

STRANDS AND STANDARDS

RADIO BROADCASTING 1



Course Description

This course is designed to provide students with the basic knowledge and skills related to the radio broadcasting industry. The course includes instruction and hands-on assignments in the following areas: impact of historical figures in radio, pre-production, live production, vocal skills, equipment, and radio rules and regulations.

Intended Grade Level	10-12
Units of Credit	0.5
Core Code	40.01.00.00.040
Concurrent Enrollment Core Code	N/A
Prerequisite	None
Skill Certification Test Number	N/A
Test Weight	N/A
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Television Broadcasting
Endorsement 2	N/A
Endorsement 3	N/A



STRAND 1

Students will be able to identify and explain the impact of historical figures in radio.

Standard 1

Identify the roles of each of the historical individuals listed below.

- Marconi
- Lee De Forest
- David Sarnoff
- Howard Armstrong
- Hymery Hertz
- James Maxwell

Standard 2

Know the differences in radio distribution.

- FM vs AM radio
- W vs K in call letters

STRAND 2

Students will be able to understand and demonstrate knowledge pre-production skills.

Standard 1

Identify and demonstrate script writing.

Standard 2

Identify and explain Public service announcements (PSA).

Standard 3

Identify and demonstrate news writing.

Standard 4

Identify and demonstrate commentary writing.

Standard 5

Identify and explain editorial writing.

Standard 6

Identify and explain commercials writing.

Standard 7

Identify and explain the role of sponsors.

Performance Skill

Understand and demonstrate knowledge pre-production skills.

- Identify and demonstrate script writing.
- Identify and explain Public Service Announcements (PSA).
- Identify and demonstrate news writing.

- Identify and demonstrate commentary writing.
- Identify and demonstrate editorial writing.
- Identify and demonstrate commercials writing.
- Identify and explain the role of sponsors.

STRAND 3

Students will be able to demonstrate basic live production skills.

Standard 1

Explain what dead air is.

Standard 2

Create an on air personality.

Standard 3

Deliver a news broadcast.

Standard 4

Broadcast a PSA.

Standard 5

Establish an on air presence.

Performance Skill

Demonstrate basic live production skills.

- Explain what dead air is.
- Create on air personality.
- Deliver a news broadcast.
- Broadcast a PSA.
- Establish an on air presence.

STRAND 4

Students will be able to identify vocal skills.

Standard 1

Demonstrate proper breathing techniques.

Standard 2

Demonstrate proper articulation in speaking.

Standard 3

Demonstrate proper projection.

Standard 4

Demonstrate proper on-air speech etiquette.

Performance Skill

Identify vocal skills.

- Demonstrate proper breathing techniques.
- Demonstrate proper articulation in speaking.
- Demonstrate proper projection.
- Demonstrate proper on-air speech etiquette.

STRAND 5

Students will be able to identify basic radio broadcasting equipment.

Standard 1

Identify and demonstrate the use of the mixing board.

Standard 2

Identify and demonstrate the use of the transmitter.

Standard 3

Identify and demonstrate the use of the microphones.

Standard 4

Identify and demonstrate the use of the CPU.

Standard 5

Identify and demonstrate the use of the phone.

Performance Skill

Identify basic radio broadcasting equipment.

- Identify and demonstrate the use of the mixing board.
- Identify and demonstrate the use of the transmitter.
- Identify and demonstrate the use of the microphones.
- Identify and demonstrate the use of the CPU.
- Identify and demonstrate the use of the phone.

STRAND 6

Students will be able to understand radio rules and regulations.

Standard 1

Know and identify rules and regulations outlined as community standards.

Standard 2

Identify the format being utilized at the station.

Standard 3

Identify the purpose of non-commercial stations.

Standard 4

Identify the purpose of commercial stations.

Standard 5

Know the principle of transmission gain.

Standard 6

Identify the role of the American Society of Composers, Authors, and Publishers (ASCAP) and Broadcast Music, Inc. (BMI).

Performance Skill

- Understand radio rules and regulations.
- Know and identify rules and regulations outlined as community standards.
- Identify the format being utilized at the station.
- Identify the purpose of non-commercial stations.
- Identify the purpose of commercial stations.
- Know the principle of transmission gain.
- Identify the role of the American Society of Composers, Authors, and Publishers (ASCAP) and Broadcast Music, Inc. (BMI).

STRAND 7

Students will be able to understand and practice copyright laws, ethics and legal issues identified in United States Code Title 17 Chapter 1 Section 101.

Standard 1

Define copyright.

Standard 2

Other definitions:

- Audiovisual works
- Computer program
- Copies
- Copyright owner
- Digital transmission
- Financial gain
- Pictorial, graphic, and sculptural works
- Work of visual art

Standard 3

Practice ethics and rules governing radio (i.e. Editorial content must not be changed).

Standard 4

Practice correct usage of copyright laws (i.e. the right to reproduce, manipulate, distribute, plagiarize or exhibit another individual's work outside of fair use provisions).

- Time limitations
- Portion limitations
- Text material
- Illustrations and photographs
- Copying and distribution limitations

Standard 5

Demonstrate understanding of ethics related to social and legal issues in subject choice (i.e. model releases, image appropriateness, and cultural sensitivity).

STRAND 8

Students will understand the importance of career readiness skills as it relates to the workplace and outlined in the SkillsUSA Framework – Level 1.

Standard 1

Understand and demonstrate the attitude of cooperation.

- Develop awareness of cultural diversity and equality issues.
- Demonstrate effective communication with others.
- Apply team skills to a group project.
- Identify and apply conflict resolution skills.

Standard 2

Understand and demonstrate the ability of being resourceful and innovative.

- Discover self-motivation techniques and establish short-term goals.
- Measure/modify short-term goals.
- Review a professional journal and develop a three- to five-minute presentation.

Standard 3

Plan for your future career.

- Complete a self-assessment and identify individual learning styles.
- Define future occupations.
- Identify the components of an employment portfolio.
- List proficiency in program competencies.
- Complete a survey for employment opportunities.
- Create a job application.
- Assemble your employment portfolio.
- Employability skills: evaluate program comprehension.

Standard 4

Understand and demonstrate the ability to manage a project.

- Apply team skills to a group project.
- Observe and critique a meeting.
- Demonstrate business meeting skills.
- Explore supervisory and management roles in an organization.
- Identify and apply conflict resolution skills.
- Demonstrate evaluation skills.
- Manage a project and evaluate others.