

Implementation date
Fall 2009

PROGRAM CONCENTRATION: Architecture, Construction,
Communications & Transportation
CAREER PATHWAY: Broadcast/Video Production
COURSE TITLE: Broadcast/Video Production 1

Course Description: This one credit course is the first in a pathway that prepares the student for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. *All material covered in BVP1 will be utilized in subsequent courses.*

HISTORY OF MASS MEDIA

ACCT-BVP1-1. Students will identify inventions and technical and social developments that led to the creation of radio and television in a broadcast environment.

- a. Describe the growth of communication to include the telegraph, the wireless, early radio, television, and the development of networks.
- b. Describe the social and political impact of mass media.
- c. Explain the recent technological developments and the future of telecommunications.
- d. Explain recent programming developments and the future of telecommunications.

Academic Standards:

NLRL1.INT1 Comprehend spoken and written language on new and familiar topics presented through a variety of media in the native language, including authentic materials.

SSUSH16 The student will identify key developments in the aftermath of WW I.

TRADE TERMINOLOGY

ACCT-BVP1-2. Students will understand and utilize trade terminology in an appropriate manner.

- a. Identify and utilize trade terminology in the media production lab.
- b. Identify and utilize trade abbreviations and acronyms as appropriate.

Academic Standard:

ELA9W2 The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student.

SAFETY

ACCT-BVP1-3. Students will understand and follow safety procedures when working with TV equipment.

- a. State general safety rules for operation of equipment and learning activities.
- b. Perform safe practices when working on assignments.
- c. Transport equipment safely and securely.

Academic Standard:

SCSh2 Students will use standard safety practices for all classroom laboratory and field investigations.

BASIC EQUIPMENT

ACCT-BVP1-4. Students will be able to demonstrate proper set-up and use of basic production equipment.

- a. Demonstrate steps necessary to set-up, turn on, and operate equipment according to instructor's directions.
- b. Load, record, and play video/audio equipment.
- c. Demonstrate the use of a computer in broadcast/video production applications.
- d. Demonstrate proper picture composition techniques.

- e. Demonstrate proper camera movement.
- f. Demonstrate proper use of microphones.
- g. Identify qualities of a technically acceptable audio track.
- h. Demonstrate mastery of aesthetics to include composition, coordination, balance, and color contrast.
- i. Demonstrate basic lighting techniques.
- j. Explain the care, storage, and use of media hardware and software.
- k. Determine proper cables for set-up and operation of production equipment.

Academic Standards:

BCS-CMW-7 Students will demonstrate an understanding of how pictures, sounds, and video are represented in a computer.

SPS7 Students will relate transformations and flow of energy within a system.

SPS10 Students will investigate the properties of electricity and magnetism.

BROADCAST SCRIPTS

ACCT-BVP1-5. Students will identify and create different script types.

- a. Identify scripts by format.
- b. List steps leading to the development of various type (i.e., news and/or sitcom) broadcast scripts.
- c. Define terminology used in broadcast scriptwriting.
- d. Plan and produce a storyboard.
- e. Write broadcast scripts as assigned.

Academic Standards:

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

MLIV.INT1 The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

ELA9W2 The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:

PRODUCTION AND PROGRAMMING

ACCT-BVP1-6. Students will demonstrate proper use and operation of studio equipment and production techniques while working as part of a production team. Career investigations will be included as part of instruction.

- a. Operate production switcher.
- b. Operate audio console.
- c. Operate recording/broadcasting equipment.
- d. Operate studio cameras.
- e. Operate character generator.
- f. Identify and perform duties of a floor director.
- g. Demonstrate ability to perform basic mathematical calculations in the preparation of log sheets, electronic decision lists (EDL), and news formats.

Academic Standard:

SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

PRODUCTION SET

ACCT-BVP1-7. Students will demonstrate knowledge of set design and layout.

- a. Prepare a set for production.
- b. Select and arrange stage props.

Academic Standard:

M3M2 Students will measure length choosing appropriate units and tools.

LIGHTING

ACCT-BVP1-8. Students will identify lighting instruments and design a light plot for studio or field production following all safety procedures while utilizing proper television terminology. Career investigations will be included as part of instruction.

- a. Describe types of lighting instruments and lamps.
- b. Identify parts of lighting instruments.
- c. Describe functions and operate a dimmer board.
- d. Analyze lighting needs for production.
- e. Create a lighting plot to scale for a production using proper terminology and symbols.
- f. Demonstrate ability to perform basic geometrical calculations in the positioning of lighting instruments.
- g. Set up appropriate lighting for a production.

- h. Perform special effects lighting.
- i. Demonstrate proper safety procedures in all lighting assignments.

Academic Standards:

MM1G1 Students will investigate properties of geometric figures in the coordinate plane.

SPS9 Students will investigate the properties of waves.

MA3A10. Students will understand and use vectors.

SPS10 Students will investigate the properties of electricity and magnetism.

RECORDING AND EDITING OPERATIONS

ACCT-BVP1-9. Students will identify different editing methods, equipment, and techniques and demonstrate them in the production of an edited story. Career investigations will be included as part of instruction.

- a. Identify and contrast analog and digital recording formats.
- b. Distinguish between linear and non-linear editing.
- c. Identify and describe recording and editing devices.
- d. Describe operational parts of a recording device.
- e. Set up and operate recording devices.
- f. Set up and perform various editing techniques.
- g. Operate editing equipment to coordinate with a script.

Academic Standards:

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SPS7 Students will relate transformations and flow of energy within a system.

STUDIO PRODUCTION

ACCT-BVP1-10. Students will demonstrate teamwork and proper use of equipment in a production team while producing a studio production. Career investigations will be included as part of instruction.

- a. Participate in a basic studio production as assigned.

Academic Standard:

SPS7 Students will relate transformations and flow of energy within a system.

PROFESSIONAL ETHICS

ACCT-BVP1-11. Students will investigate and demonstrate ethical use of equipment and storytelling through their productions.

- a. Demonstrate ability to give and follow directions.
- b. Demonstrate ability to function as a team member.
- c. Demonstrate strong work ethics.
- d. Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).

Academic Standard:

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.