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.

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<thead>
<tr>
<th>Intended Grade Level</th>
<th>10-12</th>
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<td>Units of Credit</td>
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<td>Core Code</td>
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<td>Concurrent Enrollment Core Code</td>
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<tr>
<td>Prerequisite</td>
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<td>Skill Certification Test Number</td>
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<td>Test Weight</td>
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<td><strong>License Type</strong></td>
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<td><strong>Required Endorsement(s)</strong></td>
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<td>Endorsement 1</td>
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<td>Endorsement 3</td>
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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.