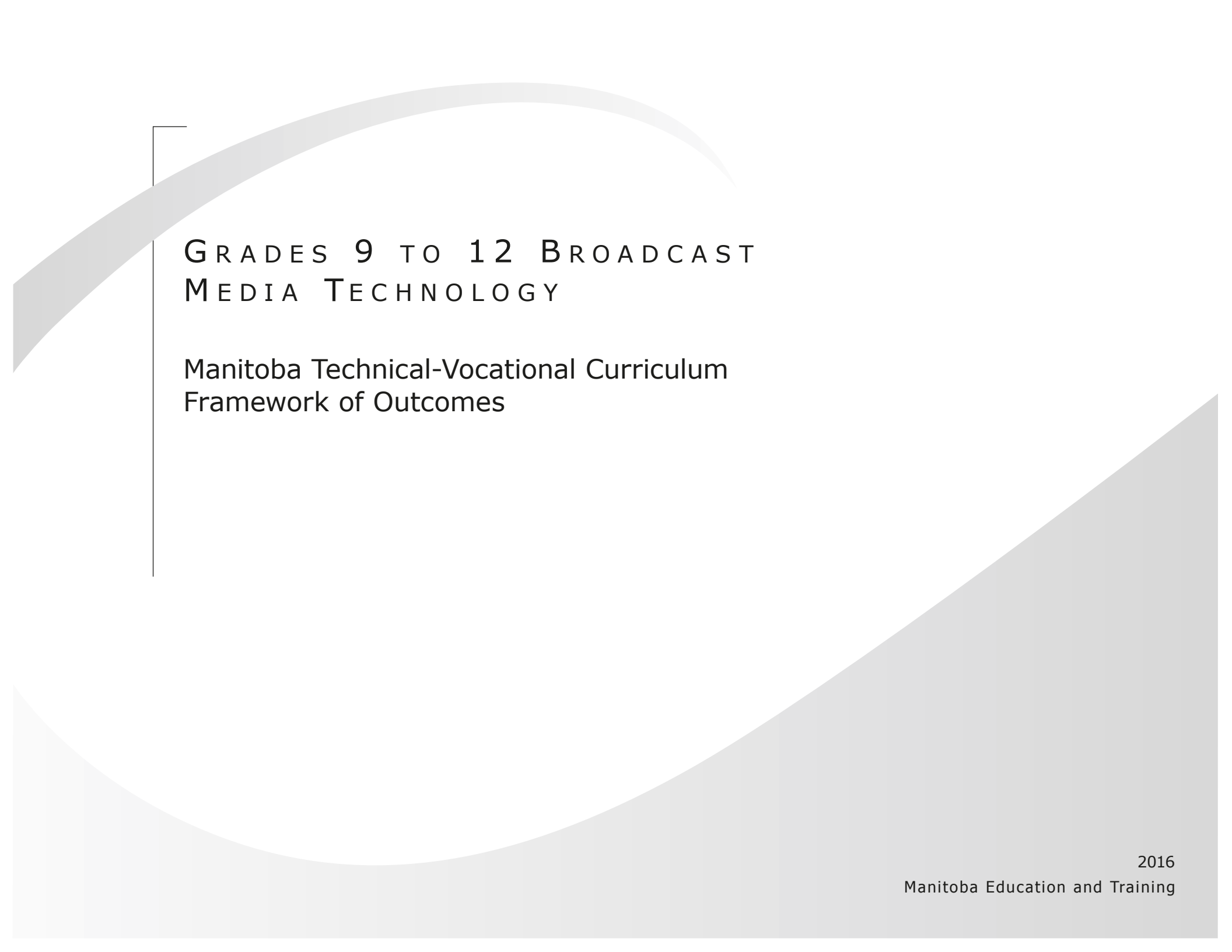




Grades 9 to 12 Broadcast Media Technology

Manitoba Technical-Vocational
Curriculum Framework
of Outcomes



GRADES 9 TO 12 BROADCAST
MEDIA TECHNOLOGY

Manitoba Technical-Vocational Curriculum
Framework of Outcomes

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Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html.

Available in alternate formats upon request.

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TECHNICAL-VOCATIONAL EDUCATION OVERVIEW

In 2013, Manitoba Education released the document *Technical-Vocational Education Overview* available at www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html to provide the philosophical and pedagogical underpinnings for curriculum development and the teaching of courses in the Senior Years Technology Education Program. This overview presents educators with the vision and goals of technical-vocational education (TVE) in Manitoba.

Topics include the following:

- curriculum revitalization and renewal
- curriculum framework and implementation
- articulation of programming
- assessment and reporting
- safety
- employability/essential skills and career development
- sustainable development

The TVE curriculum includes Grades 9 to 12 courses in a variety of areas, including broadcast media technology.

BROADCAST MEDIA TECHNOLOGY OVERVIEW

Introduction

Grades 9 to 12 Broadcast Media Technology: Manitoba Technical-Vocational Curriculum Framework of Outcomes identifies the goals, general learning outcomes (GLOs), and specific learning outcomes (SLOs) for nine broadcast media technology courses. This framework is intended for use in all Manitoba schools teaching broadcast media technology courses as part of the Senior Years Technology Education Program.

Description of Broadcast Media Technology

Broadcast media consists of the production and transmission of audio or video programming for a variety of media, including radio, television, and the Internet.

The broadcast media technology courses focus on developing the knowledge, skills, and attitudes required to produce and transmit videos, short films, documentaries, newscasts, news stories, and commercials.

Students will be exposed to broadcast theory, which they will put into practice in all areas of pre-production, production, and post-production.

Graduates will be equipped with the knowledge, skills, and attitudes to find entry-level employment in the broadcasting industry as general operators, television assistants, camera operators, and editors. They will also have the opportunity to continue their education in post-secondary institutions in areas such as New Media Design, Creative Communications, New Media, or Interactive Media Arts.

Implementation of Broadcast Media Technology

To receive a Senior Years Technical Education diploma, a student must complete eight departmentally developed courses from an approved technical-vocational cluster, together with 16 compulsory credits and six optional credits. The grade level at which the courses are offered is a local school-based decision, but it is highly recommended that the sequencing of credits follow the schedule set out at the end of this overview.

Cross-curricular learning outcomes include essential skills from subject areas including, but not limited to, information and communication technologies, English language arts, the arts, mathematics, and the sciences, and these are to be integrated into the authentic learning activities of the course. Learning outcomes dealing with the following topics are also integrated into most courses:

- health and safety
- sustainability
- ethical and legal standards
- employability skills

- working conditions and career opportunities
- evolution, technological progression, and emerging trends

In most courses, the emphasis is on applied learning activities. For instructional purposes, the sequence of learning outcomes can vary, based on the learning activities within the course. In other words, learning outcomes might be addressed in an order different from how they appear in this document. Teachers are advised to select the learning activities best suited to addressing the learning outcomes, based on a variety of factors, including access to resources and regional needs.

In light of rapid changes in technology, teachers are encouraged to update their learning activities in order to meet the needs of students.

Trade Safety Awareness Manual

Apprenticeship Manitoba has developed a *Trade Safety Awareness Manual* (TSA manual), the purpose of which is to increase student awareness of trade safety in the workplace. Although broadcast media technology is not a designated trade, the trade safety learning outcomes from the TSA manual have been incorporated into Goal 1 of this framework because students completing this cluster would benefit from achieving the outcomes. The TSA alphanumeric designations are located at the end of the applicable learning outcomes in this framework. For example, the following SLO is found in the *Introduction to Broadcast Media Technology* course: Explain the S.A.F.E. acronym. (TSA 6).

The (TSA 6) indicates that this learning outcome is taken from Apprenticeship Manitoba's TSA manual. To access the manual and to obtain more information on related tests and other resources, see [Instructor Trade Safety Awareness Manual](http://www.gov.mb.ca/wdis/apprenticeship/pdfpubs/pubs/general/trade_safety/instructor.pdf) at www.gov.mb.ca/wdis/apprenticeship/pdfpubs/pubs/general/trade_safety/instructor.pdf.

Broadcast Media Technology Goals and General Learning Outcomes (GLOs)

The learning outcomes for each broadcast media technology course were developed based on the following goals and general learning outcomes (GLOs). **Please note that some courses do not address all these goals and GLOs.**

Goal 1: Describe and apply appropriate **health and safety** practices.

GLO 1.1: Describe and apply appropriate **health and safety** practices.

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*.

Goal 2: Identify, select, adjust, operate, and manage **equipment, materials, and software**.

GLO 2.1: Identify, select, adjust, operate, and manage **equipment, materials, and software**.

GLO 2.2: Identify, select, set up, tear down, and manage **lighting equipment**.

Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**.

GLO 3.1: Demonstrate an understanding of **broadcasting theory**.

GLO 3.2: Demonstrate an understanding of **media literacy** as it pertains to broadcasting.

Goal 4: Demonstrate audio, video, and film **pre-production** knowledge and skills.

GLO 4.1: **Brainstorm** ideas for audio, video, and film productions.

GLO 4.2: Write **scripts and interview questions** for audio, video, and film productions.

GLO 4.3: **Create storyboards** for audio, video, and film productions.

GLO 4.4: Scout, select, and set up **locations** for audio, video, and film productions.

Goal 5: Demonstrate audio, video, and film **production** knowledge and skills.

GLO 5.1: Demonstrate audio, video, and film **production** knowledge and skills.

Goal 6: Demonstrate audio, video, and film **post-production** knowledge and skills.

GLO 6.1: Demonstrate audio, video, and film **post-production** knowledge and skills.

Goal 7: Demonstrate audio, video, and film **transmission** knowledge and skills.

GLO 7.1: Demonstrate audio, video, and film **transmission** knowledge and skills.

Goal 8: Describe and demonstrate transferable **cross-curricular** knowledge and skills as they relate to broadcasting.

GLO 8.1: Research, read, interpret, and communicate information related to broadcasting.

GLO 8.2: Apply knowledge and skills from **the arts** as they relate to broadcasting.

GLO 8.3: Apply knowledge and skills from **mathematics** and the **sciences** as they relate to broadcasting.

Goal 9: Demonstrate an awareness of **sustainability** as it pertains to broadcasting.

GLO 9.1: Describe the impact of **sustainability** on the **health and well-being** of those employed in broadcasting and their listeners and viewers.

GLO 9.2: Describe **sustainable business practices** within the broadcasting industry.

Goal 10: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

GLO 10.1: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

Goal 11: Demonstrate **employability skills**.

GLO 11.1: Demonstrate **fundamental employability skills**.

GLO 11.2: Demonstrate an awareness of **cultural competency** and its importance in the workplace.

GLO 11.3: Demonstrate an understanding of the **business operation** of a broadcasting organization.

GLO 11.4: Demonstrate **critical thinking skills**.

Goal 12: Demonstrate an understanding of the **broadcasting industry**.

GLO 12.1: Demonstrate an understanding of the **scope** of the broadcasting industry.

GLO 12.2: Demonstrate an understanding of **educational and career opportunities** in the **broadcasting industry** and **professional associations**.

GLO 12.3: Demonstrate an understanding of **working conditions** in the broadcasting industry.

Goal 13: Demonstrate an awareness of the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

GLO 13.1: Describe the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

Specific Learning Outcomes (SLOs)

Grades 9 to 12 Broadcast Media Technology: Manitoba Technical-Vocational Curriculum Framework of Outcomes identifies specific learning outcomes (SLOs) for use in all Manitoba schools teaching Grades 9 to 12 broadcast media technology courses as part of the Senior Years Technology Education Program. SLO statements define what students are expected to achieve by the end of a course.

It is essential that students learn and demonstrate safety practices and employability skills; therefore, some SLOs related to health and safety and to employability skills are repeated in several courses.

Please note that SLOs are not identified for the goals and GLOs that are not addressed in a given course.

Course Descriptions

Course titles, descriptions, and codes for the broadcast media technology courses follow. For an explanation of the codes, refer to the [Subject Table Handbook: Technology Education](http://www.edu.gov.mb.ca/k12/docs/policy/sthte/index.html) (Manitoba Education and Advanced Learning), available at www.edu.gov.mb.ca/k12/docs/policy/sthte/index.html.

9114 Exploration of Broadcast Media Technology 15S/15E/15M
10S/10E/10M

This course is designed for students who wish to explore the broadcast media industry. Students will develop the skills necessary to produce audio and video projects. They will be introduced to the basic principles and concepts involved in producing content for conventional broadcasting and new media.

9116 Introduction to Broadcast Media Technology 20S/20E/20M

This course is designed for students who are interested in broadcast media. Students will be introduced to the tasks and equipment used in audio, video, and film production in a variety of projects. They will learn the basic skills, duties, and roles involved in the pre-production, production, and post-production of different types of media. They will also develop a stronger understanding of the importance of media in today's society.

9117 Multi-Camera Production for Broadcast Media 30S/30E/30M

This course focuses on basic multi-camera production in a studio setting. Students will be introduced to the various roles involved in a studio and control room environment. They will develop an understanding of and create scripts, lineups, and content for their productions. They will also produce various types of video programs in a multi-camera production environment.

9118 Video Post-Production for Broadcast Media 30S/30E/30M

This course focuses on non-linear post-production for broadcast media. Students will be introduced to non-linear editing software and will learn basic editing skills. They will set up software, manage files, and import and export projects. They will also be exposed to compositing and graphic design elements in the editing software.

9119 Single-Camera Production for Broadcast Media 30S/30E/30M

This course is designed to enhance all aspects of single-camera production when on location or in the field. Students will discuss and enhance previous skills in all areas of production. They will learn theory related to lighting, camera functions and operation, script writing, storyboarding, and editing techniques. This course will also introduce interviewing techniques and three-point lighting.

9120 Electronic News Gathering for
Broadcast Media 40S/40E/40M

This course focuses on television news field reporting. Students will discuss and produce news items for various media platforms. They will also be assigned various job roles in electronic newsgathering, including reporting, producing, camera operation, and post-production editing. Students will analyze and critique various news outlets and styles of electronic news gathering (ENG).

9121 Documentary and Film Production
for Broadcast Media 40S/40E/40M

This course is designed to expose students to the film industry by having them produce short films and documentaries either on location or in a studio or on a sound stage. Students will learn the various job roles, as well as all areas of production. They will also analyze and critique various films and documentaries for style, storytelling, and cultural impact.

9122 Advanced Multi-Camera Production
for Broadcast Media 40S/40E/40M

This course is designed to provide an in-depth analysis of multi-camera video production for news and sporting events in a studio setting. It includes advanced training in multi-camera video production. Students will be able to produce professional quality newscasts or live sports coverage upon completion of this course.

9123 Applied Broadcast Media
Technology 40S/40E/40M

This course is designed to have students use their current skill sets in practical applications. Students will initiate and manage the production and transmission of projects. They will also create a portfolio and a resumé to explore employment opportunities. Students will also learn the business practices of media outlets, as well as self-marketing strategies.

Curriculum Implementation Dates

During **voluntary implementation**, teachers have the option of teaching the entire new draft curriculum as soon as Manitoba Education and Training releases it on the [Technology Education](http://www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html) website at www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html.

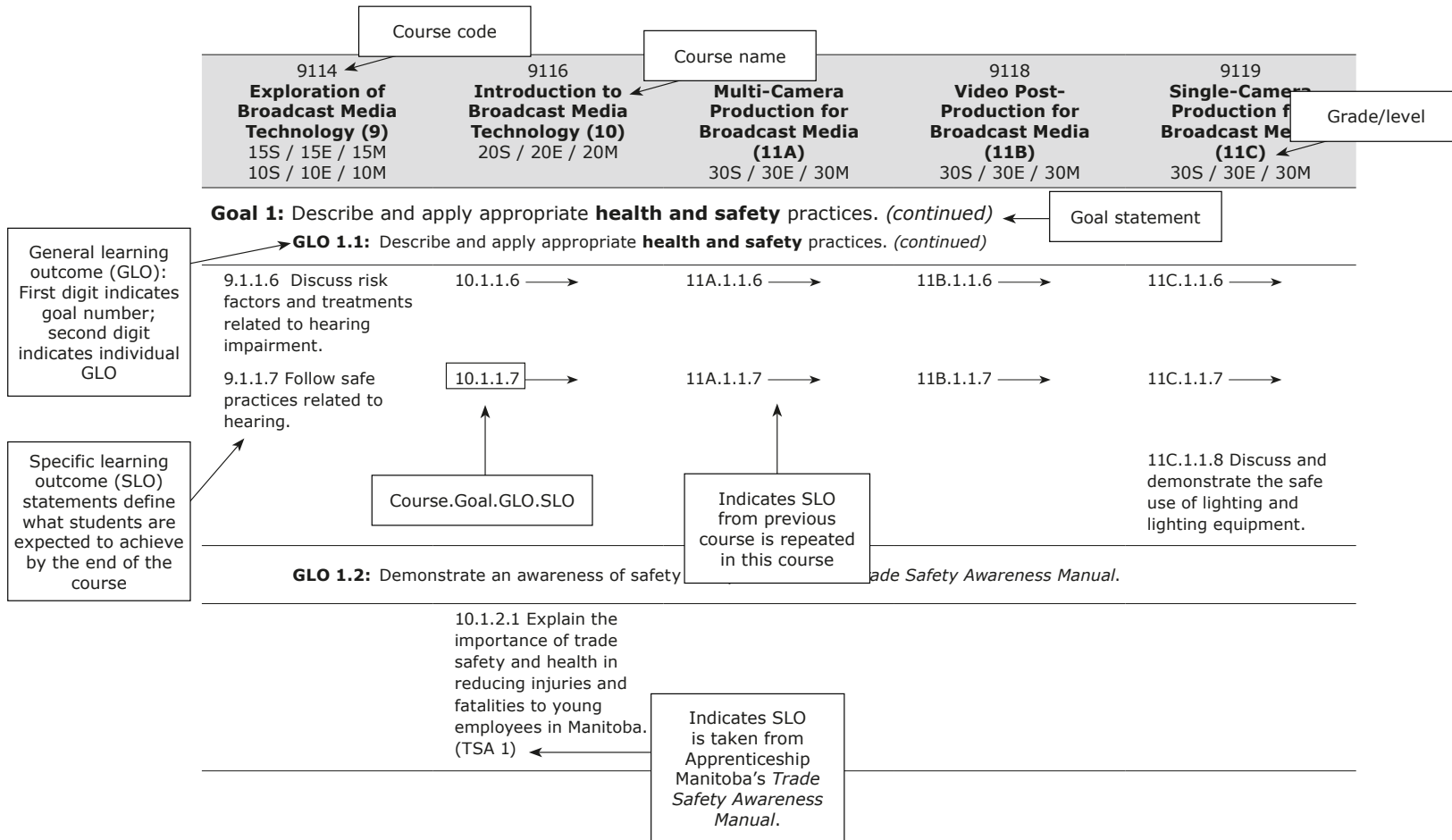
They also have the option of teaching the courses from the previous curriculum. Teachers who implement courses before system-wide implementation need to ensure that students who are already taking courses from the previous curriculum achieve all SLOs with a minimum of redundancy.

Voluntary implementation of all courses began in the fall of 2015 and will continue until their respective system-wide implementation dates.

| Date | System-Wide Implementation |
|-----------|----------------------------|
| Fall 2016 | Grade 9 (optional) |
| Fall 2017 | Grade 10 |
| Fall 2018 | Grade 11 |
| Fall 2019 | Grade 12 |

Under **system-wide implementation**, all teachers in Manitoba teach the new curriculum and use the new course codes. Teachers will no longer be able to use the previous course codes. Course codes are found in the [Subject Table Handbook: Technology Education](#) at www.edu.gov.mb.ca/k12/docs/policy/sthte/index.html.

Guide to Reading Broadcast Media Technology Goals and Learning Outcomes





GRADES 9 TO 11
BROADCAST MEDIA
TECHNOLOGY

General and Specific Learning
Outcomes by Goal

GRADES 9 TO 11 BROADCAST MEDIA TECHNOLOGY: GENERAL AND SPECIFIC LEARNING OUTCOMES BY GOAL

| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices.

GLO 1.1: Describe and apply appropriate **health and safety** practices.

| | | | | |
|--|------------|-------------|-------------|-------------|
| 9.1.1.1 Follow safety practices when using tools, equipment, and materials. | 10.1.1.1 → | 11A.1.1.1 → | 11B.1.1.1 → | 11C.1.1.1 → |
| 9.1.1.2 Locate first aid stations and fire extinguishers. | 10.1.1.2 → | 11A.1.1.2 → | 11B.1.1.2 → | 11C.1.1.2 → |
| 9.1.1.3 Describe the reporting process for injuries. | 10.1.1.3 → | 11A.1.1.3 → | 11B.1.1.3 → | 11C.1.1.3 → |
| 9.1.1.4 Outline the safety principles for working on and around electrical cables. | 10.1.1.4 → | 11A.1.1.4 → | 11B.1.1.4 → | 11C.1.1.4 → |
| 9.1.1.5 Maintain a clean and organized work area. | 10.1.1.5 → | 11A.1.1.5 → | 11B.1.1.5 → | 11C.1.1.5 → |

| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.1: Describe and apply appropriate **health and safety** practices. *(continued)*

| | | | | |
|--|------------|-------------|-------------|--|
| 9.1.1.6 Discuss risk factors and treatments related to hearing impairment. | 10.1.1.6 → | 11A.1.1.6 → | 11B.1.1.6 → | 11C.1.1.6 → |
| 9.1.1.7 Follow safe practices related to hearing. | 10.1.1.7 → | 11A.1.1.7 → | 11B.1.1.7 → | 11C.1.1.7 → |
| | | | | 11C.1.1.8 Discuss and demonstrate the safe use of lighting and lighting equipment. |

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*.

10.1.2.1 Explain the importance of trade safety and health in reducing injuries and fatalities to young employees in Manitoba. (TSA 1)

| | | | | |
|--|---|---|---|--|
| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*. *(continued)*

10.1.2.2 Describe the rights and responsibilities of employees, employers, and supervisors under *The Workplace Safety and Health Act*. (TSA 2)

10.1.2.3 Describe the steps to use in the Right to Refuse process. (TSA 3)

10.1.2.4 Explain how and where to find information on workplace safety and health. (TSA 4)

10.1.2.5 Demonstrate how to handle a potentially dangerous work situation. (TSA 5)

10.1.2.6 Explain the S.A.F.E. acronym. (TSA 6)

| | | | | |
|--|---|---|---|--|
| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*. *(continued)*

10.1.2.7 Define workplace safety and health hazards. (TSA 7)

10.1.2.8 Give examples of trade-specific workplace safety and health hazards. (TSA 8)

10.1.2.9 Give examples of five types of safety and health hazards. (TSA 9)

10.1.2.10 Define workplace safety and health risk. (TSA 10)

10.1.2.11 Give examples of trade-specific workplace safety and health risks. (TSA 11)

10.1.2.12 Explain the principles of hazard recognition and control as they apply to the specific trade. (TSA 12)

| | | | | |
|--|---|---|---|--|
| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*. *(continued)*

10.1.2.13 Explain the Workplace Hazardous Materials Information System (WHMIS).
(TSA 13)

10.1.2.14 Match the WHMIS hazardous materials symbols and their meanings.
(TSA 14)

10.1.2.15 Describe the importance of the Material Safety Data Sheets (MSDS).
(TSA 15)

10.1.2.16 Describe the importance of using personal protective equipment (PPE).
(TSA 16)

| | | | | |
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| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|

Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.2: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*. *(continued)*

10.1.2.17 Demonstrate proper selection and use of a variety of personal protective equipment and fall protection systems. (TSA 17)

10.1.2.18 Outline the safety principles for working on and around electrical equipment. (TSA 18)

10.1.2.19 Outline workplace fire safety principles. (TSA 19)

10.1.2.20 Identify the hazards in confined spaces and the preparation needed to work in a confined space. (TSA 20)

| 9114 Exploration of Broadcast Media Technology (9) 15S / 15E / 15M 10S / 10E / 10M | 9116 Introduction to Broadcast Media Technology (10) 20S / 20E / 20M | 9117 Multi-Camera Production for Broadcast Media (11A) 30S / 30E / 30M | 9118 Video Post-Production for Broadcast Media (11B) 30S / 30E / 30M | 9119 Single-Camera Production for Broadcast Media (11C) 30S / 30E / 30M |
|--|---|---|---|--|
|--|---|---|---|--|

Goal 2: Identify, select, adjust, operate, and manage **equipment, materials,** and **software.**

GLO 2.1: Identify, select, adjust, operate, and manage **equipment, materials,** and **software.**

| | | | | |
|--|--|---|--|--|
| 9.2.1.1 Operate and manage equipment, materials, and software. | 10.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software. | 11A.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in multi-camera production. | 11B.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in video post-production. | 11C.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in single-camera production. |
| 9.2.1.2 Adjust and operate a video camera. | 10.2.1.2 → | 11A.2.1.2 Time and phase video sources. | 11B.2.1.2 Use non-linear editing software to import, edit, apply key framing to, apply effects and transitions to, and export audio and video files. | |
| | 10.2.1.3 Use and manage storage media. | 11A.2.1.3 Transition video sources into a live production using a switcher. | | |
| | 10.2.1.4 Demonstrate familiarity with the basic capabilities of non-linear editing software. | 11A.2.1.4 Adjust shade and white balance settings on cameras. | | |

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Goal 2: Identify, select, adjust, operate, and manage **equipment, materials, and software.** *(continued)*

GLO 2.1: Identify, select, adjust, operate, and manage **equipment, materials, and software.** *(continued)*

11A.2.1.5 Transition audio sources into a live production using an audio mixer.

11A.2.1.6 Adjust audio levels.

11A.2.1.7 Adjust and operate a studio camera.

11A.2.1.8 Adjust and operate a video playback device.

GLO 2.2: Identify, select, set up, tear down, and manage **lighting equipment.**

10.2.2.1 Demonstrate an awareness of lighting requirements for video production.

11A.2.2.1 Demonstrate an awareness of lighting requirements for multi-camera production.

11C.2.2.1 Identify, select, set up, tear down, and manage lighting equipment for three-point lighting in single-camera production.

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Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**.

GLO 3.1: Demonstrate an understanding of **broadcasting theory**.

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| <p>9.3.1.1 Demonstrate use of the terminology associated with broadcast media technology.</p> | <p>10.3.1.1 →</p> | <p>11A.3.1.1 Demonstrate use of the terminology associated with multi-camera production.</p> | <p>11B.3.1.1 Demonstrate use of the terminology associated with video post-production.</p> | <p>11C.3.1.1 Demonstrate use of the terminology associated with single-camera production.</p> |
| <p>9.3.1.2 Demonstrate an awareness of broadcasting theory.</p> | <p>10.3.1.2 Demonstrate an understanding of the theory related to video production, including composition, focus procedures, and white balancing.</p> | <p>11A.3.1.2 Demonstrate an understanding of the theory related to multi-camera production.</p> | <p>11B.3.1.2 Demonstrate an understanding of the theory related to video post-production.</p> | <p>11C.3.1.2 Discuss the theory related to interview techniques.</p> |
| | <p>10.3.1.3 Demonstrate an understanding of the theory related to audio production, including recording techniques, sound levels, and microphone use.</p> | <p>11A.3.1.3 Discuss the roles and responsibilities of each member of a multi-camera production team, including the director, camera operator, switcher, audio operator, and video playback operator.</p> | <p>11B.3.1.3 Discuss the roles and responsibilities of a video editor.</p> | <p>11C.3.1.3 Discuss three-point lighting.</p> |

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Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**. *(continued)*

GLO 3.1: Demonstrate an understanding of **broadcasting theory**. *(continued)*

10.3.1.4 Discuss the roles and responsibilities of each member of a field video production team, including the producer/director, videographer, editor, and audio field technician.

10.3.1.5 Discuss the roles and responsibilities of each member of a field audio production team, including the producer/director, editor, and audio field technician.

11A.3.1.4 Compare and contrast the roles and responsibilities of a director of a single-camera production and a director of a multi-camera production.

11A.3.1.5 Compare and contrast the roles and responsibilities of a camera operator and a videographer.

11A.3.1.6 Compare and contrast the roles and responsibilities of a field audio technician and an audio operator.

11B.3.1.4 Demonstrate an understanding of the theory related to codecs.

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Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**. *(continued)*

GLO 3.1: Demonstrate an understanding of **broadcasting theory**. *(continued)*

11A.3.1.7 Discuss the differences between the technical qualities (e.g., framing, focus, white balance) and the aesthetic qualities (e.g., meaning, tone, subconscious messages) of a video clip.

GLO 3.2: Demonstrate an understanding of **media literacy** as it pertains to broadcasting.

10.3.2.1 Define and discuss media literacy.

11B.3.2.1 Discuss how post-production techniques can be used to change the perception of a video.

11C.3.2.1 Discuss how single-camera techniques can be used to change the mood of an interview.

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Goal 4: Demonstrate audio, video, and film **pre-production** knowledge and skills.

GLO 4.1: Brainstorm ideas for audio, video, and film productions.

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| 9.4.1.1 Brainstorm ideas for audio, video, and film productions. | 10.4.1.1 → | 11A.4.1.1 Brainstorm ideas for multi-camera production. | 11C.4.1.1 Brainstorm ideas for single-camera production. |
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GLO 4.2: Write scripts and interview questions for audio, video, and film productions.

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| 9.4.2.1 Write scripts for audio, video, and film productions. | 10.4.2.1 → | 11A.4.2.1 Write scripts for multi-camera production. | 11C.4.2.1 Develop questions for an interview. |
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GLO 4.3: Create storyboards for audio, video, and film productions.

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| 9.4.3.1 Demonstrate an awareness of storyboards. | 10.4.3.1 Create storyboards for audio, video, and film productions. | | |
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GLO 4.4: Scout, select, and set up locations for audio, video, and film productions.

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| | 10.4.4.1 Scout and select locations for audio, video, and film productions. | | 11C.4.4.1 Make arrangements for an interview. |
| | | | 11C.4.4.2 Set up a scene for an interview. |

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Goal 5: Demonstrate audio, video, and film **production** knowledge and skills.

GLO 5.1: Demonstrate audio, video, and film **production** knowledge and skills.

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| <p>9.5.1.1 Demonstrate the roles and responsibilities of a videographer and a video editor.</p> | <p>10.5.1.1 Demonstrate the roles and responsibilities of each member of a field video production team, including the producer/director, videographer, video editor, and audio field technician.</p> <p>10.5.1.2 Demonstrate the roles and responsibilities of each member of a field audio production team, including the producer/director, audio editor, and audio field technician.</p> | <p>11A.5.1.1 Perform the roles and responsibilities of each member of a multi-camera production team, including the director, camera operator, switcher, audio operator, and video playback operator.</p> | <p>11C.5.1.1 Perform the roles and responsibilities of each member of a single-camera production team, including the reporter, videographer, audio field technician, and lighting technician.</p> |
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Goal 6: Demonstrate audio, video, and film **post-production** knowledge and skills.

GLO 6.1: Demonstrate audio, video, and film **post-production** knowledge and skills.

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| 9.6.1.1 Use editing software at an introductory level. | 10.6.1.1 → | 11A.6.1.1 Critique a multi-camera production. | 11B.6.1.1 Perform offline editing, including organizing clips on timelines, bins, or folders. | 11C.6.1.1 Edit a single-camera video production. |
| 9.6.1.2 Demonstrate an awareness of critiquing projects. | 10.6.1.2 Discuss the need to critique and revise projects. | | 11B.6.1.2 Perform a rough-cut edit. | |
| | 10.6.1.3 Save, back up, organize, and label electronic files. | | 11B.6.1.3 Save, back up, organize, and label electronic files. | |
| | 10.6.1.4 Demonstrate an understanding of various categories of editing software and the purpose of each. | | 11B.6.1.4 Import electronic files. | |
| | | | 11B.6.1.5 Incorporate music, graphics, and effects into a video production. | |

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Goal 6: Demonstrate audio, video, and film **post-production** knowledge and skills. *(continued)*

GLO 6.1: Demonstrate audio, video, and film **post-production** knowledge and skills. *(continued)*

11B.6.1.6 Perform minor final edits, including improving transitions and editing In and Out points of a video clip.

11B.6.1.7 Export a project to media using various codecs.

Goal 7: Demonstrate audio, video, and film **transmission** knowledge and skills.

GLO 7.1: Demonstrate audio, video, and film **transmission** knowledge and skills.

11B.7.1.1 Demonstrate the skills required to transmit a completed project.

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Goal 8: Describe and demonstrate transferable **cross-curricular** knowledge and skills as they relate to broadcasting.

GLO 8.1: Research, read, interpret, and communicate information related to broadcasting.

10.8.1.1 Follow language conventions when creating original text.

11A.8.1.1 Create scripts following industry conventions.

11B.8.1.1 Read and use information related to video-editing software.

11A.8.1.2 Create scripts that are concise, informative, conversational, and organized.

11A.8.1.3 Create scripts that include transitions between segments.

GLO 8.2: Apply knowledge and skills from **the arts** as they relate to broadcasting.

11B.8.2.1 Discuss and demonstrate how various post-production effects can set the mood of a video production.

11C.8.2.1 Discuss and demonstrate how various lighting effects, camera angles, and set designs can set the mood for an interview.

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Goal 8: Describe and demonstrate transferable **cross-curricular** knowledge and skills as they relate to broadcasting. *(continued)*

GLO 8.3: Apply knowledge and skills from **mathematics** and the **sciences** as they relate to broadcasting.

11C.8.3.1 Demonstrate an understanding of lighting temperatures in degrees Kelvin.

11C.8.3.2 Incorporate information related to lighting temperatures while setting up lighting for single-camera productions.

Goal 9: Demonstrate an awareness of **sustainability** as it pertains to broadcasting.

GLO 9.1: Describe the impact of **sustainability** on the **health and well-being** of those employed in broadcasting and their listeners and viewers.

10.9.1.1 Demonstrate ergonomically correct procedures to avoid injury (e.g., stress, strain).

11A.9.1.1 Discuss long-term health concerns related to wearing inappropriate clothing during multi-camera productions taking place in different settings.

11B.9.1.1 Discuss how video editing can affect people’s attitudes and perceptions on certain topics, which can then affect social change.

11C.9.1.1 Discuss how interview and broadcasting techniques can affect people’s attitudes and perceptions on certain topics, which can then affect social change.

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Goal 9: Demonstrate an awareness of **sustainability** as it pertains to broadcasting. *(continued)*

GLO 9.1: Describe the impact of **sustainability** on the **health and well-being** of those employed in broadcasting and their listeners and viewers. *(continued)*

10.9.1.2 Discuss the benefits of broadcast media for listeners and viewers.

11A.9.1.2 Discuss the benefits of live multi-camera productions (e.g., entertainment, news, weather, sports) for listeners and viewers.

11B.9.1.2 Discuss long-term health concerns related to performing post-production duties.

11B.9.1.3 Demonstrate ergonomically correct procedures to avoid injury (e.g., stress, strain) while performing post-production duties.

GLO 9.2: Describe **sustainable business practices** within the broadcasting industry.

11A.9.2.1 Define and discuss sustainable business practices.

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Goal 10: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

GLO 10.1: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

10.10.1.1 Define ethics and discuss how they relate to broadcast media.

11B.10.1.1 Discuss ethical and legal issues to be considered when editing, including those related to

11C.10.1.1 Discuss ethical and legal considerations related to conducting interviews.

- obtaining permission for incorporating copyrighted items (e.g., logos, music)
- obtaining consent of parents/guardians for incorporating footage of minors
- concealing people’s identity, when necessary

10.10.1.2 Demonstrate an awareness of regulations affecting the broadcasting industry.

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Goal 11: Demonstrate **employability skills.**

GLO 11.1: Demonstrate **fundamental employability skills.**

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| 9.11.1.1 Demonstrate regular and punctual attendance. | 10.11.1.1 → | 11A.11.1.1 → | 11B.11.1.1 → | 11C.11.1.1 → |
| 9.11.1.2 Demonstrate the ability to communicate respectfully and effectively with teachers, supervisors, co-workers, and students. | 10.11.1.2 → | 11A.11.1.2 → | 11B.11.1.2 → | 11C.11.1.2 → |
| 9.11.1.3 Demonstrate accountability by taking responsibility for own actions. | 10.11.1.3 → | 11A.11.1.3 → | 11B.11.1.3 → | 11C.11.1.3 → |
| 9.11.1.4 Demonstrate adaptability, initiative, and effort. | 10.11.1.4 → | 11A.11.1.4 → | 11B.11.1.4 → | 11C.11.1.4 → |
| 9.11.1.5 Demonstrate teamwork skills. | 10.11.1.5 → | 11A.11.1.5 → | 11B.11.1.5 → | 11C.11.1.5 → |

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Goal 11: Demonstrate **employability skills**. *(continued)*

GLO 11.1: Demonstrate **fundamental employability skills**. *(continued)*

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| 9.11.1.6 Demonstrate the ability to stay on task and effectively use time in class and work environments. | 10.11.1.6 → | 11A.11.1.6 → | 11B.11.1.6 → | 11C.11.1.6 → |
| 9.11.1.7 Demonstrate the responsible use of technology. | 10.11.1.7 → | 11A.11.1.7 → | 11B.11.1.7 → | 11C.11.1.7 → |

GLO 11.2: Demonstrate an awareness of **cultural competency** and its importance in the workplace.

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| | 10.11.2.1 Define and discuss the meaning of culture. | | 11B.11.2.1 Discuss the preference of certain individuals not to appear on camera for reasons related to culture, religion, and other considerations. | 11C.11.2.1 Consider the culture of the interviewee when conducting interviews. |
| | 10.11.2.2 Discuss the importance of culture in the workplace. | | | |

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Goal 11: Demonstrate **employability skills**. *(continued)*

GLO 11.3: Demonstrate an understanding of the **business operation** of a broadcasting organization.

10.11.3.1 Discuss the importance of advertising and advertising revenue for media outlets.

GLO 11.4: Demonstrate **critical thinking skills**.

9.11.4.1 Discuss the need for critical thinking.

10.11.4.1 →

11A.11.4.1 Use critical thinking skills to analyze how media deliver messages.

11B.11.4.1 Use critical thinking skills when solving editing problems, such as adjusting colour and exposure of video, correcting audio, and organizing the order of clips.

11C.11.4.1 Use critical thinking skills when setting up and conducting interviews.

9.11.4.2 Discuss the need for problem-solving skills.

10.11.4.2 →

11A.11.4.2 Use critical thinking skills to analyze technical and on-air problems during live production.

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Goal 12: Demonstrate an understanding of the **broadcasting industry**.

GLO 12.1: Demonstrate an understanding of the **scope** of the broadcasting industry.

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| | 10.12.1.1 Demonstrate an understanding of the scope of the broadcasting industry. | 11A.12.1.1 Discuss the place of broadcast media in the Canadian economy. | 11B.12.1.1 Discuss the scope of video post-production. | |
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GLO 12.2: Demonstrate an understanding of **educational and career opportunities** in the **broadcasting industry** and **professional associations**.

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| 9.12.2.1 Demonstrate an understanding of the scope of careers in broadcasting. | 10.12.2.1 → | 11A.12.2.1 Discuss educational and career opportunities in multi-camera production. | 11B.12.2.1 Discuss educational and career opportunities in video post-production. | 11C.12.2.1 Discuss educational and career opportunities in single-camera production. |
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GLO 12.3: Demonstrate an understanding of **working conditions** in the broadcasting industry.

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| | 10.12.3.1 Describe the working conditions related to various occupations in the broadcasting industry. | 11A.12.3.1 Describe the working conditions related to multi-camera production. | 11B.12.3.1 Describe the working conditions related to video post-production. | 11C.12.3.1 Describe the working conditions related to single-camera production. |
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Goal 13: Demonstrate an awareness of the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

GLO 13.1: Describe the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

10.13.1.1 Describe the evolution of broadcasting, including its technological progression and emerging trends.

11A.13.1.1 Describe the evolution of multi-camera production, including its technological progression and emerging trends.

11B.13.1.1 Describe the evolution of video post-production, including its technological progression and emerging trends.

11C.13.1.1 Describe the evolution of single-camera production, including its technological progression and emerging trends.



GRADE 12 BROADCAST
MEDIA TECHNOLOGY

General and Specific Learning
Outcomes by Goal

GRADE 12 BROADCAST MEDIA TECHNOLOGY: GENERAL AND SPECIFIC LEARNING OUTCOMES BY GOAL

| 9120 Electronic News Gathering for Broadcast Media (12A) 40S / 40E / 40M | 9121 Documentary and Film Production for Broadcast Media (12B) 40S / 40E / 40M | 9122 Advanced Multi-Camera Production for Broadcast Media (12C) 40S / 40E / 40M | 9123 Applied Broadcast Media Technology (12D) 40S / 40E / 40M |
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Goal 1: Describe and apply appropriate **health and safety** practices.

GLO 1.1: Describe and apply appropriate **health and safety** practices.

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| 12A.1.1.1 Follow safety practices when using tools, equipment, and materials. | 12B.1.1.1 → | 12C.1.1.1 → | 12D.1.1.1 → |
| 12A.1.1.2 Locate first aid stations and fire extinguishers. | 12B.1.1.2 → | 12C.1.1.2 → | 12D.1.1.2 → |
| 12A.1.1.3 Describe the reporting process for injuries. | 12B.1.1.3 → | 12C.1.1.3 → | 12D.1.1.3 → |
| 12A.1.1.4 Outline the safety principles for working on and around electrical cables. | 12B.1.1.4 → | 12C.1.1.4 → | 12D.1.1.4 → |
| 12A.1.1.5 Maintain a clean and organized work area. | 12B.1.1.5 → | 12C.1.1.5 → | 12D.1.1.5 → |
| 12A.1.1.6 Discuss risk factors and treatments related to hearing impairment. | 12B.1.1.6 → | 12C.1.1.6 → | 12D.1.1.6 → |
| 12A.1.1.7 Follow safe practices related to hearing. | 12B.1.1.7 → | 12C.1.1.7 → | 12D.1.1.7 → |

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Goal 1: Describe and apply appropriate **health and safety** practices. *(continued)*

GLO 1.1: Describe and apply appropriate **health and safety** practices. *(continued)*

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| 12A.1.1.8 Describe potential safety hazards that can be found on location. | 12B.1.1.8 → | 12C.1.1.8 → | 12D.1.1.8 → |
| 12A.1.1.9 Discuss and demonstrate the safe use of lighting and lighting equipment. | 12B.1.1.9 → | 12C.1.1.9 → | 12D.1.1.9 → |
| 12A.1.1.10 Discuss safety concerns related to driving to and from locations. | 12B.1.1.10 Explain how and where to find information on workplace safety and health. | 12C.1.1.10 → | 12D.1.1.10 → |
| | 12B.1.1.11 Discuss safety concerns related to driving to and from locations. | 12C.1.1.11 Discuss and demonstrate the safe use of ladders. | 12D.1.1.11 → |
| | | | 12D.1.1.12 Discuss safety concerns related to driving to and from locations. |

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Goal 2: Identify, select, adjust, operate, and manage **equipment, materials,** and **software.**

GLO 2.1: Identify, select, adjust, operate, and manage **equipment, materials,** and **software.**

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| <p>12A.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used on location.</p> | <p>12B.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in documentary and film production.</p> | <p>12C.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in advanced multi-camera production.</p> | <p>12D.2.1.1 Identify, select, adjust, operate, and manage equipment, materials, and software used in broadcast media technology.</p> |
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GLO 2.2: Identify, select, set up, tear down, and manage **lighting equipment.**

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| <p>12A.2.2.1 Demonstrate an awareness of on-location lighting requirements.</p> | <p>12B.2.2.1 Demonstrate an awareness of lighting requirements for documentary and film production.</p> | <p>12C.2.2.1 Demonstrate an awareness of studio lighting requirements for advanced multi-camera production.</p> | <p>12D.2.2.1 Demonstrate an awareness of on-location lighting requirements.</p> |
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Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**.

GLO 3.1: Demonstrate an understanding of **broadcasting theory**.

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| 12A.3.1.1 Demonstrate use of the terminology associated with electronic news gathering (ENG). | 12B.3.1.1 Demonstrate use of the terminology associated with documentary and film production. | 12C.3.1.1 Demonstrate use of the terminology associated with advanced multi-camera production. | 12D.3.1.1 Demonstrate use of the terminology associated with broadcast media technology. |
| 12A.3.1.2 Demonstrate an understanding of the theory related to ENG. | 12B.3.1.2 Demonstrate an understanding of the theory related to documentary and film production. | 12C.3.1.2 Demonstrate an understanding of the theory related to multi-camera production. | 12D.3.1.2 Demonstrate an understanding of the theory related to broadcast media technology. |
| 12A.3.1.3 Discuss the roles and responsibilities of each member of an ENG team, including the videographer, reporter, producer, and editor. | 12B.3.1.3 Discuss the roles and responsibilities of each member of a documentary or film production team, including the director, producer, director of photography, audio technician, actor, and lighting technician. | 12C.3.1.3 Discuss the roles and responsibilities of each member of a multi-camera production team, including the director, camera operator, switcher, audio operator, video playback operator, floor director, script assistant, graphics operator, producer, anchors, and on-air personalities. | |
| 12A.3.1.4 Compare and contrast the roles and responsibilities of a reporter and an anchor. | | 12C.3.1.4 Compare and contrast the roles and responsibilities of a producer in a single-camera production and a producer in a multi-camera production. | |

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Goal 3: Demonstrate an understanding of **broadcasting theory** and **media literacy**. *(continued)*

GLO 3.2: Demonstrate an understanding of **media literacy** as it pertains to broadcasting.

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| <p>12A.3.2.1 Analyze news reports in order to</p> <ul style="list-style-type: none"> ■ detect bias ■ determine relevance of the stories and lineup ■ determine newsworthiness ■ evaluate delivery ■ evaluate technical aspects <p>12A.3.2.2 Discuss how reporting techniques can be used to change the perception of a news item.</p> | <p>12B.3.2.1 Discuss how video techniques can be used to change the perception of a theme in a documentary or film.</p> | <p>12C.3.2.1 Analyze newscasts in order to</p> <ul style="list-style-type: none"> ■ detect bias ■ determine relevance of the stories and lineup ■ determine newsworthiness ■ evaluate delivery ■ evaluate technical aspects | <p>12D.3.2.1 Analyze media in order to</p> <ul style="list-style-type: none"> ■ detect bias ■ determine relevance of the stories and lineup ■ determine newsworthiness ■ evaluate delivery ■ evaluate technical aspects <p>12D.3.2.2 Discuss how production techniques can be used to change perception.</p> |
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Goal 4: Demonstrate audio, video, and film **pre-production** knowledge and skills.

GLO 4.1: Brainstorm ideas for audio, video, and film productions.

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| 12A.4.1.1 Brainstorm ideas for ENG. | 12B.4.1.1 Brainstorm ideas for a documentary or film. | 12C.4.1.1 Brainstorm ideas for newscasts. | 12D.4.1.1 Initiate and manage the pre-production of a broadcast. |
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GLO 4.2: Write scripts and interview questions for audio, video, and film productions.

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| 12A.4.2.1 Prepare interview questions for ENG. | 12B.4.2.1 Write scripts for a documentary or film. | 12C.4.2.1 Write scripts for newscasts and other multi-camera productions. | |
| 12A.4.2.2 Write rough scripts for ENG. | 12B.4.2.2 Prepare interview questions for a documentary. | | |

GLO 4.3: Create storyboards for audio, video, and film productions.

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| | 12B.4.3.1 Create storyboards for a documentary or film. | 12C.4.3.1 Create storyboards and rundowns for newscasts and other multi-camera productions. | |
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GLO 4.4: Scout, select, and set up locations for audio, video, and film productions.

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| | 12B.4.4.1 Scout and select locations for a documentary or film. | 12C.4.4.1 Set up a studio for newscasts and other multi-camera productions. | |
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Goal 5: Demonstrate audio, video, and film **production** knowledge and skills.

GLO 5.1: Demonstrate audio, video, and film **production** knowledge and skills.

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| <p>12A.5.1.1 Demonstrate the roles and responsibilities of each member of an ENG team, including the videographer, reporter, producer, and editor.</p> | <p>12B.5.1.1 Demonstrate the roles and responsibilities of each member of a documentary or film production team, including the director, producer, director of photography, audio technician, actor, and lighting technician.</p> | <p>12C.5.1.1 Perform the roles and responsibilities of each member of a multi-camera production team, including the director, camera operator, switcher, audio operator, video playback operator, floor director, script assistant, graphics operator, producer, anchors, and on-air personalities.</p> | <p>12D.5.1.1 Initiate and manage the production of a broadcast.</p> |
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Goal 6: Demonstrate audio, video, and film **post-production** knowledge and skills.

GLO 6.1: Demonstrate audio, video, and film **post-production** knowledge and skills.

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| 12A.6.1.1 Demonstrate the ability to critique and revise projects. | 12B.6.1.1 → | 12C.6.1.1 → | 12D.6.1.1 → |
| 12A.6.1.2 Critique, revise, vet, and finalize scripts. | 12B.6.1.2 Critique, revise, vet, and finalize scripts for a documentary. | 12C.6.1.2 Critique a multi-camera production. | 12D.6.1.2 Initiate and manage the post-production of a broadcast. |
| 12A.6.1.3 Edit a news story, package, or item. | 12B.6.1.3 Edit a documentary or film. | | |

Goal 7: Demonstrate audio, video, and film **transmission** knowledge and skills.

GLO 7.1: Demonstrate audio, video, and film **transmission** knowledge and skills.

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| | 12D.7.1.1 Demonstrate the ability to transmit a completed project. |
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Goal 8: Describe and demonstrate transferable **cross-curricular** knowledge and skills as they relate to broadcasting.

GLO 8.1: Research, read, interpret, and communicate information related to broadcasting.

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| 12A.8.1.1 Research, read, interpret, and communicate information related to a story. | 12B.8.1.1 Research, read, interpret, and communicate information related to a documentary or film. | 12C.8.1.1 Research, read, interpret, and communicate information related to newscasts and other multi-camera productions. |
| 12A.8.1.2 Follow language conventions when writing scripts. | 12B.8.1.2 Follow language conventions when writing scripts for documentaries. | 12C.8.1.2 Follow language conventions when writing scripts for newscasts and other multi-camera productions. |
| 12A.8.1.3 Follow industry conventions when writing scripts. | 12B.8.1.3 Create scripts that are concise, informative, conversational, and organized. | 12C.8.1.3 —→ |
| | 12B.8.1.4 Create scripts that include transitions between segments. | 12C.8.1.4 —→ |
| | | 12C.8.1.5 Follow industry conventions when writing scripts, newscasts, and other multi-camera productions. |

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Goal 8: Describe and demonstrate transferable **cross-curricular** knowledge and skills as they relate to broadcasting. (*continued*)

GLO 8.2: Apply knowledge and skills from **the arts** as they relate to broadcasting.

12B.8.2.1 Discuss the mood created by documentaries and films.

12D.8.2.1 Discuss and demonstrate how various post-production effects can set the mood of a video production.

12B.8.2.2 Discuss how the moods of documentaries and films are created by aesthetic factors such as colour, lighting, backgrounds, music, sound, camera lenses, and editing.

GLO 8.3: Apply knowledge and skills from **mathematics** and the **sciences** as they relate to broadcasting.

12A.8.3.1 Read, interpret, and communicate the information found in graphs and charts used in a story.

12C.8.3.1 Perform time calculations related to the lengths of video playbacks, segments, and entire productions.

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Goal 9: Demonstrate an awareness of **sustainability** as it pertains to broadcasting.

GLO 9.1: Describe the impact of **sustainability** on the **health and well-being** of those employed in broadcasting and their listeners and viewers.

12A.9.1.1 Discuss long-term health concerns related to ENG.

12B.9.1.1 Discuss the benefits of documentaries and films for listeners and viewers.

12A.9.1.2 Discuss the benefits of ENG for listeners and viewers.

GLO 9.2: Describe **sustainable business practices** within the broadcasting industry.

12A.9.2.1 Discuss how broadcasters use new technologies such as social media to sustain their business.

12B.9.2.1 Discuss the use of online subscriptions to sustain broadcasters.

12C.9.2.1 ———>

12D.9.2.1 Discuss sustainable business practices for self-employed individuals working in broadcast media technology and associated fields.

12A.9.2.2 Demonstrate an understanding of changing demographics, and how broadcasters can use demographic information to sustain their business.

12B.9.2.2 Discuss sustainable business practices for the producers of documentaries and films.

12C.9.2.2 Discuss the need for broadcasters to advertise in order to sustain their business.

12D.9.2.2 Discuss the sustainable business practices of media outlets.

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Goal 10: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

GLO 10.1: Demonstrate an awareness of **ethical and legal standards** as they pertain to broadcasting.

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| 12A.10.1.1 Discuss ethical and legal considerations related to interviewing minors. | 12B.10.1.1 Discuss ethical considerations related to the production of documentaries and films. | 12C.10.1.1 Discuss ethical and legal considerations related to broadcasting video footage of minors. | 12D.10.1.1 Demonstrate ethical and legal standards. |
| 12A.10.1.2 Discuss ethical and legal considerations related to interviewing people under distress. | 12B.10.1.2 Demonstrate an awareness of regulations affecting the film industry. | 12C.10.1.2 Discuss ethical and legal considerations related to broadcasting video footage of people under distress. | |
| 12A.10.1.3 Discuss ethical and legal considerations related to interviewing people who want to conceal their identity. | | 12C.10.1.3 Discuss ethical and legal considerations related to broadcasting video footage of people who want to conceal their identity. | |

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Goal 11: Demonstrate **employability skills**.

GLO 11.1: Demonstrate **fundamental employability skills**.

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| 12A.11.1.1 Demonstrate regular and punctual attendance. | 12B.11.1.1 → | 12C.11.1.1 → | 12D.11.1.1 → |
| 12A.11.1.2 Demonstrate the ability to communicate respectfully and effectively with teachers, supervisors, co-workers, and students. | 12B.11.1.2 → | 12C.11.1.2 → | 12D.11.1.2 → |
| 12A.11.1.3 Demonstrate accountability by taking responsibility for own actions. | 12B.11.1.3 → | 12C.11.1.3 → | 12D.11.1.3 → |
| 12A.11.1.4 Demonstrate adaptability, initiative, and effort. | 12B.11.1.4 → | 12C.11.1.4 → | 12D.11.1.4 → |
| 12A.11.1.5 Demonstrate teamwork skills. | 12B.11.1.5 → | 12C.11.1.5 → | 12D.11.1.5 → |
| 12A.11.1.6 Demonstrate the ability to stay on task and effectively use time in class and work environments. | 12B.11.1.6 → | 12C.11.1.6 → | 12D.11.1.6 → |
| 12A.11.1.7 Demonstrate the responsible use of technology. | 12B.11.1.7 → | 12C.11.1.7 → | 12D.11.1.7 → |

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Goal 11: Demonstrate **employability skills**. *(continued)*

GLO 11.2: Demonstrate an awareness of **cultural competency** and its importance in the workplace.

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| <p>12A.11.2.1 Consider culture when performing interviews and recording video footage of subjects who may be sensitive to media.</p> | <p>12B.11.2.1 Consider the culture of subjects when producing documentaries.</p> <p>12B.11.2.2 Discuss how the culture of prospective viewers could affect their perception of a documentary or film.</p> <p>12B.11.2.3 Discuss how a documentary or film can affect the perception of another’s culture.</p> | <p>12C.11.2.1 Consider culture when broadcasting video footage of various subjects who may be sensitive to media.</p> | <p>12D.11.2.1 Demonstrate the ability to work effectively with others in the workplace.</p> <p>12D.11.2.2 Discuss differences in culture, and how these can lead to potential issues for a videographer or broadcaster who is unfamiliar with a particular culture.</p> |
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Goal 11: Demonstrate **employability skills**. *(continued)*

GLO 11.3: Demonstrate an understanding of the **business operation** of a broadcasting organization.

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| 12A.11.3.1 Demonstrate an understanding of the hierarchy of a newsroom in a broadcasting organization. | 12B.11.3.1 Discuss the funding of documentaries and films. | 12C.11.3.1 Discuss the ownership of broadcasting organizations in Canada, and how it affects programming, including at the local level. | 12D.11.3.1 Discuss how media outlets use advertising to generate income. |
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GLO 11.4: Demonstrate **critical thinking skills**.

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| 12A.11.4.1 Demonstrate critical thinking skills when conducting interviews. | 12B.11.4.1 Demonstrate critical thinking skills when writing scripts for documentaries or films. | 12C.11.4.1 Use critical thinking skills to analyze how media deliver messages. | 12D.11.4.1 Use critical thinking skills in all areas of broadcast media technology. |
| 12A.11.4.2 Use critical thinking skills to analyze and resolve technical and on-air problems while on location. | 12B.11.4.2 Use critical thinking skills to analyze and resolve technical problems. | 12C.11.4.2 —————> | |
| 12A.11.4.3 Use critical thinking skills to analyze and resolve editing problems. | 12B.11.4.3 —————> | | |

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Goal 12: Demonstrate an understanding of the **broadcasting industry**.

GLO 12.1: Demonstrate an understanding of the **scope** of the broadcasting industry.

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| 12A.12.1.1 Demonstrate an understanding of the scope of ENG. | 12B.12.1.1 Demonstrate an understanding of the scope of the documentary and film industry. | | 12D.12.1.1 Demonstrate an understanding of the work culture and hierarchy found in broadcasting organizations. |
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GLO 12.2: Demonstrate an understanding of **educational and career opportunities** in the **broadcasting industry** and **professional associations**.

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| 12A.12.2.1 Discuss educational and career opportunities in ENG. | 12B.12.2.1 Demonstrate an understanding of the scope of careers in documentary and film production. | 12C.12.2.1 Discuss educational and career opportunities in multi-camera production. | 12D.12.2.1 Create a resumé and a cover letter for the purpose of gaining employment in broadcast media technology and associated fields. 12D.12.2.2 Create an electronic portfolio for the purpose of gaining employment in broadcast media technology and associated fields. 12D.12.2.3 Discuss the range of self-employment opportunities in broadcast media technology and associated fields. |
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Goal 12: Demonstrate an understanding of the **broadcasting industry**. *(continued)*

GLO 12.2: Demonstrate an understanding of the **educational and career opportunities** in the **broadcasting industry** and **professional associations**. *(continued)*

12D.12.2.4 Discuss strategies for gaining self-employment in broadcast media technology and associated fields.

GLO 12.3: Demonstrate an understanding of **working conditions** in the broadcasting industry.

12A.12.3.1 Describe the working conditions related to ENG.

12B.12.3.1 Describe the working conditions related to documentary and film production.

12C.12.3.1 Describe the working conditions related to multi-camera production.

12D.12.3.1 Describe the self-employment working conditions related to broadcast media technology and associated fields.

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Goal 13: Demonstrate an awareness of the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

GLO 13.1: Describe the **evolution** of broadcasting, including its **technological progression** and **emerging trends**.

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| <p>12A.13.1.1 Describe the evolution of ENG, including its technological progression and emerging trends.</p> | <p>12B.13.1.1 Describe the evolution of documentary and film production, including its technological progression and emerging trends.</p> | <p>12C.13.1.1 Describe the evolution of multi-camera production, including its technological progression and emerging trends.</p> | <p>12D.13.1.1 Describe emerging careers in broadcast media.</p> |
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