

Title 7: Education K-12

Part 79: Television Broadcasting and Production



2015 Television Broadcasting and Production

Mississippi Department of Education

Program CIP: 09.0402 – Broadcast Journalism

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Executive Summary

Pathway Description

The Television Broadcasting and Production program is designed to provide the basic foundation, skills, and knowledge for developing and producing broadcast-quality materials. Students will learn the skills necessary to work in a television and broadcasting production facility. They will acquire basic and advanced writing and video skills and the ability to provide support in all facets of a production studio. The program will provide hands-on experience in the areas of writing, editing, shooting, directing and producing for commercial-grade broadcasts.

Industry standards referenced are from the *The Common Career Technical Core (CCTC)* coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC). See more at: <http://www.careertech.org/career-technical-education/cctc/>. The CCTC includes a set of standards for each of the 16 Career Clusters® and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. Additional research data used in the development of this publication were collected from a review of related literature and from surveys of local experts in business, industry, and education.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>

Student Prerequisites

In order for students to be able to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)
3. Instructor Approval and TABE Reading Score (eighth grade or higher)

or

1. TABE Reading Score (eighth grade or higher)
2. Instructor Approval

or

1. Instructor Approval

Teacher Licensure

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510

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Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

- 1. Television Broadcasting and Production I – Course Code: 994602**
- 2. Television Broadcasting and Production II – Course Code: 994603**
- 3. Television Broadcasting and Production III – Course Code: 994604**
- 4. Television Broadcasting and Production IV – Course Code: 994605**

Course Description: Television Broadcasting and Production I

This course introduces students to television broadcasting and production. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn scriptwriting fundamentals.

Course Description: Television Broadcasting and Production II

This course identifies additional operational areas and their role within the television and broadcasting production industry. Students will learn how the audio and editing features are incorporated within the industry and the proper techniques to use. Students will also gain an understanding of how to edit, produce and direct a broadcast production.

Course Description: Television Broadcasting and Production III

This course introduces students to advanced television broadcasting and production. Students will leave the class with further knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn advanced scriptwriting fundamentals.

Course Description: Television Broadcasting and Production IV

This course provides a more in-depth view of the production process for video in broadcasting. Students are also introduced to adding music to a production as well as the ethical requirements in the field.

Television Broadcasting and Production I —Course Code: 994602

Unit	Unit Name	Hours
1	Orientation, Safety, and Leadership	15
2	Introduction to Television and the Production Industry	32
3	Basic Camera Operation and Shot Composition	25
4	Studio/Control Room Equipment	20
5	Scriptwriting	24
Total		116

Television Broadcasting and Production II —Course Code: 994603

Unit	Unit Name	Hours
6	Audio and Television Announcing	20
7	Producing/Directing a Television Program	36
8	Audio for Film and Video	15
9	Basic Television Editing	36
Total		107

Television Broadcasting and Production III —Course Code: 994604

Unit	Unit Name	Hours
10	Orientation, Safety, and Leadership	15
11	Employability Skills	7
12	Advanced Camera Operation	30
13	Social Media	18
14	Advanced Scriptwriting	35
Total		105

Television Broadcasting and Production IV —Course Code: 994605

Unit	Unit Name	Hours
15	Advanced Video Production and Editing	70
16	Music in Broadcasting	12
17	Ethics in Journalism	10
18	Senior Project	25
19	Oral Communication and Public Speaking	8
Total		125

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

- 1. Broadcast Journalism I – Course Code:994600**
- 2. Broadcast Journalism II – Course Code: 994601**

Course Description: Broadcast Journalism I

This course introduces students to television broadcasting and production. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn scriptwriting fundamentals.

This course identifies additional operational areas and their roles within the television and broadcasting production industry. Students will learn how the audio and editing features are incorporated within the industry and the proper techniques to use. Students will also gain an understanding of how to edit, produce, and direct a broadcast production.

Course Description: Broadcast Journalism II

This course introduces students to advanced television broadcasting and production. Students will leave the class with further knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn advanced scriptwriting fundamentals.

This course provides a more in-depth view of the production process for video in broadcasting. Students are also introduced to adding music to a production as well as the ethical requirements in the field.

Broadcast Journalism I —Course Code 994600

Unit	Unit Name	Hours
1	Orientation, Safety, and Leadership	15
2	Introduction to Television and the Production Industry	32
3	Basic Camera Operation and Shot Composition	25
4	Studio/Control Room Equipment	20
5	Scriptwriting	24
6	Audio and Television Announcing	20
7	Producing/Directing a Television Program	36
8	Audio for Film and Video	15
9	Basic Television Editing	36
Total		223

Broadcast Journalism II —Course Code: 994601

Unit	Unit Name	Hours
10	Orientation, Safety, and Leadership	15
11	Employability Skills	7
12	Advanced Camera Operation	30
13	Social Media	18
14	Advanced Scriptwriting	35
15	Advanced Video Production and Editing	70
16	Music in Broadcasting	12
17	Ethics in Journalism	10
18	Senior Project	25
19	Oral Communication and Public Speaking	8
Total		230

MISSISSIPPI

CURRICULUM FRAMEWORK

FOR

~~AUDIO AND TELEVISION BROADCASTING~~

~~(Program CIP: 10.0202 — Radio/Television Broadcasting Tech)~~

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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.

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Revision Team

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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

<u>Unit No.</u>	<u>Title</u>	<u>No. of Hours</u>
Unit 1	Orientation	7.5
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

<u>Unit No.</u>	<u>Title</u>	<u>No. of Hours</u>
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