

COMPONENT	OBJECTIVES	COMPETENCY
I History	<ol style="list-style-type: none"> 1. Construct a timeline showing the history of the moving image. 2. Describe the growth of broadcast communications as an industry. 3. Describe the social and political impact of television. 4. Discuss the evolution of news programming. 5. Describe the development of networks and their impact on broadcasting. 6. Describe the development of Cable TV and DBS systems and their impact on broadcasting. 7. Identify recent programming developments and trends. 8. Describe the legal and ethical responsibilities broadcasters have to the public they serve. 	<ol style="list-style-type: none"> A. The student can describe the progression of mass communication processes.
II Terminology And Procedures	<ol style="list-style-type: none"> 1. Demonstrate knowledge of basic classroom and studio procedures. 2. Demonstrate ability to give and follow verbal directions and hand cues. 3. State and apply general safety rules for operation of studio equipment. 4. Store equipment in appropriate locations. 5. Transport equipment safely and securely. 6. Utilize trade terminology. 7. Utilize trade abbreviations and acronyms. 8. Identify potential hazards that may be encountered when working around and with television studio equipment and materials. 	<ol style="list-style-type: none"> A. The student can demonstrate knowledge of television terminology. B. The student can demonstrate proper care and handling of television studio equipment. C. The student can identify basic audio and video cables and connectors. D. The student can exhibit knowledge of the television production team. E. The student can demonstrate the discipline required to work in a shared decision making environment.

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<p>III Visualization</p>	<ol style="list-style-type: none"> 9. Describe the steps of the production process. 10. List the job functions for members of the television production team. 11. Demonstrate ability to function as a member of the television production team. 1. Describe the function of a TV zoom lens. 2. Discuss the characteristics of various focal lengths and their effects on picture composition. 3. Discuss the characteristics of various f-stops and their effects on picture composition. 4. Identify various camera angles and shots from examples on tape. 5. Demonstrate a variety of camera angles including normal, high, low, and canted. 6. Demonstrate a variety of compositions including one shot, two shot, head shot, bust shot, long shot, medium shot, medium close-up, close-up, extreme close-up, and wide shot. 7. Demonstrate a variety of camera movements including pan, tilt, zoom, focus, truck, dolly, crane, arc, and pedestal. 	<ol style="list-style-type: none"> A. The student can identify basic camera angles and composition techniques. B. The student can demonstrate basic camera angles and composition techniques. C. The student can demonstrate basic camera movements.

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IV Operations	<ol style="list-style-type: none"> 1. Properly connect TV and VCR using RF connections. 2. Load, record, and play a video tape in a consumer VCR, camcorder, and studio VCR. 3. Describe the functions of the basic controls on a consumer camcorder, industrial camcorder, and studio camera. 4. Properly prepare a camcorder for recording. 5. Explain the importance of a proper white balance and perform a white balance. 6. Check quality of the audio and video recording. 7. Connect an external microphone to a consumer camcorder. 8. Describe the equipment necessary to test audio and video signals. 9. Define depth of field and describe how to control it using focal length, focal distance, and f-stop. 10. Identify controls on a Camera Control Unit (CCU). 11. Identify different types of studio video tape recorders and describe the basic control functions. 12. List the common videotape formats. 13. Describe the functions of the basic controls on a video editor. 14. Prepare a tape for insert editing. 15. Perform an insert and an assemble edit. 16. Compose various types of titles on the character generator including a stationary main title, a crawl, a roll, and a lower third. 	<ol style="list-style-type: none"> A. The student can demonstrate the steps necessary to set-up and operate a TV/VCR combination. B. The student can demonstrate the steps necessary to set-up and operate a camcorder with attention to good audio and video quality. C. The student can demonstrate the steps necessary to set-up and operate a studio camera. D. The student can perform studio video tape operations. E. The student can perform studio editing operations. F. The student can compose and display titles on a character generator. G. The student can perform basic operations on a production switcher. H. The student can identify and operate various types of audio equipment. I. The student can demonstrate proper communication techniques on an intercom system. J. The student can demonstrate proper use of a Tele-Prompt-Ter system.

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V Lighting	17. Perform basic CG file operations including load, save, and delete. Perform basic effects on the production switcher including cut, dissolve, fade, wipe, and downstream key. 18. Describe various types of microphone pick-up patterns. 19. Set-up and operate a cassette, CD player, and tape machine for a production. 20. Operate the basic controls on an audio mixing console. 21. Demonstrate proper intercom operations and accepted etiquette. 22. Demonstrate ability to control teleprompter system during production. 1. Identify type of fixtures commonly used in television. 2. Identify various types of lighting accessories. 3. Operate studio lighting console. 4. Describe problems encountered while using available light. 5. Choose proper camera filters for different lighting situations. 6. Explain the effect that changes in lighting have on white balance.	A. The student can operate television studio lighting controls. B. The student can describe basic 3-point lighting. C. The student can describe cameo and silhouette lighting.
VI Production And Performance	1. Perform a variety of above-the-line/artistic jobs. 2. Perform a variety of below-the-line/technical jobs. 3. Demonstrate proper floor manager hand cues. 4. Demonstrate proper use of a stop watch. 5. Describe the difference between running time and back time.	A. The student can perform above-the-line and below-the-line jobs in the studio. B. The student can perform on camera in a variety of situations.

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VII Scriptwriting	<ol style="list-style-type: none"> 6. Define and describe image as it applies to TV talent. 7. Demonstrate proper microphone handling techniques. 8. Perform as a reporter in an interview situation. 9. Perform as the subject of an interview (interviewee). 10. Perform a voice over. 11. Perform as a News Anchor. 12. Perform as a Field Reporter. 1. Read a variety of television scripts. 2. Read newspapers regularly. 3. Identify various types of scripts including a news script, interview script, commercial script, and dramatic script. 4. Define terminology used in broadcast scriptwriting. 5. Discuss the importance of pre-production and planning. 6. Specify steps leading to a broadcast script. 7. Demonstrate ability to gather facts. 8. Identify a current important school, local, national, and international event. 9. List sources for obtaining current news in your school. 10. Ask and answer questions coherently and concisely. 	<ol style="list-style-type: none"> A. The student can demonstrate awareness of current news events. B. The student can demonstrate ability to gather information using a variety of sources including newspapers, magazines and the Internet. C. The student can identify different types of scripts by format. D. The student can demonstrate basic communication skills. E. The student can write a television script.

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VIII Roles/Careers	<ol style="list-style-type: none"> 11. Demonstrate the ability to effectively use the media center to gather information. 12. Demonstrate the ability to effectively use the Internet and its numerous search capabilities to locate news and information. 13. Demonstrate the ability to rewrite from newspaper to TV. 14. Write logical and understandable original statements and phrases in broadcast style. 15. Identify the elements commonly used in a location news story or package. 16. Write a voice over. 17. Write and edit a news story. 18. Write and edit interview questions. 19. Write and edit a commercial script. 20. Plan and produce a storyboard. 1. Describe employment opportunities in television related careers. 2. Identify a possible career objective. 3. Identify sources of information concerning careers. 4. List the skills, attitudes, abilities, and training required for jobs in the television industry. 5. List the rapid changes occurring in the television industry. 6. Explain the importance of updating occupational skills and knowledge through continued education and training. 	<ol style="list-style-type: none"> A. The student can discuss the requirements for a career in television. B. The student can complete a research project about a television career interest. C. The student can compose a current resumé.

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IX Copyright	<p>7. Explain the importance of computer skills for a career in television.</p> <ol style="list-style-type: none"> 1. Discuss the rights that musicians, authors, and producers hold on the materials they produce. 2. Determine how copyright protections concern the student media. 3. Discuss the restrictions on copying commercial video tapes. 4. Discuss the use of recordings made “off air” and from cable. 5. Discuss the restrictions on copying computer software. 6. Discuss the use of copyrighted music in video productions. 7. Discuss the use of materials taken from the Internet in video productions. 	<p>A. The student can demonstrate awareness of basic copyright law.</p>
X Critical Viewing And Evaluation	<ol style="list-style-type: none"> 1. Watch a variety of television programming including news, talk shows, dramatic series, sitcoms, soap operas, documentaries, and game shows. 2. Discuss his/her viewing experiences. 3. Identify target audience based on program and commercial content. 4. Establish criteria for evaluating television programming. 5. Contribute constructive criticism. 6. Use constructive criticism to improve his or her work. 7. Describe the T.V. ratings process and its effect on programming. 8. Determine acceptability of content based on venue. 	<p>A. The student can apply knowledge of television technique by writing a critique of a professional or student produced production.</p> <p>B. The student can evaluate his/her own production as well as the production of others.</p>

VISUAL ARTS EDUCATION

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<p>XI Emerging Technologies</p>	<ol style="list-style-type: none"> 1. Identify recent technological developments and their possible effects on the future of television. 2. Discuss the advantages and disadvantages of non-linear editing. 3. Identify source materials for information on new technology. 	<p>A. The student can describe evolving and emerging technologies.</p>