DV camera light with battery (1)
16. Portable DV camera condenser microphone (2)
17. Sound effects library (1)
18. Studio clock with second hand (5)
19. Digital Cart system
20. Audio monitor/speaker with wall mount (2)
21. Stereo headphones (2)
22. 20-space cassette rack (1)
23. 60-space CD turntable rack (1)
24. 40-space cart rack turntable (1)
25. Directional microphone with windscreen (2)
26. Boom arm with adaptor for uni-directional microphone (2)
27. Light, photographic (1)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended to have access to the following items:

1. Scientific calculator (1)
2. Cart, AV (for overhead projector) (1)
3. Cart, AV (for TV-VCR) (1)
4. Computer with operating software with multimedia kit (1)
5. Projector, overhead (1)

6. TV-VCR (1)
7. Video out (microcomputer to TV monitor) (1)
8. Video/audio data projector (1)
9. Laptop Computer (1)
10. DVD player (1)
11. Smart board (1)
12. Digital camera (1)

APPENDIX A:

ACADEMIC STANDARDS

ALGEBRA I

Competencies and Suggested Objective(s)

A1. Recognize, classify, and use real numbers and their properties.

a. Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
b. Model properties and equivalence relationships of real numbers.
c. Demonstrate and apply properties of real numbers to algebraic expressions.
d. Perform basic operations on square roots excluding rationalizing denominators.

A2. Recognize, create, extend, and apply patterns, relations, and functions and their applications.

a. Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
b. Explain and illustrate how change in one variable may result in a change in another variable.
c. Determine the rule that describes a pattern and determine the pattern given the rule.
d. Apply patterns to graphs and use appropriate technology.

A3. Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.

a. Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
b. Graph and check linear equations and inequalities in two variables.
c. Solve and graph absolute value equations and inequalities in one variable.
d. Use algebraic and graphical methods to solve systems of linear equations and inequalities.
e. Translate problem-solving situations into algebraic sentences and determine solutions.

A4. Explore and communicate the characteristics and operations of polynomials.

a. Classify polynomials and determine the degree.
b. Add, subtract, multiply, and divide polynomial expressions.
c. Factor polynomials using algebraic methods and geometric models
d. Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
e. Use convincing arguments to justify unfactorable polynomials.
f. Apply polynomial operations to problems involving perimeter and area.

A5. Utilize various formulas in problem-solving situations.

a. Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
b. Reinforce formulas experimentally to verify solutions.
c. Given a literal equation, solve for any variable of degree one.
d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.

A6. Communicate using the language of algebra.

a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
b. Distinguish between linear and non-linear equations.
c. Translate between verbal expressions and algebraic expressions.
d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
e. Use scientific notation to solve problems.
f. Use appropriate algebraic language to justify solutions and processes used in solving problems.

A7. Interpret and apply slope as a rate of change.

a. Define slope as a rate of change using algebraic and geometric representations.
b. Interpret and apply slope as a rate of change in problem-solving situations.
c. Use ratio and proportion to solve problems including direct variation ($y=kx$).
d. Apply the concept of slope to parallel and perpendicular lines.

A8. Analyze data and apply concepts of probability.

a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
b. Define event and sample spaces and apply to simple probability problems.
c. Use counting techniques, permutations, and combinations to solve probability problems.

BIOLOGY I

Competencies and Suggested Objective(s)

B1. Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.

a. Demonstrate the proper use and care for scientific equipment used in biology.
b. Observe and practice safe procedures in the classroom and laboratory.
c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
d. Communicate results of scientific investigations in oral, written, and graphic form.

B2. Investigate the biochemical basis of life.

a. Identify the characteristics of living things.
b. Describe and differentiate between covalent and ionic bonds using examples of each.
c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.
d. Classify solutions using the pH scale and relate the importance of pH to organism survival.
e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
f. Explain how enzymes work and identify factors that can affect enzyme action.

B3. Investigate cell structures, functions, and methods of reproduction.

a. Differentiate between prokaryotic and eukaryotic cells.
b. Distinguish between plant and animal (eukaryotic) cell structures.
c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
d. Describe the way in which cells are organized in multicellular organisms.
e. Relate cell membrane structure to its function in passive and active transport.
f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
h. Identify and distinguish among forms of asexual and sexual reproduction.

B4. Investigate the transfer of energy from the sun to living systems.

a. Describe the structure of ATP and its importance in life processes.
b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
c. Compare and contrast aerobic and anaerobic respiration.

B5. Investigate the principles, mechanisms, and methodology of classical and molecular genetics.

a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).

B6. Investigate concepts of natural selection as they relate to diversity of life.

a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.
e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.

B7. Investigate the interdependence and interactions that occur within an ecosystem.

a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
e. Examine long and short-term changes to the environment as a result of natural events and human actions.

ENGLISH II

Competencies and Suggested Objective(s)

E1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.

a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.

E2. Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.

a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
b. Speak with appropriate intonation, articulation, gestures, and facial expression.
c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

E3. Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.
b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.

E4. Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

a. Interact with peers to examine real world and literary issues and ideas.
b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.

E5. Complete oral and written presentations which exhibit interaction and consensus within a group.

a. Share, critique, and evaluate works in progress and completed works through a process approach.
b. Communicate effectively in a group to present completed projects and/or compositions.
c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

E6. Explore cultural contributions to the history of the English language and its literature.

a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
c. Recognize root words, prefixes, suffixes, and cognates.
d. Relate how vocabulary and spelling have changed over time.

E7. Discover the power and effect of language by reading and listening to selections from various literary genres.

a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
b. Read aloud with fluency and expression.
c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
e. Analyze how grammatical structure or style helps to create a certain effect.

E8. Read, discuss, analyze, and evaluate literature from various genres and other written material.

a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
b. Read, discuss, and interpret literature to make connections to life.
c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.
d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.

E9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

a. Infuse the study of grammar and vocabulary into written and oral communication.
b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
c. Give oral presentations to reinforce the use of standard English.
d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.

E10. Use language and critical thinking strategies to serve as tools for learning.

a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
b. Interpret visual material orally and in writing.

U. S. HISTORY FROM 1877

Competencies and Suggested Objective(s)

H1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

H2. Describe the impact of science and technology on the historical development of the United States in the global community.

a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).
c. Describe the effects of transportation and communication advances since 1877.

H3. Describe the relationship of people, places, and environments through time.

a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

H4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
b. Analyze technological information on graphs, charts, and timelines.

c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

H5. Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honest, and personal management.

APPENDIX C:

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS

T1 Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

T2 Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

T3 Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

T4 Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

T5 Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

T6 Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

APPENDIX D:

AUDIO AND VIDEO TECHNOLOGY AND FILM STANDARDS

AUDIO AND VIDEO TECHNOLOGY AND FILM STANDARDS

ATB1 Explore career opportunities in Audio and Video Technology and Film.
ATB2 Apply knowledge of equipment and skills related to audio production.
ATB3 Apply knowledge of equipment and skills related to video production.
ATB4 Exhibit knowledge of editing audio and video productions.
ATB5 Demonstrate technical production support for audio, video, and film presentations.
ATB6 Exhibit the knowledge and skills required to design a production for audio-video production.

APPENDIX E:

STUDENT COMPETENCY PROFILES

STUDENT COMPETENCY PROFILE
FOR AUDIO AND TELEVISION BROADCASTING I

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation

_____1. Describe local program and vocational center policies and procedures.
_____2. Describe employment opportunities and responsibilities.

Unit 2: Leadership and Personal Development

_____1. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by the SkillsUSA.
_____2. Identify desirable personal behavior and characteristics.
_____3. Identify legal requirements for participation in the occupation.

Unit 3: Safety

_____1. Describe personal safety rules for working in the audio and television broadcasting industry.

Unit 4: Introduction to Broadcasting

_____1. Explain and discuss the historical aspects of the television industry.

Unit 5: Television Production Industry

_____1. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.

Unit 6: Television Video Production Equipment

_____1. Demonstrate the ability to use basic television production equipment.

Unit 7: Audio Control Room Equipment

_____1. Demonstrate the ability to operate audio control room equipment.

Unit 8: Audio and Television Script Writing

_____1. Demonstrate the ability to write audio and television production scripts.

Unit 9: Audio and Television Announcing

_____1. Demonstrate the ability to announce effectively.
_____2. Utilize microphone and hand signal techniques used for television broadcasting talent.

Unit 10: Basic Television News Broadcasting

_____1. Demonstrate the ability to utilize basic television broadcasting skills.

Unit 11: Producing a Television Program

_____1. Demonstrate the ability to produce a television program.

Unit 12: Directing Television Productions

_____1. Demonstrate the procedures for directing television productions.

Unit 13: Basic Audio and Television Editing

_____1. Explain the purpose of editing videotape for television broadcast.
_____2. Demonstrate the ability to operate linear television equipment.
_____3. Demonstrate the ability to operate non-linear television editing equipment.

STUDENT COMPETENCY PROFILE
FOR AUDIO AND TELEVISION BROADCASTING II

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation

_____1. Describe local program and vocational center policies and procedures.
_____2. Describe employment opportunities and responsibilities.

Unit 2: Advanced Leadership, Ethics, and SkillsUSA

_____1. Develop advanced leadership and organizational skills.

Unit 3: Safety

_____1. Describe personal safety rules for working in the audio and television broadcasting industry.

Unit 4: Employability Skills

_____1. Develop employability skills.

Unit 5: Advanced Television Production Equipment

_____1. Demonstrate the ability to operate a television camera.
_____2. Demonstrate the ability to operate a video switcher.
_____3. Demonstrate the ability to operate a video tape player/recorder.
_____4. Demonstrate the ability to operate a video edit controller.
_____5. Demonstrate the ability to operate a computer character generator.
_____6. Demonstrate the ability to operate a teleprompter.
_____7. Demonstrate the ability to operate the studio intercom system.
_____8. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.

Unit 6: Advanced Audio Control Room Equipment

_____1. Demonstrate the ability to use the audio control console.
_____2. Demonstrate the ability to use the microphone mixer.

_____3. Demonstrate the ability to use compact disc players.
_____4. Demonstrate the ability to use reel-to-reel tape recorders.
_____5. Demonstrate the ability to use a cassette player/recorder.
_____6. Explain the characteristics of the various microphones used in television broadcasting.

Unit 7: Remote Television Production

_____1. Demonstrate the ability to direct a remote television production.

Unit 8: Advanced Audio and Television Script Writing

_____1. Demonstrate the ability to write advanced audio and television scripts.

Unit 9: Advanced Radio and Television Announcing

_____1. Demonstrate the ability to perform the duties of an audio and television announcer.

Unit 10: Advanced Television New Broadcasting

_____1. Demonstrate the ability to utilize advanced television broadcasting skills.

Unit 11: Advanced Producing a Television Program

_____1. Demonstrate the ability to produce a television program.

Unit 12: Advanced Directing a Television Production

_____1. Demonstrate the ability to direct a television production.

Unit 13: Advanced Audio and Television Editing

_____1. Explain the purpose of editing videotape for television broadcast.
_____2. Demonstrate the ability to operate linear television editing equipment.
_____3. Demonstrate the ability to operate non-linear television editing equipment.