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Philosophy

The Broadcast and Video Production Satellite Program in the Dublin City School District is dedicated to developing students' media production skills in an atmosphere that includes state-of-the-art laboratory equipment and rigorous class expectations. We believe that students taking Broadcast and Video Production classes will learn the academic, technical and creative skills to prepare them for the rigors of a global, 21st century community; furthermore, students will be mentored in the teamwork and leadership skills needed to be productive, informed citizens. We believe that students who are prepared with a true sense of the entertainment marketing business field, and who demonstrate maturity and accept job responsibilities, are a valuable community asset. We believe that every graduate of the program should strive to realize their full potential and embark on a life of learning through post-secondary education and/or employment.

Program or Course Goals

The goals of Broadcast and Video Production II are:

Students will develop the following:

- advanced levels of audio and video production skills.
- awareness of new communication technologies and applications.
- good work habits and attitudes necessary to succeed in academic and post-secondary endeavors.
- sophisticated understanding of the video production business.
- safe working habits.

Student portfolio development and experience with advanced lighting, advanced videography, advanced editing and advanced audio will be emphasized throughout the course.
Students will examine the role of marketing, advertising and promotion in the audio and video production field.
Students will have opportunity to participate in some of the following productions realizing the importance of purpose, audience and organization.

- Daily news show
- Public Access Dublin Show
- Magazine Show
- Sports Show
- News Package
- Public Service Announcement
- Commercials
- Competition Video – Local /National
- Film Festival

Students will operate a wide variety of video, audio and computer equipment throughout the production process.
Students will be made aware of career options and related opportunities.

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Ohio Academic Content Standards: Technology

Nature of Technology Standard

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Students learn that technology extends human potential by allowing people to do things more efficiently than they would otherwise be able to. Students learn that useful technological development is a product of human knowledge, creativity, invention, innovation, motivation and demand for new products and systems. They learn that the natural and human-made designed worlds are different, and that tools and materials are used to alter the environment. Students learn that the development of emerging technology is exponential, driven by history, design, commercialization, and shaped by creative/inventive thinking, economic factors and cultural influences.
*The core concepts of technology include systems, resources, requirements, optimization and trade-offs, processes and controls.

Benchmark	Indicator(s)
Benchmark A Grade 12 Synthesize information, evaluate and make decisions about technologies.	**Benchmark A Indicator(s)** 1. Demonstrate how the development of technological knowledge and processes are functions of the setting. 3. Invent a product using goal-directed research.
Benchmark B Grade 11 Apply technological knowledge in decision-making.	**Benchmark B Indicator(s)** 1. Cite examples showing how the failure of system components contributes to the instability of a technological system (e.g., if the fuel pump in an automobile malfunctions, the entire system will not work properly; or if a computer hard drive fails, the computer system will not work properly).
Benchmark B Grade 12 Apply technological knowledge in decision-making.	**Benchmark B Indicator** 2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.

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Benchmark C Grade 10 Apply technological knowledge in decision-making.	**Benchmark C Indicator(s)** 1. Analyze technology transfer scenarios. 2. Describe how technological innovation often results when ideas, knowledge or skills are shared within a technology.
Benchmark C Grade 11 Apply technological knowledge in decision-making.	**Benchmark C Indicator(s)** 1. Identify technologies suitable for transfer and defend the rationale for selection.
Benchmark C Grade 12 Apply technological knowledge in decision-making.	**Benchmark C Indicator(s)** 1. Debate the positive and negative outcomes of technology transfer (e.g., given a selected region or country, what types of appropriate technology best meet the needs of the people?). 2. Demonstrate how technological innovation can result when ideas, knowledge or skills are shared within or among technologies or across other fields. 3. Predict changes in society as a result of continued technological progress and defend the rationale.

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Technology and Society Interactions Standard

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Students learn that the interaction between society and technology has an impact on their lives and that technology may have unintended consequences which may be helpful or harmful. They learn that interaction of technology will affect the economy, ethical standards, environment and culture. Students evaluate the impact of products or systems by gathering and synthesizing information, analyzing trends and drawing conclusions. Students analyze technological issues and the implications of using technology.

They acquire technological understanding and develop attitudes and practices that support ethical decision-making and lifelong learning.

Benchmark	Indicator(s)
Benchmark D Grade 10 Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.	**Benchmark D Indicator(s)** 1. Describe/discuss the ethical considerations involved in the development or deployment of a technology.
Benchmark D Grade 12 Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.	**Benchmark D Indicator(s)** 3. Respect the principles of intellectual freedom and intellectual property rights. 4. Practice responsible and ethical usage of technology.

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Technology for Productivity Applications Standard

Students learn the operations of technology through the usage of technology and productivity tools. Students use computer and multimedia resources to support their learning. Students understand terminology, communicate technically and select the appropriate technology tool based on their needs. They use technology tools to collaborate, plan and produce a sample product to enhance their learning and solve problems by investigating, troubleshooting and experimenting using technical resources.

Benchmark	Indicator(s)
Benchmark B Grade 10 Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.	**Benchmark B Indicator(s)** 2. Use equipment related to computer and multimedia technology imaging (e.g., digitalization, optical character recognition, scanning, computerized microscopes).

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Technology and Communication Application Standard

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Students acquire and publish information in a variety of media formats. They incorporate communication design principles in their work. They use technology to disseminate information to multiple audiences. Students use telecommunication tools to interact with others. They collaborate in real-time with individuals and groups who are located in different schools, communities, states and countries. Students participate in distance education opportunities which expand academic offerings and enhance learning.

Benchmark	Indicator(s)
Benchmark A Grade 10 Apply appropriate communication design principles in published and presented projects.	**Benchmark A Indicator(s)** 1. Identify and incorporate common organizational techniques used in electronic communication (e.g., cause and effect, compare and contrast, problem and solution strategies). 3. Verify accessibility components of the communication product and adapt as needed. 4. Compare and contrast the accuracy of the message/communication product with the audience results (e.g., Was the audience influenced by inaccurate information?).

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Benchmark A Grade 11 Apply appropriate communication design principles in published and presented projects.	**Benchmark A Indicator(s)** 4. Select and evaluate message-appropriate designs for print, multimedia, video and Web pages for curricular and personal needs (e.g., silly graphics may not be appropriate for academic projects).
Benchmark A Grade 12 Apply appropriate communication design principles in published and presented projects.	**Benchmark A Indicator(s)** 1. Facilitate message intent by incorporating design elements that contribute to the effectiveness of a specific communication medium into student-generated products (e.g., black and white footage to imply documented truth; set design that suggests cultural context). 2. Analyze the complexities and discrepancies found in communication products. 3. Interpret ethical considerations and legal requirements involved in construction of communication products.
Benchmark B Grade 10 Create, publish and present information, utilizing formats appropriate to the content and audience.	**Benchmark B Indicator(s)** 1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video). 2. Evaluate communication products.

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Benchmark B Grade 11 Create, publish and present information, utilizing formats appropriate to the content and audience.	**Benchmark B Indicator(s)** 1. Archive communication products in appropriate electronic forms (e.g., store electronic publications so that they may be accessed when needed). 2. Critique personal communication products.
Benchmark B Grade 12 Create, publish and present information, utilizing formats appropriate to the content and audience.	**Benchmark B Indicator(s)** 1. Use Web technologies to disseminate information to a broader audience.

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Technology and Information Literacy Standard

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Students become information-literate learners by utilizing a research process model. They recognize the need for information and define the problem, need or task. Students understand the structure of information systems and apply these concepts in acquiring and managing information. Using technology tools, a variety of resources are identified, accessed and evaluated. Relevant information is selected, analyzed and synthesized to generate a finished product. Students evaluate their information process and product.

Benchmark	Indicator(s)
Benchmark A Grade 10 Determine and apply an evaluative process to all information sources chosen for a project.	**Benchmark A Indicator(s)** 1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic). 2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a paper). 3. Create a bibliography of sources in an electronic format. 4. Select appropriate information on two sides of an issue (e.g., identify the author of each information source and their expertise and/or bias).
Benchmark A Grade 11 Determine and apply an evaluative process to all information sources chosen for a project.	**Benchmark A Indicator(s)** 1. Seek and evaluate information to answer both personal and curricular needs. 3. Determine valid information for an assignment from a variety of sources.

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Benchmark A Grade 12 Determine and apply an evaluative process to all information sources chosen for a project.	**Benchmark A Indicator(s)** 1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage. 2. Acknowledge intellectual property in using information sources. 3. Determine and apply an evaluative process to all information sources chosen for a project.
Benchmark B Grade 10 Apply a research process model to conduct research and meet information needs.	**Benchmark B Indicator(s)** 1. Select the essential question to be examined by the research. 4. Organize and analyze information, finding connections that lead to a final product. 5. Follow copyright law and use standard bibliographic format to list sources.
Benchmark B Grade 11 Apply a research process model to conduct research and meet information needs.	**Benchmark B Indicator(s)** 4. Analyze information and synthesize into a communicated product. 5. Respect copyright laws and guidelines, and use standard bibliographic format to list sources. 6. Critique and revise the information product.

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Benchmark B Grade 12 Apply a research process model to conduct research and meet information needs.	**Benchmark B Indicator(s)** 3. Critique information sources to determine if different points of view are included. 4. Integrate multiple information sources in the research process. 5. Create a product to communicate information, representing a personal point of view based on findings. 6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others). 8. Archive the final product in a format that will be accessible in the future.
Benchmark D Grade 10 Evaluate choices of electronic resources and determine their strengths and limitations.	**Benchmark D Indicator(s)** 1.Integrate search strategies within the electronic resource that targets retrieval for specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).
Benchmark D Grade 11 Evaluate choices of electronic resources and determine their strengths and limitations.	**Benchmark D Indicator(s)** 1. Modify a search through the use of different keywords and other techniques specific to an electronic resource (e.g., online database, Web-based index). 2. Integrate online subscription resources and other electronic media to meet the needs for research and communication on a routine basis. 3. Differentiate coverage of electronic resources to select information need.

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Design Standard

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment. Students recognize the attributes of design; that it is purposeful, based on requirements, systematic, iterative, creative, and provides solution and alternatives. Students explain critical design factors and/or processes in the development, application and utilization of technology as a key process in problem solving. Students describe inventors and their inventions, multiple inventions that solve the same problem and how design has affected their community. They apply and explain the contribution of thinking and procedural steps to create an appropriate design and the process skills required to build a product or
system. They critically evaluate a design to address a problem of personal, societal and environmental interests. Students systematically solve a variety of problems using different design approaches including troubleshooting, research and development, innovation, invention and experimentation.

Benchmark	Indicator(s)
Benchmark A Grade 10 Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.	**Benchmark A Indicator(s)** 3. Describe quality and how it is evaluated in a product or system.

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Benchmark A Grade 12 Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.	**Benchmark A Indicator(s)** Implement the design process: defining a problem; brainstorming, researching and generating ideas; identifying criteria and specifying constraints; exploring possibilities; selecting an approach, developing a design proposal; making a model or prototype; testing and evaluating the design using specifications; refining the design; creating or making it; communicating processes and results; and implement and electronically document the design process.
Benchmark B Grade 10 Recognize the role of teamwork in engineering design and of prototyping in the design process.	**Benchmark B Indicator(s)** 6. Explain how gender-bias, racial-bias and other forms of stereotyping and discrimination can affect communication within an engineering team.
Benchmark B Grade 11 Recognize the role of teamwork in engineering design and of prototyping in the design process.	**Benchmark B Indicator(s)** 5. Collaborate with peers and experts to develop a solution to a specific problem. 6. Demonstrate the importance of teamwork, leadership, integrity, honesty, work habits and organizational skills in the design process. 7. Describe how to identify conflicts or contradictions in technological systems.
Benchmark B Grade 12 Recognize the role of teamwork in engineering design and of prototyping in the design process.	**Benchmark B Indicator(s)** 1. Solve a problem as a group with students each taking a specific engineering role (e.g., design a light rail hub with students taking the roles of architect, civil engineer, mechanical engineer).

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Design World Standard

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, impact, issues and career connections. Students learn that the designed world consists of technological systems* reflecting the modifications that humans have made to the natural world to satisfy their own needs and wants. Students understand how, through the design process, the resources: materials, tools and machines, information, energy, capital, time and people are used in the development of useful products and systems. Students develop a foundation of knowledge and skills through participation in technically oriented activities for the application of technological systems. Students demonstrate understanding, skills and proficient use of technological tools, machines, instruments, materials and processes across technological systems in unique and/or new contexts. Students identify and assess the historical, cultural, environmental, governmental and economic impacts of technological systems in the designed world.

Benchmark	Indicator(s)
Benchmark E Grade 10 Classify, demonstrate, examine and appraise information and communication technologies.	**Benchmark E Indicator(s)** 1. Use multiple ways to communicate information, such as graphic and electronic means (e.g., graphic—printing and photochemical processes; electronic—computers, DVD players, digital audiotapes, MP3 players, cell and satellite phones; multimedia—audio, video, data). 2. Communicate technological knowledge and processes using symbols, measurement, conventions, icons, graphic images and languages that incorporate a variety of visual, auditory and tactile stimuli. 3. Identify and explain the applications of light in communications (e.g., reflection, refractions, additive and subtractive color theory). 4. Compare the difference between digital and analog communication devices.

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Benchmark E Grade 11 Classify, demonstrate, examine and appraise information and communication technologies.	**Benchmark E Indicator(s)** 3. Explain how information travels through different media (e.g., electrical wire, optical fiber, air, space).
Benchmark E Grade 12 Classify, demonstrate, examine and appraise information and communication technologies.	**Benchmark E Indicator(s)** 1. Use information and communications systems to inform, persuade, entertain, control, manage and educate (e.g., Internet, telephones, cell and satellite phones, smart phones, TVs, radios, computers, fax machines, PDAs, mobile communicators). 2. Address a communication problem involving the community (e.g., presenting information to the school board or town council).

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Ohio Academic Content Standard: Language Arts

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend tier own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Benchmark	Indicator(s)
Benchmark E Use multiple resources to enhance comprehension of vocabulary.	**Benchmark E Indicator(s)** 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.

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Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Benchmark	Indicator(s)
Benchmark A Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	**Benchmark A Indicator(s)** 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
Benchmark B Select and use an appropriate organizational structure to refine and develop ideas for writing.	**Benchmark B Indicator(s)** 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). 5. Use organizational strategies (e.g., notes and outlines) to plan writing.

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Benchmark C Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.	**Benchmark C Indicator(s)** 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). 10. Use available technology to compose text. 12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
Benchmark D Apply editing strategies to eliminate slang and improve conventions.	**Benchmark D Indicator(s)** 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

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Benchmark E Apply tools to judge the quality of writing.	**Benchmark E Indicator(s)** 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
Benchmark F Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.	**Benchmark F Indicator(s)** 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Benchmark	Indicator(s)
Benchmark A A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.	**Benchmark A Indicator(s)** 1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
Benchmark B B. Compile, organize and evaluate information, take notes and summarize findings.	**Benchmark B Indicator(s)** 2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).
Benchmark C C. Evaluate the usefulness and credibility of data and sources, and synthesize information from multiple sources.	**Benchmark C Indicator(s)** 4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.

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Benchmark D Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images, information) and include an acceptable format for source acknowledgement.	**Benchmark D Indicator(s)** 5. Integrate quotations and citations into written text to maintain a flow of ideas. 6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment.
Benchmark E Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.	**Benchmark E Indicator(s)** 7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

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Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Benchmark	Indicator(s)
Benchmark A Use a variety of strategies to enhance listening comprehension.	**Benchmark A Indicators** 1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
Benchmark B Indicator(s) Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.	**Benchmark B Indicator(s)** 3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.
Benchmark C Select and use effective speaking strategies for a variety of audiences, situations and purposes.	**Benchmark C Indicator(s)** 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. 7. Vary language choices as appropriate to the context of the speech.

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Benchmark D Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.	**Benchmark D Indicator(s)** 10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion to support position and to address counter-arguments or listener bias; c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.
Benchmark E Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.	**Benchmark E Indicator(s)** 8. Deliver informational presentations (e.g., expository, research) that: a. present a clear and distinctive perspective on the subject; b. present events or ideas in a logical sequence; c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.

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Benchmark F	**Benchmark F Indicator(s)**
Give presentations using a variety of delivery methods, visual displays and technology.	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.