

COMPONENT	OBJECTIVES	COMPETENCY
I Service And Resources	<ol style="list-style-type: none"> 1. Discuss local production companies and services. 2. Discuss local vendors of film and video supplies and equipment. 3. List local production facilities. 4. Discuss related facilities. 	<ol style="list-style-type: none"> A. The student can demonstrate knowledge of local production facilities and services. B. The student can describe the growth of South Florida as a production center. C. The student can describe South Florida's relationship to the other U.S. production centers.
II Terminology And Procedures	<ol style="list-style-type: none"> 1. Demonstrate the ability to consistently give concise verbal directions. 2. Investigate and recommend new studio procedures. 3. Investigate and recommend new production techniques. 4. Research new terms and acronyms. 5. Suggest new team members as necessary based on the acquisition of new equipment and production of new shows. 	<ol style="list-style-type: none"> A. The student can instruct others in the care and usage of studio equipment. B. The student can demonstrate the ability to lead a production team. C. The student can demonstrate the ability to test cables and troubleshoot equipment connections.
III Visualization	<ol style="list-style-type: none"> 1. Demonstrate creative hand-held camera moves (off-pivot). 2. Describe how changing horizontal position, distance and height in a series of shots will help maintain visual interest and avoid jump cuts. 3. Demonstrate how to manipulate depth and height by the use of camera angles and subject placement. 4. Demonstrate a variety of smooth camera moves within a varying field-of-view. 5. Discuss camera placement for multi-camera productions. 	<ol style="list-style-type: none"> A. The student can demonstrate complex camera angles and movements. B. The student can demonstrate ability to manipulate the image. C. The student can choose camera locations for a multi-camera production. D. The student can design a plan for a multi-camera video production that includes the locations of cameras.

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IV Operations	<ol style="list-style-type: none"> 1. Set-up a variety of TV/VCR combinations. 2. Connect a series of components from a diagram. 3. Demonstrate the functions of an A/B roll editor (if available). 4. Properly adjust the camera control unit to reflect good video levels. 5. Properly adjust the time base corrector to reflect good video levels. 6. Properly adjust the mixer to reflect good audio levels. 7. Organize the titles for a production. 8. List the advantages of using time code while editing. 9. Investigate complex techniques on the video switcher. 10. Demonstrate the proper selection of microphones. 11. Edit Teleprompter copy. 	<ol style="list-style-type: none"> A. The student can use an audio/video diagram to set-up a small video system. B. The student can demonstrate specialized audio production techniques. C. The student can demonstrate specialized video production techniques. D. The student can demonstrate knowledge of test equipment.
V Lighting	<ol style="list-style-type: none"> 1. Identify various types of light meters. 2. Take various types of meter readings. 3. Identify light ratios in a studio 3-point lighting environment. 4. Identify ways to manipulate dimension, mood, and reality using location, intensity, color, and instrument type. 	<ol style="list-style-type: none"> A. The student can set-up and implement a complex lighting plot. B. The student can demonstrate the ability to manipulate lighting to achieve a variety of effects.

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VI Production And Performance	<ol style="list-style-type: none"> 1. Direct a news program. 2. Direct a talk show. 3. Direct a sporting event. 4. Direct a concert. 5. Direct an awards show. 6. Direct a documentary. 7. Direct a music video 2-4 minutes in length. 	<ol style="list-style-type: none"> A. The student can direct a variety of television productions. B. The student can demonstrate ability to edit a music video.
VII Scriptwriting	<ol style="list-style-type: none"> 1. Continue to develop scripts that demonstrate readability and appropriate broadcast style. 2. Demonstrate an understanding of time constraints, editing, and integration of sound and music with graphic images and/or visual information. 3. Continue to utilize scriptwriting guidelines in character development and plot design. 4. Develop original scripts. 	<ol style="list-style-type: none"> A. The student can demonstrate skills necessary for constructing all varieties of script formats. B. The student can demonstrate the ability to adapt written material to conform to broadcast style.
VIII Career Exploration And Planning	<ol style="list-style-type: none"> 1. Become aware of members of the local broadcast industry. 2. Explore local broadcast internship opportunities. 3. List production experience in and out of school that can be included on a traditional resumé. 4. List video projects that demonstrate student's involvement in a variety of video productions. 	<ol style="list-style-type: none"> A. The student can compose profiles of members of the local broadcast industry. B. The student can list a number of broadcast internships available in the local market. C. The student can begin composing a traditional resumé. D. The student can begin compiling a video resumé.

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IX Media Law And Ethics	<p>5. List trade unions specific to the broadcast industry.</p> <p>1. Discuss legal issues in the media in their historical context.</p> <p>2. Describe legal and ethical issues that the media must consider on a daily basis.</p> <p>3. Understand the relationship between media ethics and media law.</p> <p>4. Utilize current events to gain insights and perspective of the on-going ethical issues that occur in the media.</p> <p>5. Develop and sharpen analytical, evaluative, and problem solving skills.</p>	<p>E. The student can update resumé with an emphasis on video production.</p> <p>D. The student can identify trade unions specific to the broadcast industry including: IATSE, NABET, SAG, AFTRA, etc.</p> <p>A. The student can demonstrate awareness of legal guarantees and restraints on the flow of information.</p> <p>B. The student can demonstrate knowledge of slander, privacy, obscenity and special restrictions placed on the broadcast industry.</p> <p>C. The student can demonstrate the ability to discuss ethical issues in a group setting.</p>
X Critical Viewing And Evaluation	<p>1. Recognize the influence of viewing and listening habits on individuals.</p> <p>2. Determine the influence of media in shaping social, governmental and cultural norms.</p>	<p>A. The student can identify specific influences of the media on individual consumers.</p> <p>B. The student can identify techniques for producing media message for specific purposes and effects.</p>

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<p>XI Emerging Technologies</p>	<ol style="list-style-type: none"> 1. Become familiar with major manufacturers of audio and video hardware. 2. Become familiar with major manufacturers of audio and video software. 3. List equipment that has become “industry standard.” 4. Read a variety of trade journals. 	<p>A. The student can list major manufacturers of hardware and software for the television industry.</p>