

Title 7: Education K-12

Part 79: Mississippi Secondary Curriculum Frameworks in Career and Technical Education, Arts, A/V Technology, and Communication, Television Broadcasting and Production



2021 Television Broadcasting and Production

Program CIP: 09.0402 – Broadcasting Journalism

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE television broadcasting and production curriculum is aligned to the following standards:

National Career Clusters

The standards were extensively researched and reviewed by industry leaders, secondary and postsecondary instructors, and university specialists. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. A complete copy of the standards can be accessed at careertech.org/arts.

International Society for Technology in Education Standards (ISTE)

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iste.org

College- and Career-Ready Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Ready Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. 21 *Framework Definitions* (2019).
battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

The television broadcasting and production program is designed to provide the foundation, skills, and knowledge for developing and producing broadcast-quality materials. Students will learn the skills necessary to work in a television and broadcasting production facility. They will acquire basic and advanced writing and video skills and the ability to provide support in all facets of a production studio. The program will provide hands-on experience in the areas of writing, editing, shooting, directing, and producing for commercial-grade broadcasts.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a ninth grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses, which should be completed in the following sequence:

- 1. Television Broadcasting and Production I—Course Code: 994602**
- 2. Television Broadcasting and Production II—Course Code: 994603**
- 3. Television Broadcasting and Production III—Course Code: 994604**
- 4. Television Broadcasting and Production IV—Course Code: 994605**

Course Description: Television Broadcasting and Production I

This course introduces students to television broadcasting and production. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic production knowledge.

Course Description: Television Broadcasting and Production II

This course identifies additional operational areas and their roles within the television and broadcasting production industry. Students will learn how the audio and editing features are incorporated within the industry and the proper techniques to use. Students will also gain an understanding of how to edit, produce, and direct a broadcast production. This course should only be taken after students successfully complete Television Broadcasting and Production I.

Course Description: Television Broadcasting and Production III

This course introduces students to advanced television broadcasting and production. Students will leave the class with further knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn advanced scriptwriting fundamentals. This course should only be taken after students successfully complete Television Broadcasting and Production II.

Course Description: Television Broadcasting and Production IV

This course provides a more in-depth view of the production process for video in broadcasting. Students are also introduced to adding music to a production as well as the ethical requirements in the field. This course should only be taken after students successfully complete Television Broadcasting and Production III.

Television Broadcasting and Production I—Course Code: 994602

Unit	Unit Name	Hours
1	Orientation, Safety, and Leadership	7
2	Employability Skills	15
3	Introduction to Television and the Production Industry	22
4	Camera Operation and Shot Composition	30
5	Audio for Film and Video	15
6	Basic Television Editing I	18
Total		107

Television Broadcasting and Production II—Course Code: 994603

Unit	Unit Title	Hours
7	Basic Television Editing II	18
8	Audio and Television Announcing	15
9	Scriptwriting	24
10	Producing/Directing a Television Program	36
11	Studio/Control Room Equipment	20
Total		113

Television Broadcasting and Production III—Course Code: 994604

Unit	Unit Name	Hours
12	Orientation, Safety, and Leadership	7
13	Employability Skills	15
14	Social Media	22
15	Advanced Scriptwriting	30
16	Oral Communication and Public Speaking	24
17	Advanced Video Production I	35
Total		133

Television Broadcasting and Production IV—Course Code: 994605

Unit	Unit Name	Hours
18	Advanced Video Production II	35
19	Music in Broadcasting	22
20	Ethics in Journalism	10
21	Senior Project	35
Total		102

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. **Broadcasting Journalism I—Course Code:994600**
2. **Broadcasting Journalism II—Course Code: 994601**

Course Description: Broadcasting Journalism I

This course introduces students to television broadcasting and production. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn scriptwriting fundamentals.

This course identifies additional operational areas and their roles within the television and broadcasting production industry. Students will learn how the audio and editing features are incorporated within the industry and the proper techniques to use. Students will also gain an understanding of how to edit, produce, and direct a broadcast production.

Course Description: Broadcasting Journalism II

This course introduces students to advanced television broadcasting and production. Students will leave the class with further knowledge in the areas of employability skills, safety, and basic production knowledge. Additionally, students will learn advanced scriptwriting fundamentals.

This course provides a more in-depth view of the production process for video in broadcasting. Students are also introduced to adding music to a production as well as the ethical requirements in the field. This course should be taken after the student has successfully completed Broadcasting Journalism I.

Broadcasting Journalism I—Course Code 994600

Unit	Unit Name	Hours
1	Orientation, Safety, and Leadership	7
2	Employability Skills	15
3	Introduction to Television and the Production Industry	22
4	Camera Operation and Shot Composition	30
5	Audio for Film and Video	15
6	Basic Television Editing I	18
7	Basic Television Editing II	18
8	Audio and Television Announcing	15
9	Scriptwriting	24
10	Producing/Directing a Television Program	36
11	Studio/Control Room Equipment	20
Total		220

Broadcasting Journalism II—Course Code: 994601

Unit	Unit Name	Hours
12	Orientation, Safety, and Leadership	7
13	Employability Skills	15
14	Social Media	22
15	Advanced Scriptwriting	30
16	Oral Communication and Public Speaking	24
17	Advanced Video Production I	35
18	Advanced Video Production II	35
19	Music in Broadcasting	22
20	Ethics in Journalism	10
21	Senior Project	35
Total		235

Career Pathway Outlook

Overview

Television broadcasters operate studios and facilities that program and deliver audiovisual content to the public using over-the-air transmission. Shifts in consumer viewing habits are expected to continuously prompt adjustments by broadcasters. Digital distribution will likely remain an important component of the industry's strategy as consumers' relationship to TV content continues to evolve. Although traditional TV viewership is on the decline, the industry is expected to continue growing as it begins shifting to digital streaming platforms.

Broadcast and sound technicians typically need postsecondary education. Depending on the work they do, they may need either a postsecondary nondegree award or an associate degree. Employers generally prefer to hire broadcast news analysts who have a bachelor's degree in journalism or communications along with an internship or work experience in the field.

Needs of the Future Workforce

Employment in the TV broadcasting industry is expected to grow at a faster rate than the average for other occupations. Data for this synopsis were compiled from employment projections prepared by the U.S. Census Bureau, the U.S. Bureau of Labor Statistics (2019), and the Mississippi Department of Employment Security (2019).

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Hourly Earnings, 2019
Audio and Video Equipment Technicians	160	170	10	6.3	\$15.97
Broadcast News Analysts	80	90	10	12.5	\$36.00
Broadcast Technicians	170	180	10	5.9	\$17.79
Producers and Directors	310	350	40	12.9	\$21.30

Source: Mississippi Department of Employment Security; mdes.ms.gov (2019).

Perkins V Requirements and Academic Infusion

The television broadcasting and production curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the television broadcasting and production field. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for careers in television broadcasting and production. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, the curriculum focuses on ongoing and meaningful professional development for teachers, as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The television broadcasting and production educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

Career and Technical Education Student Organizations

Teachers should investigate opportunities to sponsor a student organization. In Mississippi, SkillsUSA and Technology Student Association (TSA) foster the types of learning expected from the television broadcasting and production curriculum. SkillsUSA and TSA prepare emerging leaders and entrepreneurs for careers in the television broadcasting and production industry.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the television broadcasting and production curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The television broadcasting and production curriculum provides opportunities for students to work together and help each other to complete complex tasks.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the HVAC classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals. Thus, supervised collaboration and immersion into the industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

Association for Career and Technical Education (ACTE)
acteonline.org

SkillsUSA
skillsusa.org

Technology Student Association (TSA)
tsaweb.org

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80% of the time in the course. The remaining percentage of class time will include instruction in non-tested material, review for end-of-course testing, and special projects.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future, if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Many of the units include an enrichment section at the end. If the television broadcasting and production program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the television broadcasting and production program is using a national certification or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested. It is the responsibility of the teacher to ensure all competencies for the selected assessment are covered throughout the year.

Unit 1: Orientation, Safety, and Leadership

Competencies and Suggested Objectives
1. Describe local program and career center policies and procedures. ^{DOK1} a. Describe local program and career center policies and procedures, including dress code, attendance, academic requirements, discipline, and transportation regulations.
2. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations. ^{DOK1} a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner. b. Describe the purposes of the appropriate student organization.
3. Identify legal requirements for participation in the occupation. ^{DOK1} a. Describe ways to avoid legal liability problems in the occupation.
4. Describe personal safety rules for working in the audio and television broadcasting industry. ^{DOK1} a. Identify and apply terms and definitions for safety. b. Identify provisions of the OSHA Act of 1970. c. Identify OSHA inspections and citations. d. Identify why citations are given. e. Identify accidents, their causes, and prevention. f. Identify general safety procedures. g. Identify causes of electrical hazards. h. Identify proper methods for moving heavy items. i. Identify and apply emergency first aid, if necessary. j. Identify and apply the ABCs of CPR.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 2: Employability Skills

Competencies and Suggested Objectives	
1. Describe employment opportunities in the television broadcasting industry. ^{DOK 1}	a. Describe employment opportunities, including potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training.
2. Examine the Mississippi Department of Employment Security (MDES) website and its applications relating to employment opportunities. ^{DOK 1}	a. Perform various searches through the MDES website, such as: <ul style="list-style-type: none">• Number of jobs available for a specific area of expertise• Hourly wage• Percentage of jobs in the county• Percentage of jobs in the state
3. Describe basic employee responsibilities and appropriate work ethics. ^{DOK 1}	a. Compare and contrast employment responsibilities and expectations to local school and program policies and expectations. b. Define effective relationship skills. c. Describe workplace issues, including, but not limited to, sexual harassment, stress, and substance abuse.
4. Analyze desirable behavior and characteristics in the workplace. ^{DOK1}	a. Model desirable personality traits when serving the public. b. Exhibit desirable personality traits when communicating with employees, supervisors, and other employees. c. Demonstrate desirable characteristics of personal work ethic.

Unit 3: Introduction to the Television and Production Industry

Competencies and Suggested Objectives
1. Analyze the development of broadcasting as an industry. ^{DOK2} <ol style="list-style-type: none">Discuss the history of the television production and broadcasting industry.Explain the difference between linear and nonlinear video editing .Analyze past, present, and future trends in the television industry.Differentiate between various TV formats.
2. Compare and contrast the components of the broadcasting industry. ^{DOK2} <ol style="list-style-type: none">Explain, compare, and contrast program types.Explore various news sources such as digital, television (local and national), and nontraditional methods.Identify occupations in the television production industry.

Unit 4: Camera Operation and Shot Composition

Competencies and Suggested Objectives
1. Identify uses of the video camera. ^{DOK2} <ol style="list-style-type: none">Demonstrate the basic fundamentals of camera setup and operation.Identify and demonstrate the effective use of various camera shots, angles, and movements for video production.Experience field recording using portable video equipment; operate television cameras.Demonstrate on-camera performance techniques necessary in TV production e.g. hand-held shooting, tripod shooting, etc.
2. Apply advanced camera operations in a real-world setting. ^{DOK2} <ol style="list-style-type: none">Exemplify how white balancing affects the picture.Demonstrate how depth-of-field contributes to composing a good picture.Experience remote shooting vs. studio shooting.

Unit 5: Audio for Film and Video

Competencies and Suggested Objectives
1. Demonstrate the audio setup for a production. ^{DOK2}
2. Utilize microphone techniques used by television broadcasting talent. ^{DOK2} a. Identify different types of microphones and techniques used by television broadcasting talent.
3. Explain the purpose and use of music in a production. ^{DOK2} , a. Demonstrate an understanding of copyright law and fair use practices. b. Create personal music (using audio production software) for film/video, television shows, commercials, public service announcements (PSAs), and documentaries.

Unit 6: Basic Television Editing I

Competencies and Suggested Objectives
<ol style="list-style-type: none">1. Explain the purpose of editing digital video for a television broadcast. ^{DOK2}<ol style="list-style-type: none">a. Identify editing terms.b. Identify the purpose of editing a video file.c. Identify the tools used for editing.

Unit 7: Basic Television Editing II

Competencies and Suggested Objectives
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- | |
|---|
| <ol style="list-style-type: none">1. Demonstrate the ability to operate nonlinear television editing equipment. ^{DOK2}<ol style="list-style-type: none">a. Identify the parts of a nonlinear television editing system.b. Demonstrate an ability to edit a video file using a nonlinear editing system. |
|---|

Unit 8: Audio and Television Announcing

Competencies and Suggested Objectives	
1.	Demonstrate the ability to announce effectively. ^{DOK2} <ol style="list-style-type: none">Identify and demonstrate the speech process.Perform voice and diction exercises.Read scripts (both with and without a teleprompter) in front of a microphone and on camera using your professional voice.
2.	Demonstrate effective communication techniques. ^{DOK2} <ol style="list-style-type: none">Explain and discuss how to ad-lib, interview guests, and read news stories in front of the camera.Demonstrate an ability to ad-lib during a production, interview guests, and read news stories on camera.

Unit 9: Scriptwriting

Competencies and Suggested Objectives

1. Demonstrate the ability to write audio and television production scripts. ^{DOK2}
 - a. Analyze professional audio and television broadcasting scripts.
 - b. Research a chosen subject.
 - c. Identify an audience.
 - d. Use appropriate language.
 - e. Assemble audio cues, video cues, and spoken words into a rough draft.
 - f. Revise the script to fit the time allotted.
 - g. Edit the script to remove mechanical, grammatical, and usage errors.
 - h. Write a complete script for various productions, including a newscast, talk show, sports show, interview show, commercials (30 seconds and 60 seconds), and public service announcements (30 seconds and 60 seconds).
2. Demonstrate the ability to write for television productions. ^{DOK2}
 - a. Describe the five Ws and one H.
 - b. Demonstrate how to create a lead.
 - c. Describe the inverted pyramid writing style.
 - d. Demonstrate how to create a story headline.
 - e. Compare and contrast hard news vs. soft news.
 - f. Compare and contrast national, world, and local news.

Unit 10: Producing/Directing a Television Program

Competencies and Suggested Objectives
<ol style="list-style-type: none">1. Demonstrate the ability to produce a television program. ^{DOK2}<ol style="list-style-type: none">a. Review professional productions.b. Identify production types, formats of programs, and productions.c. Define an audience and assess its role.d. Formulate a program idea.e. Collect ideas and materials for the program.f. Produce a script for various types and formats.g. Convert a script to final production.
<ol style="list-style-type: none">2. Demonstrate the procedures for directing television productions. ^{DOK2}<ol style="list-style-type: none">a. Identify and use a director's terminology.b. Analyze a script.c. Plan a program to meet time constraints.d. Direct a rehearsal.e. Direct a program for recording.f. Utilize various hand signals used in television broadcasting to cue on-camera talent.g. Evaluate program performance.

Unit 11: Studio/Control Room Equipment

Competencies and Suggested Objectives
<ol style="list-style-type: none">1. Demonstrate the ability to use basic television production equipment. ^{DOK2}<ol style="list-style-type: none">a. Identify the functions of studio cameras, camera control units, teleprompters, video switchers, character generators, and studio intercom systems.b. Identify the different types of lighting for television production.c. Operate studio cameras, camera control units, teleprompters, video switchers, character generators, and studio intercom systems.d. Demonstrate appropriate lighting for television studio productions and field productions.
<ol style="list-style-type: none">2. Demonstrate the ability to operate audio control room equipment. ^{DOK2}<ol style="list-style-type: none">a. Identify the functions of an audio control console, microphone mixer, and waveform.b. Operate an audio control console, microphone mixer, and waveform.c. Identify the various microphones used in television broadcasting and production.d. Demonstrate how to use various microphones.e. Apply the techniques of a beginning audio control operator.

Unit 12: Orientation, Safety, and Leadership

Competencies and Suggested Objectives	
1.	Describe local program and career center policies and procedures. ^{DOK1} a. Describe local program and career center policies and procedures, including dress code, attendance, academic requirements, discipline, and transportation regulations.
2.	State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations. ^{DOK1} a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner. b. Describe the purposes of the appropriate student organization.
3.	Identify legal requirements for participation in the occupation. ^{DOK1} a. Describe ways to avoid legal liability problems in the occupation.
4.	Describe personal safety rules for working in the audio and television broadcasting industry. ^{DOK1} a. Identify and apply terms and definitions for safety. b. Identify provisions of the OSHA Act of 1970. c. Identify OSHA inspections and citations. d. Identify why citations are given. e. Identify accidents, their causes, and prevention. f. Identify general safety procedures. g. Identify causes of electrical hazards. h. Identify proper methods for moving heavy items. i. Identify and apply emergency first aid, if necessary. j. Identify and apply the ABCs of CPR.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 13: Employability Skills

Competencies and Suggested Objectives
1. Develop and emphasize employability skills. ^{DOK2} <ol style="list-style-type: none">Analyze a résumé.Describe the parts of a résumé.Prepare a résumé containing essential information.Complete a job application form
2. Describe employment opportunities in the television broadcasting industry. ^{DOK 1} <ol style="list-style-type: none">Describe employment opportunities, including potential earnings, employee benefits, job availability, working conditions, educational requirements, required technology skills, and continuing education/training.
3. Examine the Mississippi Department of Employment Security (MDES) website and its applications relating to employment opportunities. ^{DOK 1} <ol style="list-style-type: none">Perform various searches through the MDES website, such as:<ul style="list-style-type: none">Number of jobs available for a specific area of expertiseHourly wagesPercentage of jobs in the countyPercentage of jobs in the state
4. Demonstrate appropriate interview skills. ^{DOK 1} <ol style="list-style-type: none">Identify interview skills such as speaking, dress, professionalism, and punctuality.Simulate a job interview.
5. Describe basic employee responsibilities and appropriate work ethics. ^{DOK 1} <ol style="list-style-type: none">Compare and contrast employment responsibilities and expectations to local school and program policies and expectations.Define effective relationship skills and workplace issues, including, but not limited to sexual harassment, stress, and substance abuse.
6. Analyze desirable behavior and characteristics in the workplace. ^{DOK1} <ol style="list-style-type: none">Model desirable personality traits when serving the public.Exhibit desirable personality traits when communicating with employees, supervisors, and other employees.Demonstrate desirable characteristics of personal work ethic.
7. Create a digital portfolio of student products to include a résumé, videos, a demo reel, a senior project, etc. (Ongoing throughout the year)

Unit 14: Social Media and Nontraditional Media

Competencies and Suggested Objectives
1. Describe social media and its use in television. ^{DOK2} <ol style="list-style-type: none">Describe how social media is used in our society.Describe the historical perspective of social media.Compare and contrast different social media platforms, including Facebook, Twitter, and Instagram.Demonstrate writing for social media.Conduct a media analysis to discover how companies use social media.Describe the First Amendment and social media.Analyze the future of social media.
2. Explore nontraditional media opportunities. ^{DOK2} <ol style="list-style-type: none">Produce a video for a YouTube audience.Investigate freelance videography opportunities.Produce a vlog for a given audience.

Unit 15: Advanced Scriptwriting

Competencies and Suggested Objectives	
1. Demonstrate writing for news outlets. ^{DOK2}	<ol style="list-style-type: none">a. Explain careers in news.b. Demonstrate story organization.c. Demonstrate writing the lead.d. Demonstrate writing using the inverted pyramid.
2. Demonstrate writing for the screen. ^{DOK2}	<ol style="list-style-type: none">a. Explain careers in film.b. Demonstrate structuring the story.c. Demonstrate writing a short script.

Unit 16: Oral Communication and Public Speaking

Competencies and Suggested Objectives	
1. Discuss and demonstrate uses of oral communication skills. ^{DOK2}	<ul style="list-style-type: none">a. Discuss the importance of good speech.b. Discuss the elements of communication.c. Discuss oral communication techniques.d. Discuss aspects of speaking on camera, including articulation, delivery, and transitioning.
2. Produce a segment that demonstrates communication techniques. ^{DOK2}	<ul style="list-style-type: none">a. Talk showb. Debatec. Hot topic

Unit 17: Advanced Video Production I

Competencies and Suggested Objectives	
1. Demonstrate the ability to produce a news package. ^{DOK2}	
a. Describe the parts of a news package.	
b. Writing for a news package.	
c. Producing a news package.	
2. Demonstrate the ability to produce a PSA. ^{DOK2}	
a. Describe a PSA.	
b. Write a PSA.	
c. Produce a PSA.	

Unit 18: Advanced Video Production II

Competencies and Suggested Objectives	
1. Demonstrate the ability to produce a commercial/promo. ^{DOK2}	
a. Describe a commercial/promo.	
b. Write a commercial/promo.	
c. Produce a commercial/promo.	
2. Demonstrate the ability to produce a news segment. ^{DOK2}	
a. Write a news story.	
b. Organize the news stories.	
c. Produce a news segment.	

Unit 19: Music in Broadcasting

Competencies and Suggested Objectives	
1. Analyze the use of music in film and video projects. ^{DOK2}	
a. Contrast background music with foreground music.	
b. Describe copyrighted and recorded music.	
2. Demonstrate composing music for film using audio production software. ^{DOK2}	
a. Complete a music composition for a promo.	
b. Create, produce, and direct a music video.	

Unit 20: Ethics in Journalism

Competencies and Suggested Objectives
1. Identify the rights and limitations of the First Amendment. ^{DOK2} <ol style="list-style-type: none">Demonstrate ethical decision-making.Discuss censorship, libel, privacy laws, and copyright law.Discuss the code of ethics for journalists.Discuss accuracy, objectivity, and credibility.
2. Discuss current cases of ethics in broadcasting. ^{DOK2}

Unit 21: Senior Project

Competencies and Suggested Objectives
<ol style="list-style-type: none">1. Demonstrate the production and broadcasting skills acquired throughout the two-year program.^{DOK2}<ol style="list-style-type: none">a. Produce a project based on your production/broadcasting skills.b. Present a project based on your production/broadcasting skills.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation, Safety, and Leadership		
	1.	Describe local program and career center policies and procedures.
	2.	State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations.
	3.	Identify legal requirements for participation in the occupation.
	4.	Describe personal safety rules for working in the audio and television broadcasting industry.
Unit 2: Employability Skills		
	1.	Describe employment opportunities in the television broadcasting industry.
	2.	Examine the Mississippi Department of Employment Security (MDES) website and its applications relating to employment opportunities.
	3.	Describe basic employee responsibilities and appropriate work ethics.
	4.	Analyze desirable behavior and characteristics in the workplace.
Unit 3: Introduction to Television and the Production Industry		
	1.	Analyze the development of broadcasting as an industry.
	2.	Compare and contrast the components of the broadcasting industry.
Unit 4: Camera Operation and Shot Composition		
	1.	Identify uses of the video camera.
	2.	Apply advanced camera operations in a real-world setting.
Unit 5: Audio for Film and Video		
	1.	Demonstrate the audio setup for a production.
	2.	Utilize microphone techniques used by television broadcasting talent.
	3.	Explain the purpose and use of music in a production.
Unit 6: Basic Television Editing I		
	1.	Explain the purpose of editing digital video for a television broadcast.

Unit 7: Basic Television Editing II		
	1.	Demonstrate the ability to operate nonlinear television editing equipment.
Unit 8: Audio and Television Announcing		
	1.	Demonstrate the ability to announce effectively.
	2.	Demonstrate effective communication techniques.
Unit 9: Scriptwriting		
	1.	Demonstrate the ability to write audio and television production scripts.
	2.	Demonstrate the ability to write for television productions.
Unit 10: Producing/Directing a Television Program		
	1.	Demonstrate the ability to produce a television program.
	2.	Demonstrate the procedures for directing television productions.
Unit 11: Studio/Control Room Equipment		
	1.	Demonstrate the ability to use basic television production equipment.
	2.	Demonstrate the ability to operate audio control room equipment.
Unit 12: Orientation, Safety, and Leadership		
	1.	Describe local program and career center policies and procedures.
	2.	State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations.
	3.	Identify legal requirements for participation in the occupation.
	4.	Describe personal safety rules for working in the audio and television broadcasting industry.
Unit 13: Employability Skills		
	1.	Develop and emphasize employability skills.
	2.	Describe employment opportunities in the television broadcasting industry.
	3.	Examine the Mississippi Department of Employment Security (MDES) website and its applications relating to employment opportunities.
	4.	Demonstrate appropriate interview skills.
	5.	Describe basic employee responsibilities and appropriate work ethics.
	6.	Analyze desirable behavior and characteristics in the workplace.
	7.	Create a digital portfolio of student products to include a résumé, videos, a demo reel, a senior project, etc. (Ongoing throughout the year)
Unit 14: Social Media and Nontraditional Media		
	1.	Describe social media and its use in television.
	2.	Explore nontraditional media opportunities.

Unit 15: Advanced Scriptwriting		
	1.	Demonstrate writing for news outlets.
	2.	Demonstrate writing for the screen.
Unit 16: Oral Communication and Public Speaking		
	1.	Discuss and demonstrate uses of oral communication skills.
	2.	Produce a segment that demonstrates communication techniques.
Unit 17: Advanced Video Production I		
	1.	Demonstrate the ability to produce a news package.
	2.	Demonstrate the ability to produce a PSA.
Unit 18: Advanced Video Production II		
	1.	Demonstrate the ability to produce a commercial/promo.
	2.	Demonstrate the ability to produce a news segment.
Unit 19: Music in Broadcasting		
	1.	Analyze the use of music in film and video projects.
	2.	Demonstrate composing music for film using audio production software.
Unit 20: Ethics in Journalism		
	1.	Identify the rights and limitations of the First Amendment.
	2.	Discuss current cases of ethics in broadcasting.
Unit 21: Senior Project		
	1.	Demonstrate the production and broadcasting skills acquired throughout the two-year program.

Appendix A: Industry Standards

National Career Clusters

Crosswalk for Television Broadcasting and Production												
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
AVT1				X			X	X			X	
AVT2		X			X	X	X	X	X	X	X	
AVT3					X	X	X	X	X	X	X	X
AVT4							X	X		X	X	X
JBC1			X	X								
JBC2										X		
JBC3						X				X		
JBC4					X		X	X	X	X	X	
WDC1												X
WDC2												
WDC3												
WDC4												
WDC5												
WDC6												
WDC7												
WDC8												
WDC9												
WDC10											X	

		Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	
AVT1		X	X			X	X	X	X		X	
AVT2				X			X	X			X	
AVT3							X	X	X		X	
AVT4							X	X	X		X	
JBC1						X	X	X			X	
JBC2					X	X	X	X			X	
JBC3							X	X			X	
JBC4							X	X			X	
WDC1											X	
WDC2											X	
WDC3											X	
WDC4					X						X	
WDC5											X	
WDC6											X	
WDC7											X	
WDC8											X	
WDC9											X	
WDC10					X				X	X	X	

A/V Technology & Film Career Pathway (AR-AV)

- AVT1. Describe the history, terminology, occupations and value of audio, video and film technology.
- AVT2. Demonstrate the use of basic tools and equipment used in audio, video and film production.
- AVT3. Demonstrate technical support skills for audio, video and/or film productions.
- AVT4. Design an audio, video and/or film production.

Journalism & Broadcasting Career Pathway (AR-JB)

- JBC1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- JBC2. Demonstrate writing processes used in journalism and broadcasting.
- JBC3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).
- JBC4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Web & Digital Communications Career Pathway (IT-WD)

- WDC1. Analyze customer requirements to design and develop a Web or digital communication product.
- WDC 2. Apply the design and development process to produce user-focused Web and digital communications solutions.
- WDC 3. Write product specifications that define the scope of work aligned to customer requirements.
- WDC4. Demonstrate the effective use of tools for digital communication production, development and project management.
- WDC5. Develop, administer and maintain Web applications.
- WDC6. Design, create and publish a digital communication product based on customer needs.
- WDC7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- WDC8. Implement quality assurance processes to deliver quality digital communication products and services.
- WDC9. Perform maintenance and customer support functions for digital communication products.
- WDC10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.