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

CAREER PATHWAY: **Broadcast/Video Production**

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

Course Description: Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the 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. Skills learned in previous BVP courses are applicable to this course. *Instructor approval of digital portfolio(as needed for satisfactory completion of BVP3) required prior to registration for this course*.

ADVANCED BROADCAST PRODUCTION

ACCT-BVPR-1. Students will create, design, and successfully execute a series of advanced broadcast productions.

a. Exhibit professional production skills utilizing treatments, storyboards, and detailed scripts.
b. Initiate production plans and processes including critiques and analysis of final product.
c. Utilize multi-angle shot techniques (multi-cam or film style production) and/or advanced audio techniques (such as Foley and other effects) to enhance the final project.

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.

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

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SP4 Students will analyze the properties and applications of waves.

INTERPERSONAL COMMUNICATIONS

ACCT-BVPR-2. Students will implement interpersonal skills while interacting with clients, colleagues, talent, and guests in the broadcasting workplace.

a. Discuss how interpersonal skills are used in the workplace.
b. Show appropriate communication skills when dealing with others.
c. Analyze situations of appropriate and inappropriate interactions with colleagues.
d. Use interpersonal skills in the broadcasting and video production workplace.

Academic Standards:

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

ELA11LSV2 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.

MA3P3. Students will communicate mathematically.

ENTREPRENEURSHIP APPLICATION

ACCT-BVPR-3. Students will identify demographic information in order to define a target audience/market for a production.

a. Define demographics.
b. Discuss the difference between psychographics and demographics.
c. Discuss the importance of segmentation of demographics.
d. Identify and interpret sources of demographic data (i.e., Nielsen Media Research).
e. Develop a viewer/listener profile.
f. Distinguish between market and target market.

Academic Standards:
ELA12W2 The student demonstrates competence in a variety of genres.

ELA12W3 The student uses research and technology to support writing.

MC1P1 Students will solve problems (using appropriate technology).

MC1P4 Students will make connections among mathematical ideas and to other disciplines.

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MC2A2 Students will solve simple equations.

MC3D1 Using sample data, students will make informal inferences about population means and standard deviations.

MA1D3 Students will relate samples to population.

ACCT-BVPR-4. Students will research and apply the processes involved in advertising campaigns to promote a production.

a. Coordinate multifunctional tasks related to campaign (i.e., coordinate efforts of graphic designers, writers, artists, etc.)
b. Determine the advertising reach of the media.
c. Select the advertising media for a product or service.
d. Choose appropriate media vehicles.
e. Schedule ads and commercials.
f. Select the placement of advertisements.

Academic Standards:
ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

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 skills, and combine rhetorical strategies of narration, exposition, persuasion, and description.

MC4P1 Students will solve problems using appropriate technology.

MC4P4 Students will make connections among mathematical ideas and other disciplines.

MC3D1 Using sample data, students will make informal inferences about population means and standards deviations.

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

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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.

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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.

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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.