Course Description: Students with a variety of talents and interests will create media for television and the Internet. They will work independently on their own projects as well as collaboratively. They will not only produce original media, but will also study films, TV and online content. They will make a regularly scheduled show that will be broadcast on TV and streamed online. Artists, photographers, actors, and writers are all invited to apply. The class will meet in the TV Studio and enrollment is limited. The course is both for people who like to be in front of the camera, as well as those who prefer to be behind the scenes, directing others while expressing themselves. Each student will learn all the roles in broadcast production, but each will specialize in certain aspects at different times throughout the course. There is no prerequisite, but it would be useful to have taken one or more of these classes: Moving Image, Journalism, Creative Writing, Computer Graphics, 21st Century Media, Film Studies, or Drama. Students may opt to take the class for a semester or for the full year.

The following modules represent areas of instructional focus for the course. Broadcast Media is a project-based class that is intended to function as a professional studio. The modules are integrated into daily class instruction through both hands-on activities and traditional lessons and assignments. They are intended to be taught concurrently, rather than consecutively, so students understand how the knowledge and skills in each are integrated into the others.

Module 1—“The Studio” Equipment & Technology (Hardware / Software), Safety, Production Roles, Terminology

<table>
<thead>
<tr>
<th>Standard 9.1: 21st-Century Life &amp; Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</th>
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<tbody>
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<tr>
<td>Big Ideas: Course Objectives / Content Statement(s)</td>
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<tr>
<td>• To identify, understand and apply use of studio equipment including hardware (i.e. camera, lighting, sound, control board) and software (i.e. server, editing program, graphics).</td>
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<tr>
<td>• To Identify, understand and perform the various roles associated with the broadcast production process.</td>
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<td>• To communicate and collaborate as a functioning broadcast production team.</td>
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<td>• To understand and practice safety when working in the studio and/or using equipment during the production process.</td>
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<td>• To demonstrate knowledge and understanding of vocabulary and terminology associated with the film and broadcast production process.</td>
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<tr>
<td>Essential Questions</td>
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<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
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<td>• How is a camera used most effectively to produce a broadcast of the highest quality?</td>
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<tr>
<td>• How do the various roles performed in the...</td>
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<tr>
<td>Enduring Understandings</td>
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<tr>
<td>What will students understand about the big ideas?</td>
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<tr>
<td>• Students will understand that...</td>
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<tr>
<td>• Use of a camera in a production takes skill and understanding of the camera...</td>
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broadcast contribute to the overall quality of the program?
• How do software programs associated with a broadcast production enhance the quality and efficiency of the process and outcome?
• What are the collaborative models that allow for the most effective communication and efficient work for a broadcast production team?
• What are the best practices to ensure the safety of the personnel and equipment on a production?
• How does an understanding of the terminology associated with a broadcast production improve the communication of the team?

**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

| 9.1 Strand A: Critical Thinking and Problem Solving | Instructional Focus: Equipment & Technology. Student learn and demonstrate the proper and effective use of:
| Students will: |
| Apply critical thinking and problem-solving strategies during structured learning experiences. |
| Participate in online strategy and planning sessions for course-based, school-based, or outside projects. |
| Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |

**Examples, Outcomes, Assessments**

| 9.1 Strand B: Creativity and Innovation | **Sample Assessments:**
| Create and respond to a feedback loop when problem solving. |
| **Instructional Strategies:** Lecture and hands on activities, handouts, videos, videos on the different equipment and technology. |

| 9.1 Strand C: Collaboration, Teamwork and Leadership | **Instructional Focus:** Safety and etiquette in the studio. Students learn and follow rules of safety to protect themselves and the production equipment. Students also learn and follow rules of etiquette and behavior associated with the |
| Students will: |
| Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. |
| Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. |
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**9.1 Strand D: Cross-Cultural Understanding and Interpersonal Communication**

Interpret spoken and written communication within the appropriate cultural context.

**9.1 Strand E: Communication and Media Fluency**

Students will:

- Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
- Predict the impact of emerging media technologies on international business and globalization.
- Compare laws governing the unethical use of media in different countries.

**9.1 Strand F: Accountability, Productivity, and Ethics**

Students will:

- Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.

**9.4 Strand C: Arts, A/V Technology, & Communication Career Cluster:**

1. **Audio & Video Technology & Film**
   - Students will:
     - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
     - Examine and summarize careers in this pathway to build an understanding of available opportunities.
     - Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this various positions in the production process.

**Sample Assessments:**

- Short expository essay on the proper handling of equipment in the studio and in the field.
- Short expository essay on proper etiquette during a production and the consequences of what can occur if it is not followed.
- Point system during actual productions. Students will complete self-assessments of how well production went and how well they handled themselves before, during and after production.

**Instructional Strategies:**

Review of the Do’s and Don’ts of using various television equipment along with proper production etiquette. Students will be reminded of these “rules” before each production since an assessment of them will be due after each production.

**Instructional Focus:** Broadcast Production Roles. Students learn and practice the various roles performed in a production team, including:

- Writer
- Stage Manager
- Camera
- Director
- Producer
- Segment Editor (Writing and Video)
- Video Playback
- Sound Engineer
- Technical Director
- Teleprompter
- Talent

**Sample Assessments:**

- Research assignment on a broadcast production role chosen by student.
- Point system during actual productions. Students complete self-assessments of how well production went and how well they handled themselves before, during and after production.
- Point system based upon each production role. The harder the job, the higher the points.

**Instructional Strategies:**

Students will be introduced to all broadcast
pathway.

(1) Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

(1) Edit audio and video productions to demonstrate basic production system skills.

(1) Design an audio-video production to acquire an understanding of the entire production process.

(2) Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.

(2) Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.

(2) Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions.

(2) Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

production roles through lecture strategies, through visuals and through hands on learning. Students are expected to get a “taste” of each role and familiarize themselves with each role’s responsibilities.

Instructional Focus: Broadcast Media Language and Terminology. Students learn the vocabulary and terms needed to communicate in a broadcast production.

Sample Assessments:
- Tests of different broadcast terminology.
- Scripts that use the terminology
- Productions that use the terminology.

Instructional Strategies:
Students will take notes when needed on broadcast terminology and familiarize themselves with this terminology since it will be used throughout every single production. Scripts and audio cues must use the terminology for each production.

Interdisciplinary Connections
The terminology associated with the equipment and techniques of camerawork in the studio are consistent with those discussed in other art forms (i.e. photography, graphic design, etc.)

Technology Integration
Technology is integrated in all aspects of production, from the hardware (camera, switcher, teleprompter, etc.) involved in filming, to the software (editing, graphics, etc.) involved in post-production.

Media Literacy Integration
To be “literate” in the language of broadcast media and production, students learn the subject-specific language associated with work in the industry.

Global Perspectives
To get a sense of how a studio functions and the challenges that face a production team, students watch the documentary Control Room, about the interaction between the Al Jazeera network and American Military Public Relations during the invasion of Iraq.

21st Century Skills:
Creativity and Innovation
### Module 2—“Broadcast Media Yesterday, Today and Tomorrow”

**History, Laws, Ethics, and Careers in Broadcast Media and Journalism**

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving</strong></th>
<th>Communication and Collaboration</th>
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<tbody>
<tr>
<td>Information Literacy</td>
<td>Media Literacy</td>
</tr>
<tr>
<td>Life and Career Skills</td>
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</table>

**21st Century Themes (as applies to content area):**

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

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**Big Ideas:**

*Course Objectives / Content Statement(s)*

- To demonstrate knowledge of the history of broadcast media
- To understand and apply the legal and ethical principles and practice of the First Amendment.
- To recognize and respect the principles of timely returned materials, intellectual freedom, property rights and uses of technology responsibly, such as Fair Use Guidelines for Multimedia, copyright laws, acceptable use policies, administrative review, and student/parent publicity permissions.
- To analyze the audience of a variety of media broadcasts including local and national, and of varying demographics.
- To identify and research a variety of careers associated with broadcast media, and model the habits that lead to a successful and efficient studio.
- To develop a plan for a regularly produced program to be broadcast to a particular audience.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How does the history of broadcast media (radio, television, Internet, local, national, global, etc.) influence the industry today?
- How do the rights and laws associated with the First Amendment impact broadcast media?
- Why are principles and policies established regarding copyright, fair use, acceptable use, privacy, technology, administrative/editorial review, etc. and how do they impact broadcast media?

**Enduring Understandings**

*What will students understand about the big ideas?*

- Students will understand that...
  - There are certain characteristics common to all broadcast media, but there are also specific characteristics associated with each that influence how the broadcast is produced and disseminated to the public.
  - The First Amendment is an essential right that provides the opportunity for media to be broadcast to the public without government interference, however, there are also considerations to make in the
What role does an audience play in the production and broadcast of media?  
What careers are related and relevant in the production of broadcast media?  
What factors need to be considered when developing a regularly produced program to be broadcast to a local audience?  

Exercise of free speech and press, particularly as it relates to students and local access.  
Established principles and policies associated with broadcast media and the use of related technologies provides structure and consistency in the field.  
The specific demographics, interests, and opinions of an audience should be considered when developing, producing and broadcasting media.  
There are numerous careers and opportunities related to broadcast media which require specific skill sets and experiences to do effectively.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>9.1 Strand A: Critical Thinking and Problem Solving</th>
<th>Examples, Outcomes, Assessments</th>
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<tbody>
<tr>
<td>Students will: Apply critical thinking and problem-solving strategies during structured learning experiences.</td>
<td>Instructional Focus: History of Broadcast Media. Students learn about the evolution of broadcast media from radio, to television, to the Internet, and the influences these changes have had on the industry.</td>
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</tbody>
</table>
| Participate in online strategy and planning sessions for course-based, school-based, or outside projects. | Sample Assessments:  
- Create a timeline of major events in broadcast media. |
| Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |  
- Content test on major events in broadcast media.  
- Research paper on a significant figure in broadcast history and his/her contributions. |

### Instructional Strategies:
- Weekly lesson and class discussion of Media Law and Ethics. Students will complete different written scenarios that deal with broadcast rights, laws and ethics. A discussion of each will then take place to determine which determined scenario or story would follow the proper guidelines.

### 9.1 Strand B: Creativity and Innovation

Students will: Create and respond to a feedback loop when problem solving.

### Instructional Strategies:
Presentation on the major events in broadcast media. Visuals will enhance lesson.

### 9.1 Strand C: Collaboration, Teamwork and Leadership

Students will:  
Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.  
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.  
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.  
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or
Instructional Focus: Policies and Etiquette:
Students will learn and follow the rules and policies of the district including acceptable use, student privacy, and fair use. Students will also learn and practice proper etiquette and professional behavior for filming, interviewing, reporting and broadcasting.

Sample Assessments:
- Waivers being signed when necessary.
- Music Cue Sheets being completed.
- Video is acceptable to be aired.

Instructional Strategies:
Lecture and handouts will be given to students on proper policies and etiquette. They will be given a guideline to follow each time they film depending upon what is being filmed.

Instructional Focus: Know Your Audience.
Students will research and determine the audience for the work they produce and broadcast. They will create programming for different purposes and audiences.

Sample Assessments:
- Students will watch films and TV shows, and write a short essay about to whom they think the movie, show, etc. is geared.

Instructional Strategies:
Lecture and class discussions about what media is geared towards what audience and the importance of it being correctly determined.

Instructional Focus: Careers in Broadcasting.
Students will research and present different jobs and careers in the broadcast industry.

Sample Assessments:
- Point system during actual productions. Students will complete self-assessments of how well production went and how well they handled themselves before, during and after production.
- Point system based upon each production role. The harder the job, the higher the points.

Instructional Strategies:

Students will be introduced to all broadcast production roles through lecture strategies, through visuals and through hands on learning. Students are expected to get a “taste” of each role and familiarize themselves with each role’s responsibilities.

**Instructional Focus:** Program Planning and Development. Students will conduct research and develop concepts for programs to be produced in the studio and broadcast to a local audience.

**Sample Assessments:**
- Brainstorming ideas. What does the public of Summit Township want to see?

**Instructional Strategies:**
Class discussions involving the process of brainstorming ideas without judgment.

Through the use of watching and critiquing professionally done news shows, students will learn how to determine what the public of Summit Township may want to see.

**Interdisciplinary Connections**
Students study the history of journalism and broadcasting and laws associated with the First Amendment for connections to social studies.

**Technology Integration**
Students conduct research online to learn about careers in the broadcast industry and information about the First Amendment and copyright law.

**Media Literacy Integration**
Students create a variety of programs with attention to the interest and make up of a particular audience.

**Global Perspectives**
Student learn about the way media is broadcast, regulated and/or suppressed in different countries around the world and how these laws, regulations and practices impact the public.

**21st Century Skills:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Module 3—“Pre-Production” Researching, Reporting, Scripting, Storyboarding, Scheduling, Gathering B-Roll

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<td>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</td>
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Big Ideas: Course Objectives / Content Statement(s)
- To learn and practice various strategies for conducting research and reporting necessary for a broadcast production.
- To learn and practice various strategies for planning necessary a broadcast using scripts, storyboards, and/or shooting schedules.
- To learn various strategies for gathering filmed footage (B-Roll) and/or archival footage in pre-production, and for preparing it to be integrated into a broadcast production during and/or after the program is filmed.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?
- What type of research is needed to prepare for a broadcast?
- What are the practices and responsibilities of a good reporter?
- How do scripts and storyboards contribute to the organization and success of a production?
- How is B-Roll and/or archival footage used effectively in production?

Enduring Understandings
What will students understand about the big ideas?
- Students will understand that...
  - Research is required to prepare accurate, interesting and informative content for a program.
  - Reporters have practical and ethical responsibilities that guide their work.
  - A shooting schedule, including scripts and storyboards, is necessary for meeting production deadlines and creating a successful program.
  - The inclusion of B-Roll, and/or archival footage in a production can enhance the quality and look of the program.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<th>9.1 Strand A: Critical Thinking and Problem Solving</th>
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<td>Students will: Apply critical thinking and problem-solving strategies during structured learning experiences.</td>
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Instructional Focus: Researching and Reporting. Students learn the practical and ethical approaches to conducting researching and reporting as they plan a program. The focus is on gathering and presenting information thoroughly and fairly to an
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<th>Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</th>
<th>audience.</th>
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| Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. | **Sample Assessments:**  
- Surveys: What is the public interested in?  
- Written news as well as fully produced and edited stories following proper ethics. Research is a must. The story MUST be accurate. |
| **9.1 Strand B: Creativity and Innovation**  
Students will: | **Instructional Strategies:**  
Review of Media Law and Ethics with students (i.e. studying the Society of Professional Journalists Code of Ethics) |
| Evaluate how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. | **Instructional Focus:** Planning a Program and Meeting Deadlines: Students learn the importance of thorough planning in order to meet the deadlines for production. The focus is on developing a shooting schedule for each program, which indicates the responsibilities of each team member, writing a script for the show, and creating a storyboard, when needed. |
| **Sample Assessments:**  
- Student developed shooting schedule for each story within a reasonable time frame  
- Fully written script for the show with both audio and video cues. Stories must be submitted beforehand so that the producer can write the script.  
- Storyboard, when needed | **Instructional Strategies:**  
- Students will be given a lesson on the importance of planning a program and meeting deadlines. Through the use of professionally developed shooting schedules and scripts students will learn how to develop their own for each show.  
- They will also learn how to properly storyboard through the use of professionally created storyboards. |
| **9.1 Strand C: Collaboration, Teamwork and Leadership**  
Students will: | **Instructional Focus:** Supplemental Footage. Students learn the uses of B-Roll, archive and stock footage as a way to enhance the quality of and appeal of a program. The focus is on gathering relevant B-Roll footage to cut to during a program, and/or locating archival footage on file when needed. Students learn how to cut to the footage during a live-to-tape |
| **Sample Assessments:**  
- Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |  
- Written news as well as fully produced and edited stories following proper ethics. Research is a must. The story MUST be accurate. |
| **Instructional Strategies:**  
Review of Media Law and Ethics with students (i.e. studying the Society of Professional Journalists Code of Ethics) | **Instructional Focus:** Planning a Program and Meeting Deadlines: Students learn the importance of thorough planning in order to meet the deadlines for production. The focus is on developing a shooting schedule for each program, which indicates the responsibilities of each team member, writing a script for the show, and creating a storyboard, when needed. |
| **Sample Assessments:**  
- Student developed shooting schedule for each story within a reasonable time frame  
- Fully written script for the show with both audio and video cues. Stories must be submitted beforehand so that the producer can write the script.  
- Storyboard, when needed | **Instructional Strategies:**  
- Students will be given a lesson on the importance of planning a program and meeting deadlines. Through the use of professionally developed shooting schedules and scripts students will learn how to develop their own for each show.  
- They will also learn how to properly storyboard through the use of professionally created storyboards. |
| **9.1 Strand D: Cross-Cultural Understanding and Interpersonal Communication**  
Interpret spoken and written communication within the appropriate cultural context. | **Instructional Focus:** Supplemental Footage. Students learn the uses of B-Roll, archive and stock footage as a way to enhance the quality of and appeal of a program. The focus is on gathering relevant B-Roll footage to cut to during a program, and/or locating archival footage on file when needed. Students learn how to cut to the footage during a live-to-tape |
| **Sample Assessments:**  
- Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |  
- Written news as well as fully produced and edited stories following proper ethics. Research is a must. The story MUST be accurate. |
| **Instructional Strategies:**  
Review of Media Law and Ethics with students (i.e. studying the Society of Professional Journalists Code of Ethics) | **Instructional Focus:** Planning a Program and Meeting Deadlines: Students learn the importance of thorough planning in order to meet the deadlines for production. The focus is on developing a shooting schedule for each program, which indicates the responsibilities of each team member, writing a script for the show, and creating a storyboard, when needed. |
| **Sample Assessments:**  
- Student developed shooting schedule for each story within a reasonable time frame  
- Fully written script for the show with both audio and video cues. Stories must be submitted beforehand so that the producer can write the script.  
- Storyboard, when needed | **Instructional Strategies:**  
- Students will be given a lesson on the importance of planning a program and meeting deadlines. Through the use of professionally developed shooting schedules and scripts students will learn how to develop their own for each show.  
- They will also learn how to properly storyboard through the use of professionally created storyboards. |
| **9.1 Strand E: Communication and Media Fluency**  
Students will: | **Instructional Focus:** Supplemental Footage. Students learn the uses of B-Roll, archive and stock footage as a way to enhance the quality of and appeal of a program. The focus is on gathering relevant B-Roll footage to cut to during a program, and/or locating archival footage on file when needed. Students learn how to cut to the footage during a live-to-tape |
| **Sample Assessments:**  
- Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |  
- Written news as well as fully produced and edited stories following proper ethics. Research is a must. The story MUST be accurate. |
| **Instructional Strategies:**  
Review of Media Law and Ethics with students (i.e. studying the Society of Professional Journalists Code of Ethics) | **Instructional Focus:** Planning a Program and Meeting Deadlines: Students learn the importance of thorough planning in order to meet the deadlines for production. The focus is on developing a shooting schedule for each program, which indicates the responsibilities of each team member, writing a script for the show, and creating a storyboard, when needed. |
| **Sample Assessments:**  
- Student developed shooting schedule for each story within a reasonable time frame  
- Fully written script for the show with both audio and video cues. Stories must be submitted beforehand so that the producer can write the script.  
- Storyboard, when needed | **Instructional Strategies:**  
- Students will be given a lesson on the importance of planning a program and meeting deadlines. Through the use of professionally developed shooting schedules and scripts students will learn how to develop their own for each show.  
- They will also learn how to properly storyboard through the use of professionally created storyboards. |
Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.

### 9.4 Strand C: Arts, A/V Technology, & Communication Career Cluster:
- **(1) Audio & Video Technology & Film**
- **(2) Journalism & Broadcasting**

**Students will:**

- Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- Examine and summarize careers in this pathway to build an understanding of available opportunities.
- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- Edit audio and video productions to demonstrate basic production system skills.
- Design an audio-video production to acquire an understanding of the entire production process.
- Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.
- Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.
- Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions.
- Examine and summarize business issues related to the pathway to gain awareness of factors that influence programming, content, and distribution in this industry.
- Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.
- Examine and summarize careers in this pathway to build an understanding of available opportunities.

**Sample Assessments:**

- Fully edited news story.
- Using the script to get enough B-Roll to edit a news story.
- Assessment of appropriate and effective B-Roll used in production.
- Proper labeling of footage.
- Writing a lead-in to cut to video footage during a live-to-tape broadcast.

**Instructional Strategies:**

Students will be assigned a news package to create for each show that must include B-Roll. They will also learn how to write lead-ins to cut to a package.

**Interdisciplinary Connections**

Throughout the researching and reporting phase, students become knowledgeable in a variety of different topics and subjects, depending upon the focus of the story or program.

**Technology Integration**

Students apply the technology of filming and editing footage to be used in a broadcast.

**Media Literacy Integration**

Students follow the principles of ethical reporting, with attention to fairness and accuracy.

**Global Perspectives**

When planning the content of a program, students consider what content will be interesting and informative to the different groups who make up their audience.

**21st Century Skills:**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

**21st Century Themes (as applies to content**
(2) Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

| Financial, Economic, Business, and Entrepreneurial Literacy |
| Civic Literacy |
| Health Literacy |

Module 4—“Production” Filming (In Studio & On Location), Working Behind the Camera, Performing on Camera, Lighting, Sound, Set

**Standard 9.1:**

21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.**

**Big Ideas:** Course Objectives / Content Statement(s)

- To learn the responsibilities, skills and techniques associated with filming a program, both in studio and on location.
- To learn the skills and techniques associated with performing on camera.
- To learn the skills and techniques associated with lighting, sound and set preparation for a production.

**Essential Questions**

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do the individual roles and responsibilities “behind the camera” contribute to the success of a production, and what are the skills needed for each role?
- What skills and techniques contribute to an effective “on air” performance?
- How should lighting, sound, and set design be used in a production?

**Enduring Understandings**

What will students understand about the big ideas?

Students will understand that...

- There are many distinct roles “behind the camera” in a production, each with its own set of skills and responsibilities needed to create a successful program.
- There are many techniques related to drama and public speaking that contribute to an effective “on air personality.”
- Effective use of lighting, sound, and staging enhances the quality of a production, and each aspect requires specific knowledge and skills of these effects.

**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

9.1 Strand A: Critical Thinking and Problem Solving

Students will:

- Apply critical thinking and problem-solving strategies during structured learning experiences.
- Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- Assess how a variety of problem-solving strategies are being used to address solutions

**Examples, Outcomes, Assessments**

**Instructional Focus:** “Behind the Camera.”

Students learn and practice the production roles behind the camera, including: switcher, soundboard, teleprompter, camera-person, etc. by learning the skills and techniques associated with each job.

**Sample Assessments:**

- Proper use and function of each piece of broadcast equipment.
to global problems by participating in online discussions with peers from other countries.

**9.1 Strand B: Creativity and Innovation**

Students will:

Create and respond to a feedback loop when problem solving.

**9.1 Strand C: Collaboration, Teamwork and Leadership**

Students will:

Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**9.1 Strand D: Cross-Cultural Understanding and Interpersonal Communication**

Interpret spoken and written communication within the appropriate cultural context.

**9.1 Strand E: Communication and Media Fluency**

Students will:

Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

Generate digital media campaigns in support of or opposing a current political, social, or economic issue.

Predict the impact of emerging media technologies on international business and globalization.

Compare laws governing the unethical use of media in different countries.

**9.1 Strand F: Accountability, Productivity, and Ethics**

Students will:

Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

Demonstrate a positive work ethic in various situations.

-Correct and effective use of each piece of equipment during production.

-Point system based upon the job’s difficulty. (A rotation of jobs will take place.)

**Instructional Strategies:**

Students will be given hands-on instruction in the use of each piece of broadcast equipment. Students will be paired with each other so that they can rely on their “buddy” should they need to be reminded of how something may work.

**Instructional Focus:** “On Camera.” Students learn and practice the skills and techniques associated with appearing on camera in studio and on location, including: preparedness, poise, fluency, energy, enunciation, dress, etc.

**Sample Assessments:**

Teacher will give students a written assessment that answers the following questions:

-Is he/she camera-ready? Properly dressed?
-How was the fluency? Were the stories delivered with appropriate energy? Were the words properly enunciated?

**Instructional Strategies:**

Through the use of demonstration lesson and hands-on strategies, students will be shown the different types of mics and lights. They will be

-Demonstration lesson on preparedness and proper dress while appearing on camera.

Practice of reading stories and interviewing on camera. Enunciation, fluency, energy, poise will be accounted for.

**Instructional Focus:** Lighting, Sound, and Staging. Students learn the skills and techniques to effectively stage a set, correctly light it, and properly mic it for recording.

**Sample Assessments:**

-Test on different types of mics, lights and stage cues.

-Before production teacher will check to see if students chose correct mics and if set is properly lighted.

-During production, stage manager is expected to use hand signals that are used to cue talent.

**Instructional Strategies:**

-Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
settings, including the classroom and during structured learning experiences.

Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.

9.4 Strand C: Arts, A/V Technology, & Communication Career Cluster:
(1) Audio & Video Technology & Film
(2) Journalism & Broadcasting

Students will:
(1) Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.

(1) Examine and summarize careers in this pathway to build an understanding of available opportunities.

(1) Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

(1) Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

(1) Edit audio and video productions to demonstrate basic production system skills.

(1) Design an audio-video production to acquire an understanding of the entire production process.

(2) Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.

(2) Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.

(2) Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions

(2) Examine and summarize business issues related to the pathway to gain awareness of factors that influence programming, content, and distribution in this industry.

(2) Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.

(2) Examine and summarize careers in this pathway to build an understanding of available opportunities.

(2) Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

The following skills and themes listed to the right should be reflected in the design of units taught about what each different mics and lights function is. They will also be taught how to proper light a set, as well as be given a handout on hand cues that are used to cue talent.

Interdisciplinary Connections
Students develop and apply skills in drama and public speaking to effectively perform on camera during a production.

Technology Integration
Students learn and practice the skills associated with technology used in various aspects of production (i.e. cameras, switch, teleprompter, sound board, lights, microphones, etc.).

Media Literacy Integration
Students are asked to consider what is the most effective way to stage and present their program, and its various topics, to an audience (i.e. Why are we reporting/featuring this topic? Why is it interesting to our audience? What are they learning?)

21st Century Skills:
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Module 5—“Post-Production” Editing, Graphics, Music, Administrative Review, “Broadcast Ready Content,” Airing Content, Archiving

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### Big Ideas: Course Objectives / Content Statement(s)

- To learn the skills and techniques involved in editing and post-production of a broadcast.
- To learn the criteria for “Broadcast Ready Content” as well as the process and requirements for administrative review before a program is aired.
- To learn the steps required for airing a program and archiving it on the server.

### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

- What is the most effective and efficient way to edit a program in post-production?
- How are graphics and music best used to enhance a broadcast in post-production?
- What makes a program “Broadcast Ready,” and why do we have a process for administrative review before a program is aired?
- How is a program aired, and how are the show archives maintained and organized?

### Enduring Understandings

**What will students understand about the big ideas?**

- Students will understand that...
  - Effective editing requires knowledge and skill in the programs used in post-production, and a keen eye for creating a polished and professional looking program.
  - Graphics and music enhance the quality and professionalism of a broadcast.
  - Quality control is essential to maintaining a standard of excellence, and involves both self-monitoring and editorial review.
  - There are specific steps necessary to broadcast a program to the public, and to preserve a program for the archives.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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### Examples, Outcomes, Assessments

**Instructional Focus:** Editing and Post-Production. Students learn to use software tools for editing footage for a broadcast, creating and inserting graphics, and including music and other effects to enhance the look and quality of the program.

**Sample Assessments:**
- Fully editing news packages that include B-roll, voice-overs, music, lower-thirds all taking into account proper camera angles and lighting techniques.

**Instructional Strategies:**
- Students will be taught editing software and post-production techniques to complete news
Problem solving.

**9.1 Strand C: Collaboration, Teamwork and Leadership**

*Students will:*  
Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.  
Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.  
Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.  
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**9.1 Strand D: Cross-Cultural Understanding and Interpersonal Communication**

*Interpret spoken and written communication within the appropriate cultural context.*

**9.1 Strand E: Communication and Media Fluency**

*Students will:*  
Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.  
Generate digital media campaigns in support of or opposing a current political, social, or economic issue.  
Predict the impact of emerging media technologies on international business and globalization.  
Compare laws governing the unethical use of media in different countries.

**9.1 Strand F: Accountability, Productivity, and Ethics**

*Students will:*  
Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.  
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.  
Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.

Packages to be included in a broadcast news show.

**Instructional Focus:** Producing “Broadcast Ready” Content. Students learn and apply the established criteria for a broadcast ready program through self-assessment and through the process of administrative review to assure that each program meets district standards.

**Sample Assessments:**  
- Following established guidelines students will submit news stories and package for air by due dates for approval by administration.  
- Students will submit written critiques of self-assessment of how each show can be improved upon.

**Instructional Strategies:**  
Students will be given a list of guidelines that they will follow each time they write a story or produce a news package. They will be expected to follow all rules of etiquette, ethics and media laws. They are expected to participate in weekly production meetings that will take place before and after each show.

**Instructional Focus:** Broadcasting On Air and Archiving Programs. Students learn the steps involved to schedule and broadcast a program on the local access channel. Students also learn the process and responsibilities involved in archiving programs on the server to organize and preserve the work they have done.

**Sample Assessments:**  
- Proper recording and labeling of broadcast show so that it can be uploaded to local access channel and to the server.

**Instructional Strategies:**  
Students will be instructed on the importance of organization of proper labeling and how to upload news show to the server as well as the local access channel.

**Interdisciplinary Connections**  
Students use skills associated with fine arts in the selection and integration of music and visual graphics and images in the post-production process.

**Technology Integration**  
Students learn and apply skills in film editing,
### 9.4 Strand C: Arts, A/V Technology, & Communication Career Cluster:

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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

**Media Literacy Integration**

Students produce finished content for broadcast on the television and live streaming on the district site for a varied audience.

**Global Perspectives**

Students think carefully about how the messages they communicate and the work they produce will be seen and interpreted by varied audience.

**21st Century Skills:**

Creativity and Innovation  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information Literacy  
Media Literacy  
Life and Career Skills

**21st Century Themes (as applies to content area):**

Financial, Economic, Business, and Entrepreneurial Literacy  
Civic Literacy  
Health Literacy

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August 2012