

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

**Instructional Category – Trade & Industrial (Vocational)
Course – Broadcasting II (CIP 10.0104)
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, places of employment, working conditions, and educational requirements.	18–23, 32–44	
b. Describe basic employee responsibilities.	32–44	
3. Develop advanced leadership and organizational skills.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify SkillsUSA leadership and skills competition activities.	N/A	

b. Identify similarities between SkillsUSA leadership skills and workplace leadership skills.	N/A	
4. 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	
5. Develop employability skills.		
	Pupil Edition Page References	Teacher Edition Page References
a. Prepare a resume containing essential information.	N/A	
b. Complete a job application form.	N/A	
c. Explain procedures for job interviews using correct job etiquette.	36, 37, 54	
d. Demonstrate the role of an applicant in a job interview.	N/A	
6. Demonstrate the ability to operate a television camera.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of television cameras and their functions.	56–60	
b. Operate studio and portable video cameras.	69–71, 95–99, 240–243	

c. Operate the camera control units.	58	
7. Demonstrate the ability to operate a video switcher.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the different parts to a video switcher.	321–324	
b. Operate a video switcher.	324–326	
8. Demonstrate the ability to operate a video tape player/recorder.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of video tape players/recorders.	110–113	
b. Operate the video tape players/recorders.	357–359	
9. Demonstrate the ability to operate a video edit controller.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of video edit controllers.	365	
b. Operate the video edit controller.	365–370	
10. Demonstrate the ability to operate a computer character generator.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of computer character generators.	183–184	
b. Operate the computer character generator.	N/A	
11. Demonstrate the ability to operate a teleprompter.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of teleprompters.	271	
b. Operate the teleprompter.	N/A	
12. Demonstrate the ability to operate the studio intercom system.		

	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of studio intercom systems.	37, 276	
b. Operate the studio intercom system.	N/A	
13. Demonstrate the ability to operate the waveform/vector scope/oscilloscope monitor.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the types of waveform/vector scope/oscilloscope monitors.	384–386	
b. Operate the waveform/vector scope/oscilloscope monitors.	N/A	
14. Demonstrate the ability to use the audio control console.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the different parts to an audio control console.	222–223	
b. Operate an audio control console.	N/A	
15. Demonstrate the ability to use the microphone mixer.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the different parts to a microphone mixer.	137–138	
b. Operate a microphone mixer.	N/A	
16. Demonstrate the ability to use compact disc players.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the different parts to a compact disc player.	N/A	
b. Operate a compact disc player.	N/A	
17. Demonstrate the ability to use reel-to-reel tape recorders.		
	Pupil Edition	Teacher Edition

	Page References	Page References
a. Identify the different parts of reel-to-reel tape recorders.	N/A	
b. Operate a tape recorder.	N/A	
18. Demonstrate the ability to use a cassette player/recorder.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the different parts of a cassette player/recorder.	N/A	
b. Operate a cassette player/recorder.	N/A	
19. Explain the characteristics of the various microphones used in television broadcasting.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the characteristics of various microphones used in television broadcasting.	126–132	
b. Operate various microphones used in television broadcasting.	132, 134–136	
20. Demonstrate the ability to direct a remote television production.		
	Pupil Edition Page References	Teacher Edition Page References
a. Identify the differences between electronic news gathering and electronic field production.	224–225	
b. Assemble/disassemble audio, video, and lighting for a remote production.	232–239	
21. Demonstrate the ability to write advanced audio and television scripts.		
	Pupil Edition Page References	Teacher Edition Page References
a. Analyze professional audio and television scripts.	151, 158–164, 280–284	
b. Research each of the program scripts.	155	
c. Identify program types.	148–152	

d. Identify the audience.	154–155	
e. Assemble audio cues and spoken words into a rough draft.	158–164	
f. Revise the script to fit the time element.	N/A	
g. Edit the script for mechanical, grammatical, and usage errors.	42, 165	
h. Write a complete script for various productions.	164	
22. Demonstrate the ability to perform the duties of an audio and television announcer.		
	Pupil Edition Page References	Teacher Edition Page References
a. Read orally from scripts, cue cards, and teleprompters in front of the camera.	N/A	
b. Communicate on camera with other talent and/or the audience.	N/A	
c. Deliver the skills of an announcer in front of the camera.	N/A	
d. Produce audition/demonstration videotape.	N/A	
23. Demonstrate the ability to utilize advanced 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 news reporter.	N/A	
d. Demonstrate the skills of a 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. Demonstrate an ability to ad-lib, interview guests, and read news stories on camera.	269–271	
24. Demonstrate the ability to produce a television program.		
	Pupil Edition Page References	Teacher Edition Page References
a. Formulate a program idea.	153–157	
b. Analyze a program type.	148–152	
c. Select a program type.	N/A	
d. Research the program idea.	155	
e. Assemble all material for the program.	155	
f. Write the program.	153–158	
g. Comply with all copyright laws.	152, 170, 317	
h. Evaluate the production.	45	
25. Demonstrate the ability to direct a television production.		
	Pupil Edition Page References	Teacher Edition Page References
a. Direct a program using the in the studio and in the field.	280–291	
b. Use correct terminology.	256–260	
c. Analyze and mark scripts.	280–284	
d. Visualize and sequence key images.	153	
e. Prepare storyboards.	153–154	
f. Audition talent.	285–286	
g. Coordinate technical operations, studio activities, and field activities.	33–36, 46, 216	
h. Plan the program to meet the time element.	N/A	
i. Direct blocking and camera rehearsals.	278, 280–291	
j. Direct program for recording and/or transmission.	288	
k. Evaluate program.	45	
26. Explain the purpose of editing videotape for television broadcast.		
	Pupil Edition	Teacher Edition

	Page References	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, 360–366	
d. Explain the difference between linear and non-linear editing videotape.	377	
27. 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	
28. 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.