Contact Information: Parents may contact me by phone, email or visiting the school.

Teacher: Mr. Geoffrey Smith
Email Address: geoffrey.smith@ccsd.us
Phone Number: (740) 702-2287 ext. 16264
Online: http://www.ccsd.us/1/Home

Teacher Contact Websites/Social Media:
- Gmail: geoffrey.smith@students.ccsd.us

CHS Vision Statement: Our vision is to be a caring learning center respected for its comprehensive excellence.

CHS Mission Statement: Our mission is to prepare our students to serve their communities and to commit to life-long learning

Course Description and Prerequisite(s) from Course Handbook:

Broadcasting - 158 (1 semester)
State Course # 059999
Prerequisite: Approval by application
Elective Graded Conventionally Grade: 9-12 Credit: 1

Introduction to Broadcasting familiarizes students with the basic principles of broadcast production integrating the Language Arts Content Standards. This course is for students who have a general interest in broadcast journalism.

In this course student’s work with sensitive equipment, so they must be responsible and trustworthy. In addition, students must be self-motivated, dependable, and able to work well as a team.

Students are responsible for the production of video stories as well as special interest and documentary projects including script writing, video recording, and video editing. They will also assist the Cavs news staff with their community news show as needed.

Students will gain an understanding of both pre-production, on-air, and post-production roles and responsibilities of news broadcasting. By the end of the course, students should have a clear understanding of their own strengths in order to move into the next course where they will specialize in a specific production job.

Please note: Because Broadcasting is very much like a job study or internship program, admission to the program is "by interview" only. This means that, following your decision to add Broadcasting to your schedule, you will need to interview with Mr.
Smith and selected Broadcasting/CAVS News students in order to be considered for admission to the Broadcasting program. The interview will be scheduled by Mr. Smith and the Guidance Department of CHS.

**Learning Targets per Unit:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student’s ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments given for this course. The Common Core Standards can be found at http://www.corestandards.org/the-standards. *(Teacher Note: The Ainsworth Model suggests 1-3 Big Ideas for each Unit and 1-3 essential questions per Big Idea. Each Unit will vary.)*

- **1st Semester**
  - **Unit I: Broadcasting Basics and Studio Technology**
    - **Big Idea #1: What You Are Here To Do**
      - Essential Question #1: What is Broadcasting?
      - Essential Question #2: What terms do I need to know?
      - Essential Question #3: What are Libel, Slander, and Copyright Violation and how can I avoid them in Broadcasting?
    - **Big Idea #2: Cameras and Tripods**
      - Essential Question #1: What is the difference between a tape camera and an SD card camera?
      - Essential Question #2: How do I set up and use the tripods?
      - Essential Question #3: What are the different functions of the cameras?
      - Essential Question #4: What are the different camera angles and frames?
    - **Big Idea #3: Sound Equipment**
      - Essential Question #1: What is the difference between a transmitter and a receiver?
      - Essential Question #2: How do you attach a microphone to a person to get the best sound?
      - Essential Question #3: What are the different functions of the transmitters and receivers?
    - **Big Idea #4: Tricaster and Final Cut**
      - Essential Question #1: What is the Tricaster?
      - Essential Question #2: What is Final Cut?
      - Essential Question #3: How do you use the functions of the Tricaster and the Final Cut program to create a news show?
  - **Unit II: Pre-Production and Production (repeated throughout)**
    - **Big Idea #1: Planning the Show**
• Essential Question #1: What is the focus of this week’s show?
• Essential Question #2: What segments are we planning to use?
• Essential Question #3: What will our assigned jobs be?
  ▪ Big Idea #2: Acquiring Footage
    • Essential Question #1: What footage do we need?
    • Essential Question #2: How do I plan and conduct an interview?
    • Essential Question #3: What is the difference between master shots and B-roll?
  ▪ Big Idea #3: Filming the Anchors
    • Essential Question #1: How do I light the set?
    • Essential Question #2: How do I monitor the sound quality?
    • Essential Question #3: How do we use Livetext to add Graphics to the show?
  o Unit III: Post-Production (repeated throughout)
    ▪ Big Idea #1: Editing the Show
      • Essential Question #1: What pieces or segments do we edit in around the anchors?
      • Essential Question #2: How do we decide which take is the best to use?
      • Essential Question #3: How do we create the credits?
    ▪ Big Idea #2: Airing the Show
      • Essential Question #1: How do we use idVD?
      • Essential Question #2: How do we use Quicktime Conversion to make a copy of the show for Internet Streaming?
      • Essential Question #3: How do we use the switcher and DVD player?
    ▪ Big Idea #3: Critique and Growth
      • Essential Question #1: What flaws do we see in our finished product?
      • Essential Question #2: What improvements can we make?
  ▪ END OF COURSE EXAM

Course Material:
Google Chromebook
Personal SD Card
Press Pass

Electronic Resources:
Final Cut Pro
iDVD
Tricaster
Grading:
Unit Exams 50%
Assessments (Including: Quizzes, Essays, Labs, and Projects) 30%
Class work/Homework 20%
- End of Course Exam is 20% of a student’s final grade.

Grading Scale:
The grading scale for Chillicothe High School can be found in the student handbook or online at http://www.ccsd.us/1/Content2/studenthandboook

Course Expectations:
Students are expected to maintain an excellent work ethic and to meet the challenge of higher level thinking. Students need to have developed organizational skills. All assignments must be turned in on time and be completed with maximum effort. Late work will be scored in accordance with the previously defined Board adopted Grading Policy.

Late Work: Late work will be subject to the board adopted policy on assignments that are turned in late (to be reviewed in class). In accordance with the policy, any work that is turned in late but within five days of the original due date will receive a maximum grade of 75%. Any work that is turned in late beyond five days but within ten days will receive a maximum grade of 60%. Any work submitted beyond ten days will receive no credit. Information can be viewed on-line at http://www.ccsd.us/1/Content2/studenthandboook.

CHS TENTATIVE Broadcasting Course Schedule
This is an overview of what will be covered in this course at CHS for this school year. Although, I would like to follow this plan verbatim this years’ tentative schedule is subject to change (at the teachers’ discretion).

1st Semester
Week 1:
Beginning of the Year Pre-Assessment Exam
Unit I
Weeks 1-2: Broadcasting Basics
  • Formative Assessment
Week 3: Studio Jobs
  • Unit I Summative Assessment

Unit II
Week 4: Pre-Production
  • Formative Assessment
Week 5: Production
• Formative Assessment
Week 6: Unit II Summative Assessment

Unit III
Week 7: Post-Production
• Formative Assessment

Week 8: Repeating the Process
• Formative Assessment

Week 9: Unit III Summative Assessment

END OF COURSE EXAM

Performance Based Section: Writing Assignments/Exams/Presentations/Technology
One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, “Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.
CHS Broadcasting Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): ______________________________________________

Student Signature: ______________________________________________________

Parent/Guardian Name (please print): _______________________________________

Parent/Guardian Signature: _______________________________________________

Date: __________________________________________________________________