Implementation date
Fall 2009

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

CAREER PATHWAY: **Broadcasting/Video Production**

COURSE TITLE: **Broadcasting/Video Production 3**

Course Description: This one credit transition course is designed to facilitate student-led broadcasts/videos under the guidance of the instructor. Students work cooperatively and independently in all phases of broadcast/video production. 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, BVP2 and BVP3 will be utilized in subsequent courses.*

INDEPENDENT PRODUCTION

ACCT-BVP3-1. Students will demonstrate independent technical skills and techniques in broadcasting and video production.

a. Demonstrate effective control and utilize design elements to match a target audience.
b. Demonstrate advanced editing techniques.
c. Demonstrate advanced special effects for video and audio. (e.g. compose and render advanced computer graphics and animation).
d. Export final product (e.g. multimedia formatting).

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).

COLLABORATIVE PRODUCTION

ACCT-BVP3-2. Students will collaborate effectively in group media production.

a. Exercise leadership on behalf of the common good over a collaborative experience by utilizing the strengths of each individual in a group production.
b. Work collaboratively to produce and direct location and/or studio segments.
c. Collaborate to complete post-production tasks (e.g. graphics, audio sweetening and editing).

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

SCSh3 Students will identify and investigate problems scientifically.

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.