

COMPONENT	OBJECTIVES	COMPETENCY
I Local History	<ol style="list-style-type: none"> <li>1. Identify the owned and operated, affiliated and local independent broadcast stations in the Miami market.</li> <li>2. Discuss the history and growth of the local broadcast industry.</li> <li>3. Discuss the impact of local demographics on South Florida television programming.</li> <li>4. Discuss the impact of de-regulation by the FCC on the structure of the local television industry.</li> <li>5. Identify local programming developments and identify recent trends.</li> <li>6. Describe the responsibilities local broadcasters have to the public they serve.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can list local stations that are network owned and operated, affiliates, or independents.</li> <li>B. The student can describe the history and growth of the local TV industry.</li> <li>C. The student can explain the impact of demographics on the local TV industry.</li> </ol>
II Terminology And Procedures	<ol style="list-style-type: none"> <li>1. Follow studio procedures consistently.</li> <li>2. Demonstrate ability to give concise verbal directions.</li> <li>3. Demonstrate proper use and handling of equipment.</li> <li>4. Participate in each step of the production process.</li> <li>5. Demonstrate the continuing ability to function as a member of the television team.</li> <li>6. Identify hazards in the immediate environment.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can utilize proper television terms.</li> <li>B. The student can properly care for television studio equipment.</li> <li>C. The student can demonstrate ability to function as an integral member of a production team.</li> </ol>
III Visualization	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to control depth of field.</li> <li>2. Demonstrate objective and subjective camera angles.</li> <li>3. Demonstrate a variety of hand-held camera movements and techniques.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate advanced camera angles and composition techniques.</li> <li>B. The student can demonstrate advanced camera movements.</li> </ol>

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IV Operations	<ol style="list-style-type: none"> <li>4. Demonstrate knowledge of the 180° rule.</li> <li>5. Demonstrate knowledge of the rule of thirds.</li> <li>1. Discuss optional methods of connecting a TV and VCR in a home system which may include cable and DSS.</li> <li>2. Describe all controls on a consumer camcorder, an industrial camcorder, and a studio camera.</li> <li>3. Describe all controls on a studio VCR.</li> <li>4. Describe all controls on an editing controller.</li> <li>5. List all current videotape formats.</li> <li>6. Bulk erase a videotape.</li> <li>7. Repair a videotape.</li> <li>8. Prepare a set of titles for a production from a list of criteria.</li> <li>9. Demonstrate advanced file operations on the character generator.</li> <li>10. Prepare a camera system for ENG work.</li> <li>11. Demonstrate the ability to consistently record good audio and video.</li> <li>12. Describe the proper aspects of a good audio signal using VU meters.</li> <li>13. Describe the proper aspects of a good video signal using the waveform monitor and vectorscope.</li> <li>14. Demonstrate the advanced techniques on the video switcher.</li> <li>15. Describe the types and properties of microphones owned by the school.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate advanced audio production techniques.</li> <li>B. The student can demonstrate advanced video production techniques.</li> </ol>

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V Lighting	16. Demonstrate advanced audio controls on the mixer. 17. Copy music and voices from one type of media to another. 18. Type stories into a Teleprompter.  1. Demonstrate ability to hang and focus studio lights. 2. Demonstrate ability to properly change a lamp. 3. Demonstrate ability to set-up portable lighting equipment. 4. Demonstrate the use of barn-doors. 5. Demonstrate the use of reflectors. 6. Demonstrate the ability to adjust for changes in color temperature. 7. Demonstrate the use of 3-point lighting. 8. Demonstrate the use of cameo and silhouette lighting.	A. The student can demonstrate the ability to control lighting.  B. The student can set-up simple studio lighting following an existing plot.
VI Production and Performance (News Emphasis)	1. Demonstrate the ability to read and gather information from a variety of information contexts. 2. Write television news stories using effective broadcast writing strategies. 3. Demonstrate an understanding of electronic news gathering as it relates to basic story production. 4. Demonstrate versatile production skills while performing in the studio and/or location. 5. Demonstrate an understanding of newsroom procedures.	A. The student can compose new stories using appropriate note-taking, reading, and news gathering skills from a variety of sources.  B. The student can write news stories that reflect knowledge of coherence, word choice, conciseness, and smooth transitions.  C. The student can adapt news stories to audience style and purpose.  D. The student can demonstrate acceptable rules of standard spoken English.

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<p>VII Career Exploration And Planning</p>	<ol style="list-style-type: none"> <li>6. Demonstrate an understanding of Miami-Dade County Public School Board policies governing student publications.</li> <li>7. Demonstrate the ability to calculate backtime.</li> <li>8. Demonstrate the ability to choose appropriate on-camera attire.</li>   <li>1. Explore colleges offering degrees in communications.</li> <li>2. Explore vocational/technical schools offering certificates/degrees in radio and television.</li> <li>3. Demonstrate knowledge of a variety of sources including the internet, that offer not-for-profit scholarship and financial aid information.</li> <li>4. Explore occupational career choices related to television productions.</li> <li>5. Obtain the necessary information for informed career/educational decision making.</li> <li>6. Identify the values, skills, and interests needed for a career in television.</li> </ol>	<ol style="list-style-type: none"> <li>E. The student can perform in key studio positions such as news anchor, investigative reporter, camera operator, floor manager, audio technician, director, and graphics operator.</li> <li>F. The student can express him/herself appropriately while appearing on-the-air and demonstrate an understanding of talent's relationship with the camera, director, and floor manager (timer, cues, and prompting).</li> <li>G. The student can conduct interviews for live and video-taped broadcast.</li> <li>H. The student can produce feature package segments for a school news show.</li> <li>I. The student can adhere to Miami-Dade County Public School's policies concerning the rights and responsibilities of student publications.</li>   <li>A. The student can list a variety of sources for scholarship financial aid information.</li> <li>B. The student can demonstrate familiarity with a variety of voc-tech, college, and university communications degree programs.</li> <li>C. The student can demonstrate familiarity with a variety of jobs in the television industry.</li> <li>D. The student can list qualities necessary for the pursuit of a career in the television industry.</li> </ol>

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VIII Copyright	<p>7. Discuss the importance of a well-constructed resumé.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the basic provision of copyright law.</li> <li>2. Understand the concept of “intellectual property”.</li> <li>3. Demonstrate knowledge of The Fair Use Doctrine.</li> <li>4. Understand the steps necessary to obtain a copyright permission.</li> <li>5. Demonstrate a familiarity with the Student Press Law Center.</li> <li>6. Discuss off-air videotaping for classroom use.</li> <li>7. Discuss cable and satellite videotaping for classroom use.</li> <li>8. Discuss the use of rental tapes in the classroom.</li> <li>9. Discuss the different types of software licensing.</li> <li>10. List sources for obtaining music clearance and permissions.</li> <li>11. List major sources of production music libraries.</li> <li>12. List major sources of sound effects libraries.</li> <li>13. Discuss the specific use of music in video yearbooks.</li> </ol>	<ol style="list-style-type: none"> <li>E. The student can demonstrate knowledge of a variety of resumé formats.</li> <li>F. The student can update resumé.</li> <li>A. The student can demonstrate knowledge of copyright law as it applies to student populations.</li> <li>B. The student can distinguish which materials are/are not subject to copyright protection.</li> <li>C. The student can identify the process for obtaining copyright permission/clearance.</li> </ol>

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IX Critical Viewing and Evaluation	<ol style="list-style-type: none"> <li>1. Become critically aware of the commercial nature of television.</li> <li>2. Understand the relationship between demographics, advertising, and programming.</li> <li>3. Demonstrate awareness of the ratings system and the subsequent effect on commercial planning.</li> <li>4. Understand the effects of commercial programming the nature and quality of design networks.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate an understanding of television ratings.</li> <li>B. The student can demonstrate an understanding of the influence of the media on the consumer.</li> <li>C. The student can identify the appropriate government agencies that regulate media.</li> </ol>
X Emerging Technologies	<ol style="list-style-type: none"> <li>1. Read a variety of trade magazines.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate knowledge of current technical developments in television.</li> </ol>