PROGRAM CONCENTRATION: **Architecture, Construction, Communications & Transportation**

CAREER PATHWAY: **Broadcast/Video Production**

COURSE TITLE: **Broadcast/Video Production 2**

Course Description: This one credit course is the second in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; 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 and BVP2 will be utilized in subsequent courses.*

PRE-PRODUCTION, PRODUCTION, AND POST-PRODUCTION PROCEDURES

ACCT-BVP2-1. Students will demonstrate basic planning, writing, directing, and editing of a production.

a. Identify and list different types/formats of programs and productions.
b. Plan a program using accepted styles of production.
c. Identify staffing needs for a production.
d. Write a program using accepted styles of production, as per assigned format.
e. Review the duties of a director and perform these duties in accepted styles of production.
f. Edit a program using accepted styles of production.

Academic Standards:
ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA10W2 The student demonstrates competence in a variety of genres.

FIELD PRODUCTION

ACCT-BVP2-2. Students will exhibit proper use of field equipment and its functions.

a. Describe electronic news gathering (ENG) and electronic field production.

b. Set up ENG equipment for field production.
c. Operate ENG equipment during production segments.

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

MM3P1 Students will solve problems (using appropriate technology).

BASIC ELECTRICAL FUNCTIONS

ACCT-BVP2-3. Students will show understanding of basic electrical functions.

a. Describe the basic principles of electricity.
b. Calculate the amount of electricity required to operate lights and various other components used in this career field, per instructor's directions.
c. Describe safety procedures to be followed when working with electrical devices.

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

SPS10 Students will investigate the properties of electricity and magnetism.

OPERATIONAL SETUP AND MAINTENANCE

ACCT-BVP2-4. Students will use specified operational set-up/maintenance procedures.

a. Describe types of video connectors.
b. Describe types of audio connectors.
c. Describe types of data connectors.
d. Troubleshoot a bad cable connection.
e. Replace bulb in light fixture.
f. Explain and demonstrate the use of basic electrical devices in the use of broadcast/video equipment (capacitors, surge protectors, etc.).
g. Maintain equipment to instructor's specification.

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

*SPS10 Students will investigate the properties of electricity and magnetism***.**

ADVANCED EDITING OPERATIONS

ACCT-BVP2-5. Students will perform advanced editing operations.

a. Calculate back-time and running time and apply the calculations to the editing of a program.
b. Use appropriate transitions and effects (video/audio) for production.
c. Execute split audio/video edits.
d. Produce multi-track audio for audio/video recording.
e. Maintain proper continuity throughout production.

Academic Standard:
MM3P3 Students will communicate mathematically.

STUDIO PRODUCTION

ACCT-BVP2-6. Students will model techniques involved with studio production.

a. Demonstrate skills in selecting production topics.
b. Select appropriate equipment.
c. Set and adhere to production deadlines.
d. Demonstrate ability to block a script using proper terminology.
e. Direct participants in production of a program in the studio utilizing proper equipment.

Academic Standard:
ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PRODUCTION PERFORMANCE

ACCT-BVP2-7. Students will exhibit proper production performance techniques.

a. Perform as a talent in a production.
b. Describe technically acceptable visual components (i.e., makeup, clothing, color, set dressing, etc.).
c. Demonstrate practices of delivery or performance.

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.

AUDIO/VIDEO CONTROL SYSTEMS

ACCT-BVP2-8. Students will demonstrate understanding of audio/video control systems.

a. Identify, select, and appropriately place microphone/lights/cameras for production.
b. Set-up and operate recording/playback devices.
c. Describe parts of audio console/video switcher/light dimmer.
d. Operate audio console/video switcher/light dimmer.
e. Describe parts and functions of camera control units.

Academic Standards:
MM3P1 Students will solve problems (using appropriate technology).

MA3A10 Students will understand and use vectors.

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

PRODUCTION GRAPHICS

ACCT-BVP2-9. Students will create production graphics.

a. Identify various graphic creation hardware/software systems.
b. Design and produce graphics for production.

Academic Standard:
ELA10W2 The student demonstrates competence in a variety of genres.

CAREER INVESTIGATION

ACCT-BVP2-10. Students will identify career opportunities.

a. Identify a career objective.
b. Identify sources of information concerning careers.
c. List the skills, attitudes, abilities, and training required for jobs in the broadcast industry.
d. Describe employment opportunities in broadcast related fields.
e. Explain the importance of updating occupational skills and knowledge through continued educational training.

ACCT-BVP2-11. Students will complete career preparations.

a. Identify the certifications available.
b. Compare and contrast careers in video production along with their educational requirements.
c. Identify the college majors that require at least one course in video production.
d. Investigate how video production is used in other disciplines.

Academic Standards:
ELA12W3 The student uses research and technology to support writing.

MC1P1 Students will solve problems (using appropriate technology).

ENTREPRENEURSHIP

Students will investigate business practices of broadcast/video production.

ACCT-BVP2-12. Students will explain and demonstrate understanding of expenses, production costs, and budgets.

a. Explore costs and availability of video production equipment.
b. Calculate the costs of a production.
c. Develop an appreciation for time required in each production phase when producing a video.

ACCT-BVP2-13. Students will explore the importance of marketing in video production.

a. Identify various marketing techniques and strategies.
b. Research and develop various marketing strategies and techniques.

ACCT-BVP2-14. Students will exhibit professional ethics.

a. Demonstrate ability to give and follow directions.
b. Demonstrate ability to function as a member of a team.
c. Demonstrate strong work ethic.
d. Describe and practice principles of broadcast law (i.e., copyright, plagiarism, etc.).

Academic Standards:
SSCG15 The student will explain the functions of the departments and agencies of the Federal bureaucracy.

SSCG21 The student will demonstrate knowledge of criminal activity.

SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

MM3P1 Students will solve problems (using appropriate technology).

MM3P4 Students will make connections among mathematical ideas and to other disciplines.

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.