

**GOODHEART-WILLCOX PUBLISHER
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**Instructional Category – Trade & Industrial (Vocational)
Course – Broadcasting I (CIP 10.0191)
Grades 9-12**

TITLE: *Television Production* © 2006

1. Describe local program and vocational center policies and procedures.		
	Pupil Edition Page References	Teacher Edition Page References
a. Describe local program and vocational center policies and procedures including dress code, attendance, academic requirements, discipline, and transportation regulations.	N/A	
2. Describe employment opportunities and responsibilities.		
	Pupil Edition Page References	Teacher Edition Page References
a. Describe employment opportunities including potential earnings, employee benefits, job availability, and places of employment, working conditions, and educational requirements.	18–23, 32–44	
b. Describe basic employee responsibilities.	32–44	
3. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.		
	Pupil Edition Page References	Teacher Edition Page References
a. State procedures of leadership used in organizational	35, 216, 286	

meetings to reach an agreement in an orderly manner.		
b. Describe the purposes of SkillsUSA.	N/A	
4. Identify desirable personal behavior and characteristics.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify desirable personality traits when serving the public.	N/A	
b. Identify desirable personality traits when communicating with employees, supervisors, and other employees.	272–275, 291	
c. Identify desirable characteristics of the personal work ethic.	36	
5. Identify legal requirements for participation in the occupation.		
	Pupil Edition Page References	Teacher Edition Page References
a. Describe ways to avoid legal liability problems in the occupation.	170, 314, 317–318	
6. Describe personal safety rules for working in the audio and television broadcasting industry.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify and apply terms and definitions for safety.	N/A	
b. Identify provisions of the OSHA Act of 1970.	N/A	
c. Identify OSHA inspections and citations.	N/A	
d. Identify why citations are given.	N/A	
e. Identify accidents, their causes, and prevention.	193, 194	
f. Identify general safety procedures.	192, 195, 197, 204, 206, 218, 238, 299	
g. Identify causes of electrical hazards.	237	
h. Identify proper methods for moving heavy items.	N/A	
i. Identify and apply emergency first aid, if necessary.	N/A	
j. Identify and apply ABC's of CPR.	N/A	

7. Explain and discuss the historical aspects of the television industry.		
	Pupil Edition Page References	Teacher Edition Page References
a. Discuss the history of the television production industry.	16–18	
b. Identify terms used in the television production industry.	15, 19, 31, 33, 43, 48, 55, 56, 62, 97, 103, 106, 111, 123, 126, 134, 140, 169, 170, 187, 188, 198, 215, 231, 245, 255, 257, 279, 295, 313, 321, 325, 326, 327, 337, 355, 364, 379	
c. Analyze past, present, and future trends in the television production industry.	16–18, 380–383, 386–388	
d. Evaluate the influences of the television medium on people’s lives.	N/A	
e. Identify occupations in the television production industry.	32–44	
f. Interview professionals in the television production industry.	N/A	
8. Demonstrate the ability to discuss history, occupations, and personnel in the television production industry.		
	Pupil Edition Page References	Teacher Edition Page References
a. Discuss the past, present, and future trends in the television production industry.	16–18, 380–383, 386–388	
b. Determine the influence of television broadcast shows on people's lives.	29	
c. Identify job classifications in the television broadcast industry.	32–44	
d. Interview a professional in the television broadcast industry.	N/A	
9. Demonstrate the ability to use basic television production equipment.		

	Pupil Edition Page References	Teacher Edition Page References
a. Identify the functions of television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.	56–60, 118, 222, 321–326, 333–334	
b. Identify the functions of video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.	183–184, 271, 276, 365, 384–385	
c. Identify the different types of lighting for television production.	187–212, 235	
d. Operate television cameras, camera control units, video switchers, video monitors, video tape players, and video tape recorders.	42, 58, 69, 79–99, 105–110, 116, 118, 222, 322–326, 333–334	
e. Operate video edit controller, computer character generator, teleprompter, studio intercom system, and waveform/vector scope/oscilloscope monitor.	183–184, 271, 276, 365, 384–385	
f. Demonstrate appropriate lighting for television studio productions and field productions.	187–212, 235	
g. Identify the functions of television broadcast personnel.	32–52	
10. Demonstrate the ability to operate audio control room equipment.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the functions of an audio control console, microphone mixer, compact disc players, tape recorders, and cassette player/recorder.	118–120, 137–138, 222–223	
b. Identify the various microphones used in television broadcasting.	126–130	
c. State the characteristics of the various microphones used in television broadcasting.	126–132	
d. Demonstrate how to use the various microphones.	133–136	
e. Demonstrate how to use the audio control console.	222–223	
f. Demonstrate how to use the microphone mixer.	137–138	

g. Demonstrate how to use the compact disc players.	N/A	
h. Demonstrate how to use the tape player/recorders.	118–120	
i. Demonstrate how to use the cassette player/recorder.	N/A	
j. Apply the techniques of a beginning audio control operator.	N/A	
11. Demonstrate the ability to write audio and television production scripts.		
	Pupil Edition Page References	Teacher Edition Page References
a. Analyze professional audio and television broadcasting scripts.	151, 158–164, 280–284	
b. Identify program types.	148–152	
c. Research a chosen subject.	155	
d. Identify an audience.	154–155	
e. Use appropriate language.	165	
f. Assemble audio cues, video cues, and spoken words into a rough draft.	158–164	
g. Revise the script to fit the time allotted.	N/A	
h. Edit the script to remove mechanical, grammatical, and usage errors.	42	
i. Write a complete script for various productions.	164	
12. Demonstrate the ability to announce effectively.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify and demonstrate the speech process.	N/A	
b. Perform voice and diction exercises.	N/A	
c. Read scripts in front of microphone and on camera without teleprompter and with teleprompter.	N/A	
13. Utilize microphone and hand signal techniques used for television broadcasting talent.		
	Pupil Edition Page References	Teacher Edition Page References

a. Identify different types and techniques of microphones used by television broadcasting talent.	126–130	
b. Identify the various hand signals used in television broadcasting for the talent in front of the camera.	37–38	
14. Demonstrate the ability to utilize basic television broadcasting skills.		
	Pupil Edition Page References	Teacher Edition Page References
a. Outline the qualifications and requirements of a television newscaster.	N/A	
b. Demonstrate the skills of a television newscaster.	N/A	
c. Outline the qualifications and requirements of a television news reporter.	N/A	
d. Demonstrate the skills of a television news reporter.	N/A	
e. Explain the differences among news, commentaries, and editorials.	N/A	
f. Demonstrate the ability to mark, edit, and present news.	N/A	
g. Demonstrate the ability to use the equipment in the newsroom.	217–224	
h. Explain the news sources.	42	
i. Explain and discuss how to ad-lib, interview guests, and read news stories in front of the camera.	269–271	
j. Demonstrate an ability to ad-lib during a production, interview guests, and read news stories on camera.	N/A	
15. Demonstrate the ability to produce a television program.		
	Pupil Edition Page References	Teacher Edition Page References
a. Define an audience and assess its role.	N/A	
b. Compare and contrast program types.	148–152	
c. Formulate a program idea.	153–157	
d. Identify production types.	219–229	
e. Collect ideas and materials for the program.	155	

f. Evaluate the production.	45	
g. Review professional productions.	84, 170, 185, 257, 278, 293, 353, 378	
h. Identify the role of ethics in television production.	170, 317	
16. Demonstrate the procedures for directing television productions.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify and use a director's terminology.	256–260	
b. Analyze a script.	280–284	
c. Plan a program to meet time constraints.	N/A	
d. Direct a rehearsal.	278, 280–291	
e. Direct a program for recording.	288	
f. Evaluate a program.	45	
17. Explain the purpose of editing videotape for television broadcast.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify editing terms.	321, 337, 355	
b. Identify the purpose of editing a tape.	51, 356, 360–363	
c. Identify the tools of editing.	322-324, 326-335, 356-360, 364-366	
d. Explain the difference between linear and non-linear editing videotape.	377	
18. Demonstrate the ability to operate linear television editing equipment.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the parts to a linear television editing system.	356–358	
b. Identify editing system control track, time code editing, and editing modes.	114–115, 365–370	
c. Demonstrate an ability to edit a videotape using the linear editing system.	N/A	

19. Demonstrate the ability to operate non-linear television editing equipment.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the parts to a non-linear television editing system.	359–360	
b. Demonstrate an ability to edit a videotape using the non-linear editing system.	N/A	

- All competencies and objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference if there is no correlation.
- If you have an annotated teacher edition (ATE), then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.