

Subject Title—Television Broadcasting

1st 2nd 3rd 4th Quarter

State Standards:

Standard 3: Learners speak effectively for a variety of audiences, purposes, occasions, and contexts.

Standard 5: Communicators effectively use and create media products for a variety of audiences, purposes, occasions, and contexts.

Standard 6: Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.

Benchmarks:

- 3.1 The effective speaker considers variables in the speaking situation (audience, purpose, occasion, and context) that affect the composition of his/her message.**
- 3.2 The effective speaker participates in a variety of communication opportunities.**
- 3.4 The effective speaker uses appropriate content for purpose, audience, occasion, and context.**
- 3.5 The effective speaker demonstrates control of delivery skills.**
- 5.1 The student is knowledgeable about various methods that can be used to create aural and visual products.**
- 5.2 The student creates single-media and/or multimedia products.**
- 5.3 The student uses appropriate content for purpose, audience, occasion, and context.**
- 6.1 The student is knowledgeable about a variety of *journalistic formats* (e.g., print, online, video, radio).**
- 6.2 The student applies journalistic principles in the development of a product(s).**
- 6.3 The student analyzes and evaluates a journalistic product(s).**

Indicators:

- 3.1.P.1 Describe the characteristics of the audience.**
- 3.1.P.2 Describe different purposes for messages, such as to inform, persuade, and entertain.**
- 3.1.P.3 Describe context and the occasion of the message.**
- 3.2.P.1 Initiate oral communication during appropriate times and situations using verbal and nonverbal**
- 3.2.P.2 Participate in oral presentations for defined purposes.**
- 3.4.A.1 Develops presentations for different audiences.**
- 3.4.A.2 Prepares complex and refined presentations and develops a personal style.**
- 3.4.A.3 Develops personas to enhance the presentation.**
- 3.5.A.1 Refines delivery skills.**
- 3.5.A.2 Collaborates and reflects with peers for self-improvement.**
- 3.5.A.3 Pronounces, articulates, and enunciates words in his/her speech.**
- 3.5.A.4 Avoids distracting delivery behaviors, such as fidgeting, rocking podium, shuffling notes,**
- 3.5.A.5 Effectively uses materials and equipment.**
- 3.5.A.6 Uses constructive criticism to refine delivery skills.**
- 5.1.P.1 Know various methods to create media products, such as computer applications, video and**
- 5.2.A.1 Create more than one product to support the message.**
- 5.2.A.2 Choose the best available media for content, purpose, audience, occasion, and context.**
- 5.3.A.1 Use content appropriate to the topic.**
- 5.3.A.2 Expand or limit content as appropriate.**
- 5.3.A.3 Evaluate the effectiveness of a product for purpose, audience, occasion, and context.**
- 5.3.A.4 Gives credit for borrowed materials and follows copyright laws.**
- 6.1.P.1 Access different sources to compare and contrast the purpose of the *journalistic works*.**
- 6.2.P.1 Work as a group to combine multiple ideas into a single product.**
- 6.2.P.2 Recognize the different journalistic principles.**
- 6.2.P.3 Develop a finished product from the interview(s).**
- 6.2.P.4 Use appropriate fact(s) and/or opinion(s) to create a product.**
- 6.2.P.4 Recognize and/or apply plagiarism, slander, and free press.**

Prerequisites: Fundamentals of Broadcasting		Suggested Activities:	
Vocabulary: Video Toaster VT-5 Terminology. Video Toaster VT-5/VT-3 Keyboard Shortcuts. Director Commands. Final Cut Pro Studio Terminology. Final Cut Pro Studio Keyboard Shortcut			
District Resources: Carl Perkins IV Grant VE-2 Grant/Funding		Accommodations: ESL/SPED	
Approved Supplemental Resources:			
Technology Source:		Enrichment:	
Assessment:			
Classroom	District	State	Test Item Examples
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