

Submitted by Randy Scott

**Davison Community Schools**  
ACC/Phase II, Grade Level: 10/11/12

**DTV**

Students will understand the relationship between career choice and earning potential. They will explore the different jobs in the field, and understand the ever changing world of broadcasting. Students will understand the importance of internships and hands on training. They will also understand the importance of working and competing in a field that demands constant communication and cooperation.

**Unit I: Careers in Broadcast Media**

**Essential Questions:**

1. What are the essential career preparation and job-acquisition skills required for employment?
2. What are the current trends in the broadcasting field?
3. Why is it important to research a career?
4. Why are internships so important in the hiring process?
5. What qualifications are employers looking for?
6. What is the typical process of being hired in the broadcasting field?
7. What types of jobs are available in the broadcasting field?

**Essential Understandings:**

1. Choosing a career is a big decision everyone has to face.
2. Knowing the ins and outs of the industry is imperative to a broadcasting career.
3. The key to finding a job is to gain hands on instruction and experience in the classroom and through internships
4. The skills needed to land a job include completing an application, resume, interviewing and personal relationships
5. The positions and salary for jobs in the broadcasting field

**Curriculum Standards: Skills/Benchmarks**

- Read texts to acquire new information
- Use written language to communicate effectively
- Identify Job requirements for career pathways
- Identify personal interests and aptitudes.
- Participate as members of a work group

**Knowledge/Content**

Students will know . . .

1. How the broadcasting world is changing  
  
Career planning
2. Qualifications employers seek in workers
3. How to gain career experiences while still in high school.
4. How to engage in a team based career field

**Skills/Processes**

Students will be able to . . .

1. Assess personal strengths and weaknesses
2. Define personal goals for their class and careers
3. Develop a plan for career building
4. Participate in job interviews
5. Explain the importance of obtaining internships
6. Know how to search for internships
7. Identify the jobs they wish to seek out in the field of broadcasting.

## DTV

**Students Will know the qualities needed to be a school/community and broadcast leader. Students will also be able to identify the employability skills needed to succeed at the professional broadcast station.**

### Unit II: Leadership and Employability Skills

<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the personal qualities needed for developing leadership skills?</li> <li>2. What are the characteristics of a good leader?</li> <li>3. How to develop leadership skills?</li> <li>4. What are the leadership styles?</li> <li>5. How to follow different types of leaders?</li> </ol>	<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Leaders develop a vision for the organization that they are leading.</li> <li>2. Qualities of leaders include motivation, confidence, communication skills and integrity.</li> <li>3. Leadership styles include autocratic, democratic, and free-rein.</li> <li>4. The leadership style to use depends on the work to be done and type worker being managed.</li> <li>5. Self-managed teams are organized so that the leader is a team player rather than a boss</li> </ol>
<p><b>Curriculum Standards: Skills/Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Read texts to acquire new information (1)</li> <li>• Use written language to communicate effectively (4)</li> <li>• Conduct research and gather, evaluate, and synthesize data to communicate discoveries (6)</li> <li>• Participate as members of a work group</li> </ul>	<p><b>Knowledge/Content</b> Students will know . . .</p> <ol style="list-style-type: none"> <li>1. The personal qualities that are the basis for developing leadership skills</li> <li>2. The characteristics of an effective leader</li> <li>3. The autocratic, democratic, and free-rein leadership styles</li> <li>4. Importance of self-managed team Approach</li> <li>5. How to work under different types of leaders</li> </ol>
<p><b>Skills/Processes</b> Students will be able to . . .</p> <ol style="list-style-type: none"> <li>1. Identify and use leadership skills in a variety of individual and team work situations</li> <li>2. Name ways in which an individual can develop leadership skills</li> <li>3. Develop plans for leadership activities</li> <li>4. Plan, Organize, and assume responsibility for group project</li> </ol>	

# DTV

Students will understand the effects both positive and negative of the power of broadcast television. They will understand the process that goes into editorial decisions, and understand the importance of getting good news sources. They will also have the ability to comment on and follow the current news events on the local, national, and world level.

## Unit III: Media Impact and Current Events

### Essential Questions:

1. How does a television broadcast affect its viewers?
2. Who makes editorial decisions, and how can they change a story?
3. How to determine a credible news source?
4. How to attribute and check facts?
5. How do current news events shape our perceptions?
6. What is the process that goes into current/breaking news gathering?

### Essential Understandings:

1. Broadcasting can prompt people to act on, or shape opinions on any subject covered
2. Editorial decisions are made by different levels of people and sometimes have to be made on sight.
3. Anyone can be a news source, but choosing the right person for your story is important.
4. A reporter's job is to always check facts and get multiple sources.
5. Broadcast news works on news cycles, and determining the correct news stories for the public is important
6. Breaking news is gathered in many ways and reporters must be flexible and ready to change with the story

### Curriculum Standards: Skills/Benchmarks

- Determine the most appropriate response to workplace situations based on legal and ethical considerations.
- Discuss how specific policies and procedures influence a situation
- Manage work roles and responsibilities and balance them with other life roles.
- Participate as members of a work group
- Exhibit commitment to the organization and
- Summarize the roles of journalism and broadcasting in society today.
- Explain how ethical responsibilities relate to the degree of influence the

### Knowledge/Content Students will know . . .

1. Ways in which broadcasting affects its viewers
2. The methods used by broadcasters to shape our opinions and emotions
3. The correct news sources can make or break a story
4. A reporters and managers knowledge along with news sources determine news content

### Skills/Processes Students will be able to . . .

1. Cite examples of how the power of broadcasting helped to change the outcomes of events.
2. Use their knowledge or a subject and their managers to make editorial decisions.
3. Select the correct news sources for a story.
4. Analyze current event news stories; understand the impact of them and how they are gathered.

media has on individuals			
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## DTV

Students will understand the current trends in the world of broadcasting. They will have a working knowledge of the new technology and techniques used in broadcasting. They will also understand how economic trends are affecting the news business, and news coverage. Students will also look into the current and past trends for television shows.

### Unit IV: Broadcasting Trends

Essential Questions:

1. What are the changing technologies in Broadcasting?
2. How does Technology change the way we view programs, and the career field?
3. How does the economy affect the field of broadcasting, both on air and behind the scenes?
4. What are the current trends of broadcasting how does it compare to the past?

Essential Understandings:

1. The shift to digital technology is changing the world of broadcasting
2. Better, faster, and cheaper technology is shifting how we gather news, watch and listen to broadcasts, and the different career paths in the broadcasting field
3. The internet is leading the way in news gathering today
4. Economic downturns along with media conglomerates and new technologies have changed the workplace.
5. Broadcasting has cycled through many trends over the years, and they will do so again.

Curriculum Standards: Skills/Benchmarks

- Demonstrate ethical behavior in broadcasting
- Use written language to communicate effectively (4)
- Conduct research and gather, evaluate, and synthesize data to communicate discoveries (6)
- Use information resources to gather information and create and communicate knowledge (7)
- Apply and adapt a variety of appropriate strategies to solve problems

Knowledge/Content Students will know . . .

1. New technologies trigger changes in the way we watch and gather news
2. The different kinds of technologies that are emerging in broadcasting
3. New and cheaper technologies can make anyone a source of news gathering.
4. The economy has changed the news business.
5. Television has historically gone through show trends, and is currently in the midst of another.

Skills/Processes Students will be able to . . .

1. List, identify and use some of the newest technologies in the broadcast world.
2. Show examples of how new technologies are changing news and programming, both on air and on line
3. Identify new broadcasting trends compare and contrast them to historic ones.
4. Demonstrate the understanding of how the economy can change news programming and how that is linked

• Participate as members of a work group

to jobs.

## DTV

Students will understand the importance of legal issues in the broadcasting field. They will have a firm understanding of the 1<sup>st</sup> amendment and the freedom of the press. They will also have knowledge of copyright laws, and the concept of fair use. They will also know the rights of student journalists.

### Unit VI: Legal Issues

<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What is the first amendment, and how does it pertain to the media?</li> <li>2. What is a copy write law and why do they exist?</li> <li>3. What is fair use?</li> <li>4. Are student journalist laws different than professional journalist?</li> </ol>		<p>Essential Understandings:</p> <ol style="list-style-type: none"> <li>1. The first amendment says the government should not interfere with the freedom of the press.</li> <li>2. Copy write laws are in place to protect the owners of media creation to prevent the theft or misuse of ideas, images, and sounds.</li> <li>3. Fair use laws provide journalist ways to comment on copy written Material</li> </ol>	
<p><b>Curriculum Standards: Skills/Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Investigate how the first amendment and other laws affect broadcasting.</li> <li>• Describe copy write laws related to the use of images text and internet</li> <li>• Use information resources to gather information and create and communicate knowledge</li> <li>• Participate as members of a work group</li> </ul>	<p><b>Knowledge/Content</b> Students will know . . .</p> <ol style="list-style-type: none"> <li>1. The first amendment protects the rights of a free press</li> <li>2. The ways first amendment laws protect journalists</li> <li>3. The ways copy write laws protect broadcast materials</li> <li>4. Fair use laws allow for limited use of some copy written materials</li> </ol>	<p><b>Skills/Processes</b> Students will be able to . . .</p> <ol style="list-style-type: none"> <li>1. Understand why the first amendment protects Freedom of the press</li> <li>2. Apply the first amendment right to journalistic situations</li> <li>3. Know what materials can and cannot be used in DTV creations</li> </ol>	

## DTV

Students will understand all the steps in planning for a television production. Students will be able to site plan, chose and ready equipment, story board, script, and plan for different types of productions: Studio, Field, and story planning

### Unit VII: Production Planning

#### Essential Questions:

1. What are the types of productions?
2. How to chose locations and people for productions?
3. How to choose correct equipment for Productions?
4. How to plan for different types of productions?

#### Essential Understandings:

1. The types of productions performed in DTV: Studio, Field and story.
2. Choosing a location is an important step in production planning
3. The equipment need to perform each type of production
4. The planning process, brainstorming, storyboarding, scripting, location and equipment selection.

#### Curriculum Standards: Skills/Benchmarks

- Select format and tone based on desired effect.
- Demonstrate set-up and striking equipment, as specified by a production design.
- Use technology tools to produce polished written and multimedia work.
- Participate as members of a work group.
- Recognize the role of research as a contribution to collective knowledge
- Respond to feedback to strengthen written and multimedia presentation.

#### Knowledge/Content Students will know . . .

1. The different types of productions they will complete
2. How to determine the correct location and subjects for productions
3. The correct equipment needed to complete each production
4. The DTV planning process from beginning to end

#### Skills/Processes Students will be able to . . .

1. Set up and production plan using storyboards, scripts, equipment sheets, and sign out procedures
2. Chose proper equipment for a chosen production
3. Use contact sheets and find contact information to chose subjects for production
4. Use proper channels and professional conduct to contact people involved in the production process.



## DTV

Students will understand the basic techniques and operations of a live television production. They will understand and perform the correct set up procedures as well as carry out the the production of live television shows.

### Unit VIII: Production Operations and Techniques

#### Essential Questions:

1. What steps are involved in setting up a live DTV production?
2. What is the physical process of setting up the production?
3. What Television personnel are required for a production?
4. What is the role of each person involved in a live television broadcast?

#### Essential Understandings:

1. The set up and on air procedures and techniques of live television.
2. How to set up for a live television event.
3. The personnel involved in creating a live television production.
4. The roles of those involved in a live television production
5. The hand on experience of working in a live television environment.

#### Curriculum Standards: Skills/Benchmarks

- Participate collaboratively and productively in groups fulfilling roles and responsibilities.
- Demonstrate set-up and striking equipment, as specified by a production design.
- Understand the implications and potential consequences of language use.
- Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology
- Apply and adapt a variety of appropriate strategies to solve problems
- Participate as members of a work group

#### Knowledge/Content Students will know . . .

1. How to set up for a live television production.
2. The set up procedures for cameras, cables, audio, graphics, tapes, director, producer.
3. The roles of the personnel involved in a live production.
4. How to run a actual on air live production.

#### Skills/Processes Students will be able to . . .

1. String cables set up cameras, set up audio, Graphics, and tape play back and record.
2. How to perform the duties of personnel during a live production.
3. Set up a live television production, from planning, to checks, to on air production, and break down procedures.

# DTV

Students will understand how to develop and create a news story, sports story or psa.

## Unit IX: Studio Production/Story Production

### Essential Questions:

1. What are the different types of stories used in DTV?
2. What is the process for creating a story in DTV?
3. What are the procedures to follow while creating a story?
4. What are the correct procedures to follow after a story is complete?
5. What are the ways to research, plan and brainstorm stories?

### Essential Understandings:

1. The types of stories used in DTV are News story, Feature story, PSA, and Sports.
2. All the policies and procedures in creating stories
3. The correct procedures to follow after a story is completed
4. How to research and plan a story

### Curriculum Standards: Skills/Benchmarks

- Determine the meaning of unfamiliar words, and specialized vocabulary.
- Recognize the conventions of visual and multimedia presentations and how they carry or influence messages.
- Apply and adapt a variety of appropriate strategies to solve problems
- Participate as members of a work group

### Knowledge/Content Students will know . . .

1. How to identify different types of stories
2. The processes involved in the story creation process
3. How to prep and correctly set up a story as a reporter.
4. The research process in developing a story

### Skills/Processes

Students will be able to . . .

1. Identify different types of stories
2. Fill out correct paperwork for DTV story process
3. Plan and research and brainstorm story ideas
4. Work with all DTV procedures and understand their purpose

## DTV

**Students will understand and be able demonstrate the process of (EN6) Electronic News Gathering out in the field.**

### Unit X: Field Production

#### Essential Questions:

1. What are the basic functions of a video camera?
2. How do I properly prepare a camera before recording?
3. How do I operate a camera in the field?
4. What are the proper ways to record video for editing purposes?
5. What are the steps involved in recording Audio?

#### Essential Understandings:

1. The basic functions of a video camera, and how to properly operate them.
2. The functions that must be completed before recording any video.
3. The correct way to operate a camera in the field.
4. To shoot video like professionals, not just point and shoot.
5. To record audio correctly and use microphones

#### Curriculum Standards: Skills/Benchmarks

- Determine the meaning of unfamiliar words, and specialized vocabulary.
- Recognize the conventions of visual and multimedia presentations and how they carry or influence messages.
- Apply and adapt a variety of appropriate strategies to solve problems
- Participate as members of a work group

#### Knowledge/Content Students will know . . .

1. How to operate a camera on a professional level.
2. How to shoot video for editing purposes.
3. How to collect audio for interviews and as natural sound.
4. How a camera operates and the functions it performs

#### Skills/Processes

Students will be able to . . .

1. Camera Functions: White Balance, Filters, Iris, Recording.
2. Video/Audio inputs and outputs
3. Setting an audio Level, Mic Selection, Interviews, Nat Sound.
4. Video concepts: Shot selection, Framing, Depth of Field, Tripods,
5. Perform EnG tasks for a news operation.

## DTV

Students will understand How to edit video and audio using linear and non-linear methods. They will understand the ability and power of editing to tell a story and deliver a message.

### Unit XI: Audio/Video Editing

Essential Questions:

1. What are the two kinds of editing?
2. What is the relationship between shooting and editing video?
3. How can editing techniques be used to enhance or distort a message?
4. What are the steps involved in editing a project?

Essential Understandings:

1. The difference between Linear and non-linear editing.
2. How editing begins in the camera.
3. How to correctly edit video and audio on a non-linear system.
4. The power of editing and changing video and audio, and the ethics involved with it.
5. The correct procedures for editing a project in DTV.

### Curriculum Standards: Skills/Benchmarks

- Read texts to acquire new information (I)
- Operate audio recording and editing equipment
- Edit stories
- Demonstrate ethical behavior in writing or speaking , related to presenting information to the public

### Knowledge/Content Students will know . . . .

1. The different types of editing systems.
2. How to edit a project.
3. The power and ethics of editing.
4. The correct procedures for editing.

### Skills/Processes Students will be able to . . . .

1. Edit on a linear and non linear editor
2. Complete all of the functions of editing: shooting, import, export, edit on timeline, effects and transitions, ect.
3. The ethics behind editing video.
4. Edit a complete project for airing on DTV

## DTV

Students will understand how graphics and special effects can be used to enhance a television production. The will identify the different types of graphics and when they should be used, Studnets will also be able to crate,update,can place graphics on air during a live and edited production using both the Chyron system and Adboe Premiere editing software.

### Unit XII: Effects and Graphics

#### Essential Questions:

1. How can graphics be used to enhance a production?
2. What are the different types of graphics, when should they be used?
3. What are the techniques and equipment used to create graphics for programs?
4. How do I operate graphics machines for creation and on air production?

#### Essential Understandings:

1. That graphics are an essential part of television, and can be used to enhance information, or enjoyment of a production.
2. The correct graphics to use and the correct times to use them.
3. How to create graphics and how to place them on air or into an edited piece.
4. How to operate the Chyron system and operate graphics in Adobe editing system.

#### Knowledge/Content Students will know . . .

- Control Standard English structures in a variety of contexts using language carefully and precisely.
- Proofread to check spelling, layout, and font and prepare selected pieces for a public audience.
- Use sentence structures and vocabulary effectively within different modes and for various rhetorical purposes.

#### Skills/Processes Students will be able to . . .

1. Editing in Chyron
2. Editing graphics in Adobe.
3. The ability to create and select graphics that are appropriate for production.
4. Operating and creating graphics during a live production using the

- Demonstrate use of conventions of grammar, usage, mechanics in written texts, including parts of speech, sentence structure, and variety, spelling, capitalization, and punctuation.

Chyron system.