

# APS

## DISTRICT HIGH SCHOOL GENERAL ELECTIVES CURRICULUM FRAMEWORK

Course Title: Television Broadcasting II Course Number: 53051

Department: General Electives ADS Number: 19114941

Prerequisites: Successful completion of Television Broadcasting I

Length of Course: One Year Credit/PRI Area: .50 per Sem/Elective Grade Level(s): 10 - 12

### *Important Notes:*

*A fee may be charged.*

### **COURSE DESCRIPTION:**

TV Broadcasting II provides the student the opportunity to practice in depth the skills he/she acquired in TV Broadcasting I. The student creates longer, more elaborate programs with his/her own news, documentary segments, essays, and in-studio interviews. He/She practices a variety of nonverbal messages, including body movement and appearance, vocal cues and environmental cues. The student examines theoretical issues and production elements as they affect programming genres. The student continues to examine a variety of related literacy components (i.e., technical, media, and creative). Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the Audio, Video Technology and Communications career cluster and the Journalism and Broadcasting pathway.

References in parentheses following each performance standard refer to and are aligned to the National Educational Technology Standards (NETS) and the New Mexico Content Standard, Benchmarks, and Performance Standards in Career Readiness (CR), Fine Arts/Theater (Th), Fine Arts/Visual Arts (VA), and Language Arts (LA).

**STRATEGIES:**

The “Illustrations” column in the *Program of Studies* provides exemplars of the performance standards, strategies, and best practices suggested by TV Broadcasting teachers in the Albuquerque Public Schools (APS).

**ASSESSMENTS:**

Assessments may include: authentic and performance-based assessment, cooperative learning, teacher observations, checklists, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. Assessments are based on appropriate rubrics.

**SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

- *Beginning Radio-TV Newswriting: A Self-Instructional Learning Experience* by Tom Tim Chaffin and K. Tim Wulfemeyer (Iowa State Press, 2003)
- *Broadcast News Handbook: Writing, Reporting, and Producing* by C.A. Tuggle, Forest Carr and Suzanne Huffman (The McGraw-Hill Companies, 2000)
- *Broadcast News and Writing Stylebook* by Robert A. Papper (Pearson Education, 2005)
- *FCC/Broadcast Regulations* by Paul Ruschmann and Alan Marzilli (Editor) (Chelsea House Publishers, 2005)
- *Television New: A Handbook for Writing, Reporting, Shooting and Editing* by Teresa Keller and Stephen Hawkins (Holcomb Hathaway Publishers, 2001)
- *Television Production, 2<sup>nd</sup> edition* by Keith Kyker and Christopher Curchy (Libraries Unlimited, 2004)
- *TV Technical Operations: An Introduction* by Peter Ward (Elsevier Science and Technology Books, 1999)
- *Writing Broadcast News: Shorter, Sharper, Stronger* by Mervin Block (Bonus Books, Inc., 1997)
- *Writing Right for Broadcast and Internet News* by Sharyl Attkisson and Don R. Vaughan (Allyn and Bacon, Inc., 2002)

Approved by HSCA: January 2001

**STRAND I: LITERACY SKILLS****CONTENT STANDARD:** The student recognizes the importance of reading and writing skills essential to the broadcast industry.**BENCHMARKS:** A. The student develops and demonstrates proficiency with a variety of reading processes to analyze, interpret, and evaluate a wide variety of texts across content areas.  
B. The student develops and demonstrates fluency and style in writing and command of writing conventions across content areas for a variety of purposes and audiences.

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"><li>1. Comprehends texts by using a variety of strategies by:<ul style="list-style-type: none"><li>• analyzing text structures (e.g., compare and contrast, cause and effect, chronological ordering);</li><li>• drawing inferences such as conclusions, generalizations;</li><li>• generating relevant, interesting, and researchable questions;</li><li>• locating appropriate print and non-print information using text; and technical resources, including databases and the Internet (LA-IA-9.2; 11.1-3; 12.1 and ID-9.1, 3, 4; 10.3; 12.1).</li></ul></li><li>2. Writes in a variety of forms for various audiences and purposes by:<ul style="list-style-type: none"><li>• developing drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;</li><li>• using technology for aspects of creating, revising, editing, and publishing;</li><li>• using writing to formulate questions, refine topics, and clarify ideas;</li><li>• using writing to discover, organize, and support what is known and what needs to be learned about a topic;</li><li>• compiling written ideas into reports, summaries, and other</li></ul></li></ol>	<p><b>NOTE: Illustrations include suggested activities for attaining each performance standard. A check (✓) refers to a key feature to look for while assessing student performance.</b></p> <p>The following is just a sampling of where the student demonstrates proficiency of the performance standards for this strand; however, he/she meets them in almost every strand and has multiple opportunities throughout the year to do so.</p> <ol style="list-style-type: none"><li>1, 4. The student reads scripts developed by other students in the class and evaluates each using a teacher-designed rubric. After each evaluation, the student evaluator discusses with the script writer the strengths and weaknesses and makes suggestions to improve on the weaknesses.<ul style="list-style-type: none"><li>✓ understanding of rubric</li><li>✓ interpersonal skills</li><li>✓ understanding of elements of script writing</li></ul></li><li>2, 3. Throughout the course the student has the opportunity to create and produce news broadcasts demonstrating the skills and knowledge acquired (e.g., writing, speaking, filming, designing). For each project the student writes a proposal on a teacher-designed proposal worksheet and presents it to the teacher for approval. Once the approval is gained, the student completes the project by following a teacher-designed rubric.<ul style="list-style-type: none"><li>✓ complete plan containing all components</li><li>✓ demonstration of specific skills of project (e.g., camera skills)</li><li>✓ application of project conventions (e.g., writing, research, presentation)</li></ul></li></ol> <p>OR</p>

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>formats; and</p> <ul style="list-style-type: none"> <li>analyzing strategies that writers in different field use to compose (LA-IIB-9-12 all and IIC-9-12 all; Th-2A, B).</li> </ul> <p>3. Writes to investigate self-selected and assigned topics by organizing and linking related information from multiple sources (LA-IIC-11.2).</p> <p>4. Evaluates his/her own writing and the writing of others by accumulating, reviewing, and evaluating his/her own written work to determine its strengths and weaknesses and to set goals as a writer (LA-IA-10.4 and IC-9.3; 10.2).</p> <p>5. Evaluates the credibility of information sources, including how the source's motivation may affect that credibility (LA-IA-9.3 and IB-9.1; 10.2; 12.3).</p> <p>6. Researches, organizes, draws conclusions, and presents information on how programming decisions are made (LA-IIA-11.3; IC-11.3; IIC-11.1; Th-4C).</p>	<p>With a group the student prepares a treatment and script for a Public Service Announcement (PSA) that can be produced in a studio situation live to tape. The student utilizes the productions studio and a full production crew. In the production the student includes the following:</p> <ul style="list-style-type: none"> <li>a visual tag as the ending of the PSA that reinforces the message of the PSA</li> <li>music and/or sound effects that enhance the visual message</li> <li>live voice</li> <li>consideration of the target audience</li> <li>problem or opportunity that the PSA addresses</li> <li>desired response from the audience <ul style="list-style-type: none"> <li>✓ fulfillment of all components</li> <li>✓ team collaboration</li> <li>✓ application of broadcast skills (e.g., camera work, script writing)</li> </ul> </li> </ul> <p>5. See Strand IV, second illustration set 1, 2.</p> <p>6. The teacher divides the class into network groups (e.g., commercial and cable). The student/group reads its weeklong primetime schedule. He/She then finds recent television ratings on current programs provided by a variety of sources (e.g., local newspaper supplement, TV Guide) and circles those that appear on his/her schedule. He/She then does the same for the other networks. Keeping all this information in mind, the student reviews and revises its schedule to remain competitive with other networks and places it on a visual for all to see (e.g., poster board, overhead, computer projector). Once every group is finished with its schedule changes, it shares the weeklong program with the other groups, justifying its changes.</p> <ul style="list-style-type: none"> <li>✓ collaborative teamwork</li> <li>✓ justification of changes</li> <li>✓ presentation techniques</li> </ul>

**STRAND II: ORAL COMMUNICATION AND PRESENTATION SKILLS****CONTENT STANDARD:** The student speaks effectively for different audiences and purposes.**BENCHMARK:** The student develops and demonstrates fluency and style in speaking and command of speaking conventions for a variety of purposes and audiences.

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"><li>1. Analyzes oral and written speech models to evaluate the topic, purpose, audience, and occasion (LA-IIA-11.3; 12.1).</li><li>2. Develops skills in using oral language by:<ul style="list-style-type: none"><li>• using stylistic devices to achieve clarity, force, and aesthetic effect</li><li>• employing previews, transitions, and summaries to enhance clarity (LA-IIA-9-12 all; IIB-10.1).</li></ul></li><li>3. Uses appropriate strategies for rehearsing and presenting speeches by:<ul style="list-style-type: none"><li>• employing techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas</li><li>• maintaining a lively sense of interaction with an audience (LA-IIA-9-12 all).</li></ul></li></ol>	<p>1 – 3, 5 – 7. The student crafts a one-minute news story on a school based topic or issue by:</p> <ul style="list-style-type: none"><li>• researching it,</li><li>• coming up with data,</li><li>• interviewing parties involved,</li><li>• interpreting and transcribing the findings,</li><li>• building a script, and</li><li>• presenting it.<ul style="list-style-type: none"><li>✓ identification of the issue</li><li>✓ researched and gathered relevant data</li><li>✓ appropriate interview questions</li><li>✓ accurate compilation of information into a rough draft script</li><li>✓ analysis of information</li><li>✓ edited footage</li><li>✓ presentation of one-minute product</li><li>✓ citation of sources</li><li>✓ writing and speaking conventions</li></ul></li></ul> <p>1, 3, 6, 7. The student collects contrasting articles on a topic (e.g., fashion sports) and converts them into a one-minutes piece report suitable for broadcasting.</p> <ul style="list-style-type: none"><li>✓ essential information</li><li>✓ appropriate balance (e.g., audio, video, written, verbal components)</li><li>✓ appropriate grammar and word usage</li><li>✓ smooth transition from print to video</li><li>✓ correct framing of camera</li><li>✓ correct use of sound bites</li></ul> <p>1, 4, 5, 7. The student, with a partner or small group, explores interview styles (e.g., oral history, ethnographic, structure interview) and uses each style by interviewing each other. Once the student tries out the interview roles,</p>

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>4. Makes and evaluates formal and informal professional presentations by:</p> <ul style="list-style-type: none"> <li>• analyzing the audience, occasion, and purpose when designing presentations;</li> <li>• evaluating specific topics and purposes for presentations;</li> <li>• using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;</li> <li>• preparing and using visual or auditory aids, including technology, to enhance presentations;</li> <li>• making individual presentations to inform an audience;</li> <li>• applying critical-listening strategies to evaluate presentations; and</li> <li>• evaluating effectiveness of his/her own presentation (LA-IIA-9-12 al; IIB-11.2).</li> </ul> <p>5. Speaks clearly and effectively for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> <li>• using effective verbal and nonverbal strategies in presenting oral messages;</li> <li>• making relevant contributions in conversations and discussions;</li> <li>• choosing valid evidence, proofs, or examples to support claims; and</li> <li>• analyzing purpose, audience, and occasion to choose effective verbal and nonverbal strategies (e.g., pitch and tone of voice, posture, and eye contact) (LA-IIA-9-12 all).</li> </ul> <p>6. Demonstrates ability to take direction and performs according to verbal and nonverbal messages (LA-IA-10.2).</p> <p>7. Expands interviewing skills to apply in a variety of environments (LA-IA-9.3).</p>	<p>he/she writes a reflection (e.g., his/her experience of each style, success and short comings of each style).</p> <p>4, 5, 7. The student participates in a variety of reporter/interviewee role play activities to demonstrate how to think on his/her feet (e.g., willing interview, hostile, hidden agenda, bias). After each role play, the student discusses and reflects upon what he/she observed.</p> <ul style="list-style-type: none"> <li>✓ written reflection</li> <li>✓ active participation in activity</li> <li>✓ appropriate response to the situation\</li> <li>✓ effective communication</li> <li>✓ versatility/flexibility</li> </ul> <p>5. The student takes turns interviewing each other using a video camera and demonstrates the basic shots (i.e., extreme close-up, close-up, medium shot, medium long-shot, long shot, over-the-shoulder shot). The student joins the group in evaluating each shot based on the criteria set up by the teacher.</p> <ul style="list-style-type: none"> <li>✓ active participation in activity</li> <li>✓ appropriate interview questions</li> <li>✓ understanding of interview and camera techniques</li> <li>✓ adherence to criteria</li> </ul>

**STRAND III: TECHNICAL LITERACY****CONTENT STANDARD:** The student uses technological concepts to communicate ideas and generate end products.**BENCHMARK:** The student uses tools, techniques, and vocabulary to create technically sound projects.

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"><li>1. Uses a variety of forms and technologies (e.g., videos, photographs, and web pages to communicate specific messages (CR-3A, C, D; NETS-1, 3, 4).</li><li>2. Uses technology for aspects of creating, revising, editing, and publishing texts (LA-IIB-11.2; CR-3A, C, D; NETS 1, 2, 4).</li><li>3. Models correct use of studio facilities and equipment (Th-7A; 1.B; VA-1B, D; NETS 1, 2, 4).</li></ol>	<p>1 – 7. The student, with a group, researches a topic to produce a documentary based on teacher approval. He/She follows these guidelines:</p> <p><u>Pre Production Conference</u></p> <ul style="list-style-type: none"><li>• Set time frame</li><li>• Assign of specific tasks and roles</li><li>• Clarify topics and goals</li></ul> <p><u>Production</u></p> <ul style="list-style-type: none"><li>• Schedule and conduct filming</li><li>• Research topic</li><li>• Manage materials and equipment</li><li>• Periodic checks</li></ul> <p><u>Post Production</u></p> <ul style="list-style-type: none"><li>• Edit</li><li>• Manage continuity</li><li>• Distribute<ul style="list-style-type: none"><li>✓ collaborative teamwork (e.g., consensus on topic and approach, equitable division of roles</li><li>✓ bias-free documentary</li><li>✓ achievable goals</li><li>✓ deadline attainment</li></ul></li></ul> <p>1, 3, 5. The student chooses a piece of equipment and presents the “ who, “what,” “when,” “where,” “why,” and “how” to the TV Broadcasting I students.</p> <ul style="list-style-type: none"><li>✓ appropriate context and use</li><li>✓ appropriate terminology</li><li>✓ presentation skills</li></ul> <p>3, 5 – 7. The student takes turns with other students to interview each other using a video camera and demonstrate six basic camera shots: extreme close-up, close-up, medium shot, medium long-shot, long-shot,</p>

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>4. Utilizes professional techniques of video studio work (VA-1B, D; Th-7A; NETS-1).</p> <p>5. Communicates using relevant technical vocabulary (LA-ID-11.1; 12.1; NETS-4).</p> <p>6. Demonstrates responsible safety practices in a studio environment (CR-4E; NETS-4).</p> <p>7. Integrates hands-on use of technology tools to increase skill level of research, information analysis, problem solving, and decision making (LA-IIB-11.2; CR-3A; NETS-1).</p>	<p>over the-shoulder shot. With the class, the student views and rates framing shots.</p> <ul style="list-style-type: none"> <li>✓ appropriate safety practices</li> <li>✓ technology skills</li> <li>✓ coherent piece</li> <li>✓ professional level video</li> </ul> <p>7. The student creates a music video from commercial or other recorded tape and music selection. The student writes his/her steps on the appropriate form. He/She logs the video segment to be used, checks the length of each, and edits the video before going to the student editor or teacher. The student presents his/her video to the class for evaluation and feedback.</p> <p><u>Sample Reminders for Logging the Tape</u> (not intended to be a complete list):</p> <ol style="list-style-type: none"> <li>1. Rewind tape to the beginning in the VCR and rest index counter on VCR to 00.</li> <li>2. Write starting index number and continue to log beginning/ending index number for all segments of video.</li> <li>3. Add length of each segment to determine total time, which must equal length of must selection.</li> </ol> <p><u>Sample Editing Reminders</u> (not intended to be a complete list):</p> <ol style="list-style-type: none"> <li>1. Log video segments into editor</li> <li>2. Organize segments</li> <li>3. Place segments in correct sequence</li> <li>4. Review entire storyboard before mixing sound</li> <li>5. Record music to editor</li> <li>6. Review music video</li> <li>7. Send out final video to your tape. <ul style="list-style-type: none"> <li>✓ completion of project components</li> <li>✓ high quality product</li> <li>✓ team collaboration</li> <li>✓ positive response to peer evaluation and feedback</li> </ul> </li> </ol>



**STRAND IV: MEDIA LITERACY****CONTENT STANDARD:** The student applies critical thinking skills to analyze media messages.**BENCHMARK:** The student interprets and analyzes the impact of media messages.

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"><li>Evaluates mass media by:<ul style="list-style-type: none"><li>analyzing and evaluating media's efforts to address social and cultural problems;</li><li>determining the contributions of media on the democratic process; and</li><li>formulating guidelines for using media effectively to achieve governmental, societal, and cultural goals (LA-III A-11.1, 2; 12.2 and IIIB-10.3; 11.1; CR-4D).</li></ul></li><li>Investigates the impact of broadcasting on multiple audiences in American society (LA-III A-11.1, 2; 12.2 and IIIB-10.3; 11.1).</li></ol>	<ol style="list-style-type: none"><li>2. The student joins a small group of three to four students in which he/she helps to choose a particular type of product and to create a mock TV commercial on video directed to a particular gender-based group (e.g., teenage females, senior citizen males). The group develops a logically consistent framework for its product and ad, drafts a complete, written script for the commercial prior to performing it on videotape, and presents its commercial to the class. After each viewing, the student discusses what was presented in the ad. Some ideas may include the following:<ul style="list-style-type: none"><li>Ads tend to present a limited view of the personality traits and societal roles that are appropriate or desirable for boys and girls, men and women.</li><li>Ads can foster an unnatural level of preoccupation with appearance.</li><li>Ads can present unreal, unattainable images of physical attractiveness.</li><li>Ads can injure our self image and self esteem... if we let them.</li><li>In what ways does advertising benefit us as consumers?</li><li>Are you likely to look at ads any differently now? In what way?</li><li>Analyze and discuss stereotypes in advertising. Do ads tend to present a limited view of the appearances, personality traits, or societal roles that are appropriate or common for people of various backgrounds?</li><li>Discuss ads directed at men or women in terms of the ads' effect on the opposite sex. What kinds of images or expectations of appearance, personality traits, and societal roles may be fostered by advertising?</li><li>Discuss the ethical implications for advertisers of some of the concerns raised in this activity. (What are the rights and responsibilities of advertisers, as individual companies and as an industry?)</li></ul></li></ol>

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> <li>✓ presentation techniques</li> <li>✓ active participation in the discussion</li> <li>✓ script conventions</li> <li>✓ correct use of videotaping elements (e.g., camera angles, sound, quality of film)</li> <li>✓ active participation in all activities (creation of commercial, script writing, group discussion)</li> <li>✓ teamwork and collaboration</li> <li>✓ utilization of a full studio crew (e.g., Director, TD, Video Operator, Audio Control, Floor manager)</li> </ul> <p>Variations/Extensions The student views pre-recorded commercials and discusses each using the discussion questions listed above.</p> <p style="text-align: center;">OR</p> <p>With the class the student brainstorms a list of broadcast news sources available (e.g., regularly scheduled local commercial TV news show, national public TV, televised news magazines, political commentary TV show). The student is assigned to a group, according to type of news source and each group watches all the coverage of the assigned news event by the following news sources for a one-week period, closely monitoring media coverage of an event. (Before the monitoring begins, the student helps develop an observation chart on which he/she records facts about the coverage he/she watches in the course of the week.) He/She notes information such as the following:</p> <ul style="list-style-type: none"> <li>• length of coverage (in minutes or approximate number of words)</li> <li>• content summary</li> <li>• presentation format (e.g., straight news story, editorial or column, letter to the editor, news anchor only, anchor and reporters, interview, panel discussion or roundtable)</li> <li>• importance given to event (compared with other events reported on the same show or in the same article)</li> <li>• other categories suggested by students</li> </ul> <p>At the end of the week, the student meets with members of the other groups to exchange photocopies of each other's charts. Each student discusses whether they all got the same story and, if not, what the differences were. Once everyone has copies of the observation charts kept by all the members, each student writes an essay summarizing how the media varied in his/her coverage of the event and commenting on the implications</p>

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>3. Objectively evaluates information and news sources to critically evaluate content (LA-III A-11.1, 2; 12.2 and IIIB-10.3; 11.1).</p> <p>4. Develops an understanding of economic, legal, and social issues surrounding the use of information and access and uses information legally and ethically (CR-4A, B, D).</p> <p>5. Identifies and analyzes regulations that govern TV broadcasting by analyzing government regulatory issues regarding censorship news, ethics, and responsibilities (CR-4D).</p>	<p>of this study.</p> <p>3 - 5. The student participates in a media coverage project studying how news vary in extent of coverage, bias, timeliness, and other qualities. The student selects a breaking or ongoing news event of national importance and meets with other students who selected the same event. The student, closely monitors media coverage of the event for a select period of time by choosing a specific TV news show (broadcast or cable) or national public TV or political commentary TV show (e.g., Meet the Press) and uses an observation chart on which he/she records facts about the coverage. The chart should have room for students to note information such as the following:</p> <ul style="list-style-type: none"> <li>• length of coverage (in minutes or approximate number of words);</li> <li>• content summary;</li> <li>• presentation format (straight news story, editorial or column, letter to the editor, news anchor only, anchor and reporters, interview, panel discussion or roundtable, etc.);</li> <li>• importance given to event (compared with other events reported on the same show or in the same article);</li> <li>• accurate or inaccurate coverage;</li> <li>• complete or incomplete coverage; and</li> <li>• fair-minded or biased coverage.</li> </ul> <p>At the end of the time period, the student meets with the group to exchange photocopies of the observation charts. The group discusses whether they all got the same story and, if not, what the differences were. Once everyone in a group has copies of the observation charts kept by all the members, each student writes an essay summarizing how the media varied in his/her coverage of the event and commenting on the implications of his/her study.</p> <ul style="list-style-type: none"> <li>✓ completion of chart</li> <li>✓ understanding of concepts (e.g., bias, timeliness, accuracy)</li> <li>✓ well-written summary</li> <li>✓ writing conventions</li> <li>✓ participation in group discussion</li> </ul> <p>5. The student researches one regulation that governs TV broadcasting and writes a brief summary and personal opinion.</p> <ul style="list-style-type: none"> <li>✓ comprehensive summary (i.e., who? what? where? when? how? and why?)</li> <li>✓ research conventions (e.g., paraphrasing, note taking, source citation)</li> <li>✓ opinion</li> </ul>

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<ul style="list-style-type: none"> <li>✓ writing conventions</li> <li>✓ understanding of government regulations</li> </ul> <p style="text-align: center;">OR</p> <p>In small groups, the student researches one of the following legal cases and discusses his/her findings to the class.</p> <ul style="list-style-type: none"> <li>• Westmoreland v. CBS (1984)</li> <li>• Food Lion v. ABC (1996)</li> <li>• Anderson v. Fisher Broadcasting (1986)</li> <li>• WDAF-TV v. McCaskill (1996)</li> </ul> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> <li>• What were the facts in the case?</li> <li>• What are the competing interests involved?</li> <li>• What was the legal outcome of each case? Why did it turn out that way? <ul style="list-style-type: none"> <li>✓ accurate facts about the case</li> <li>✓ accurate responses to questions</li> <li>✓ research conventions (e.g., paraphrasing, note taking, source citation)</li> <li>✓ understanding of government regulations</li> <li>✓ opinion</li> <li>✓ writing conventions</li> </ul> </li> </ul>

**STRAND V: CREATIVE LITERACY****CONTENT STANDARD:** The student applies critical analysis skills to media messages.**BENCHMARK:** The student interprets and analyzes the impact of media messages.

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>1. Creates and evaluates visual and auditory messages by:</p> <ul style="list-style-type: none"><li>• analyzing the contributions and responsibilities of various media personnel</li><li>• analyzing techniques for producing media messages for specific purposes and effects (LA-IA-10.2).</li></ul>	<p>1, 4 - 8. The students are divided into project groups. Using the same topic for all groups, the student helps create a broadcast presentation. He/She reviews and discusses with the class the formats supporting each opinion. The discussion may be broadened with:</p> <ul style="list-style-type: none"><li>• formats type for specific audience or purposes</li><li>• composition requirements for various formats</li><li>• significant components for various formats</li><li>• cost effective use of media<ul style="list-style-type: none"><li>✓ team collaboration</li><li>✓ script accuracy</li><li>✓ presentation techniques</li><li>✓ application of technical skills</li><li>✓ interpersonal skills</li></ul></li></ul> <p>1, 4, 6 - 8. The student works individually or in pairs to develop an idea for a broadcast interview style talk show. He/She helps prepare an opening for the show and hosts the show live to tape using a complete studio crew and equipment. He/She follows these guidelines:</p> <ul style="list-style-type: none"><li>• research the background of the guest and the interview topic,</li><li>• organize the questions for the most effective program pacing,</li><li>• prepare a pre-package open for the show using edit video clips and graphics, and</li><li>• prepare a production sheet for the studio crew including a set diagram an prop list, and lighting diagram.<ul style="list-style-type: none"><li>✓ accurate interviewee information</li><li>✓ research conventions</li><li>✓ team collaboration</li><li>✓ interview techniques</li><li>✓ organization of roles</li><li>✓ presentation techniques</li><li>✓ application of technical skills</li></ul></li></ul>

GRADE 10 – 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> <li>2. Investigates the source of a broadcast presentation or production (e.g., as who made it and why it was made) (LA-ID-9.1, 3, 4; 10.3; 12.1).</li> <li>3. Recognizes genres (e.g., nightly news, newsmagazines, and documentaries) and identifies the unique properties of each (LA-IIIB-9.2).</li> <li>4. Applies technical elements of broadcast production used to create and deliver news (e.g., equipment, camera basics, editing, captions) (CR-3A, B, D).</li> <li>5. Compares, contrasts, and critiques various angles of coverage of the same event (LA-IA-10.1).</li> <li>6. Creates, presents, tests, and revises a project and analyzes a response, using data-gathering techniques (e.g., questionnaires, group discussions, and feedback forms) (LA-IIA-9.1; 10.2; 11.2; 12.1, 4).</li> <li>7. Demonstrates the various personnel roles in broadcast journalism (e.g., producers, technical directors, camera operators, news anchors) (CR-3C).</li> <li>8. Develops a professional attitude, leadership skills, and creativity in all phases of the production process (CR-5A-C).</li> </ol>	<p>2, 3, 5. The student analyzes newscasts and news specials for local stations or national network and completes a teacher-designed evaluation and analysis worksheet on its various components (e.g., camera work, script writing, audio, visual).</p> <ul style="list-style-type: none"> <li>✓ accurate assessment of newscast</li> <li>✓ understanding of genres</li> <li>✓ analysis skills</li> <li>✓ knowledge of camera skills</li> </ul>

**STRAND VI: CAREER PATHWAYS****CONTENT STANDARD:** The student identifies and explores interests and opportunities as they relate to the field of TV broadcasting.**BENCHMARK:** The student demonstrates the knowledge, skills and training needed to pursue career opportunities in the field of TV broadcasting.

GRADE 10 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"><li>1. Analyzes and integrates positive behavior, conduct, and social manners in the workplace and community (CR-1-A-D).</li><li>2. Demonstrates an awareness of opportunities in TV broadcasting (CR-1-A-D).</li><li>3. Integrates career goals, skills, and interests with exploration of post secondary options (CR-1-A-D).</li><li>4. Demonstrates responsible behavior related to employability (e.g., the ability to function as a proactive productive team member in the workplace) (CR-2A-C; 5C, D).</li></ol>	<ol style="list-style-type: none"><li>1, 2. The student arranges an opportunity to shadow a person in television broadcasting. Before the shadow day, the student researches the role of the person he/she shadows, prepares pertinent questions for the person, and writes a follow-up reflection piece about the experience.<ul style="list-style-type: none"><li>✓ timely contact with person</li><li>✓ arrangement of shadow plans</li><li>✓ social skills</li><li>✓ understanding of career opportunities</li><li>✓ elements of effective writing</li></ul></li><li>3. The student continues his/her required Next Step plan, being careful to review and reflect upon previous decisions and to make changes for future options in a career field.<ul style="list-style-type: none"><li>✓ completion of plan</li><li>✓ continual review and reflection</li></ul></li></ol> <p style="text-align: center;">OR</p> <p>The student explores the website of a local national or cable news network by looking at the employment opportunities section and lists the jobs he/she finds most interesting. He/She chooses one of the jobs, researches the skills and education needs, and then outlines a program of studies that will direct his/her future course selection during high school and beyond.</p> <ul style="list-style-type: none"><li>✓ research conventions (e.g., outline, paraphrasing, citations)</li><li>✓ writing conventions</li><li>✓ career plan</li></ul> <p>4 – 8. See the following Strands and Illustrations: Strand I, illustration set #2, #3, #6 (second one) #6 Strand II, illustration set #4, #5, #7 and set #5 Strand III, set #1- #7</p>

<b>GRADE 10 - 12</b>	<b>PERFORMANCE STANDARDS</b>	<b>ILLUSTRATIONS</b>
	<ol style="list-style-type: none"> <li>5. Demonstrates procedures for maintaining positive public relations and working cooperatively with school personnel (CR-2A-C; 5C, D).</li> <li>6. Assumes responsibility for all aspects of developing and producing broadcast programs (e.g., team member's roles and responsibilities, determining deadlines and monitoring progress, ensuring adherence to ethical standards) (CR-4A-E; 2A-C).</li> <li>7. Demonstrates a broad range of student skills (e.g., problem solving, decision making, critical thinking, team building, leadership) (CR-4A-E; 2A-C).</li> <li>8. Works cooperatively and collaboratively with others (e.g., respect of diverse views and perspectives (CR-5A, D).</li> </ol>	<p>Strand IV, illustration set #1, #2 (first set) and set #5 (second set)  Strand V, illustration set #1, #4, #8.</p>