

Implementation date

Fall 2009

**PROGRAM CONCENTRATION:** Architecture, Construction,  
Communications & Transportation  
**CAREER PATHWAY:** Broadcast/Video Production  
**COURSE TITLE:** Broadcast/Video Production Lab

**Course Description:** This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics. Competencies are obtained through service projects that represent the school or community in a professional manner. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. *Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.*

### **BROADCAST FORMATS AND STANDARDS**

**ACCT-BVPL-1. Students will research and analyze formats and broadcast standards.**

- a. Research and evaluate various audio and video formats.
- b. Research and analyze local and national broadcast standards.

#### ***Academic Standards:***

*ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

*MM3P4 Students will make connections among mathematical ideas and to other disciplines.*

*SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.*

*SPS9 Students will investigate the properties of waves.*

### **PRODUCTION SPECIALIZATIONS**

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**ACCT-BVPL-2. Students will develop expertise in a specialty area.**

- a. Compare and contrast student derived products with selected professional examples.
- b. Perform at an independent level of proficiency in area(s) of specialization.
- c. Complete an assignment (after research and planning) demonstrating expertise in an area of specialization (i.e. video tutorials, emerging technologies, etc.).

**Academic Standards:**

*SCSh7 Students analyze how scientific knowledge is developed.*

*MM3P4 Students will make connections among mathematical ideas and to other disciplines.*

*MM3P1 Students will solve problems (using appropriate technology).*

**SPECIALIZATION IMPLEMENTATION**

**ACCT-BVPL-3. Students will utilize a specialty skill in a collaborative production.**

- a. Produce a variety of samples from their specialty area.
- b. Critique and provide feedback of peer samples.
- c. Participate in a post-production activity in which a collaborative group combines selected specialty skills in a final product (i.e., graphics, audio sweetening, editing, mastering).

**Academic Standards:**

*MM3D3 Students will understand the differences between experimental and observational studies by posing questions and collecting, analyzing, and interpreting data.*

*SCSH2 Students will use standard safety practices for all classroom laboratory and field investigations.*

**PORTFOLIO ASSESSMENT**

**ACCT-BVPL-4. Students will refine or enhance their digital portfolio.**

- a. Critique and replace portfolio content to insure suitable examples for post-secondary admission or employment.
- b. Evaluate current career opportunities in selected specialization.
- c. Present digital portfolio in a simulated admissions or employment process.

**Academic Standard:**

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

## **PRODUCTION ETHICS**

**ACCT-BVPL-6. Students will research current industry related ethics.**

- a. Describe examples of copyright law infringement.
- b. Describe why the 1<sup>st</sup> amendment is so important to the various broadcast formats.
- c. Identify various national special interest groups.
- d. Identify appropriate and inappropriate relationships between lobbyists and legislators.

### ***Academic Standards:***

*SSCG21 The student will demonstrate knowledge of criminal activity*

*SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*

*SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interests groups on legislative processes.*

*SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.*

## **Reading Across the Curriculum**

### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

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Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

***CTAE-RC-1 Students will enhance reading in all curriculum areas by:***

**Reading in All Curriculum Areas**

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

**Discussing Books**

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

**Building Vocabulary Knowledge**

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

**Establishing Context**

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

**CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career

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Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.