

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Broadcast Communication I

Course Number: 00675

Course Prerequisites: None

Course Description: In this course, students will study different genres of broadcast and develop skills utilized through all stages of producing their own broadcasts. The course will introduce the steps integral to creating a broadcast, including pre-production, production, and post-production. Through studying elements of broadcast communication in a variety of units, students will engage in the production process and gain an introductory level knowledge of podcast production, news broadcasting, and short film production.

Suggested Grade Level: Grades 10-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 42 - English (7-12)

CSPG 36 - Communications (7-12)

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☐ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 11 051 Audio/Visual Production

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: N/A

Publisher: N/A

ISBN #: N/A

Copyright Date: N/A

WCSD Board Approval Date:

Supplemental Materials: TV studio and associated equipment; video camera; podcasting equipment; video and audio editing software, adobe software

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/5/2025

Date Approved: 6/13/2016

Implementation Year: 2025-2026

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1 or 3

Introduction to Broadcast

- Examples of broadcast genres
- Elements of broadcast communication

Introduction to Podcasting

- Evolution of podcasting
- Elements of a podcast
- Application of technology to create a podcast
- Pre-Production (planning and writing a podcast)
- Production (recording a podcast)
- Post-Production (editing and publishing a podcast)

Marking Period 2 or 4

Introduction to News Broadcasting

- Elements of broadcast news
- Effective communication and delivering the news
- Application of technology to create a newscast
- Pre-Production (planning and writing a newscast)
- Production (recording a newscast)
- Post-Production (editing and publishing a newscast)

Introduction to Video Production

- Elements of visual storytelling and storyboarding
- Application of technology to create a short film project
- Pre-Production (planning and writing a short film project)
- Production (recording a short film project)
- Post-Production (editing and publishing a short film project)

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11–12.F	MP1/3 MP2/4
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	C.1.2.11–12.G	MP1/3 MP2/4
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.11–12.J	MP1/3 MP2/4
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	C.1.3.11–12.C	MP 2/4
Evaluate how an author’s point of view or purpose shapes the content and style of a text.	C.1.3.11–12.D	MP1/3 MP2/4
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	2.11–12.B	MP1/3 MP2/4
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.1.2.11–12.E	MP2/4
Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	C.1.4.11–12.D	MP1/3 MP2/4
Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	C.1.4.11–12.E	MP1/3 MP2/4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization.	C.1.4.11–12.F	MP1/3 MP2/4
Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	CC.1.4.11–12.I	MP2/4
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as	C.1.4.11–12.J	MP2/4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.		
Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	C.1.4.11–12.P	MP1/3 MP2/4
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	C.1.4.11–12.O	MP1/3 MP2/4
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	C.1.4.11–12.S	MP1/3 MP2/4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	C.1.4.11–12.T	MP1/3 MP2/4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	C.1.4.11–12.U	MP1/3 MP2/4
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	C.1.4.11–12.W	MP1/3 MP2/4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	C.1.4.11–12.X	MP1/3 MP2/4
Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.	C.1.5.11–12.B	MP2/4
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	C.1.5.11–12.C	MP1/3 MP2/4

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Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	C.1.5.11–12.D	MP1/3 MP2/4
Adapt speech to a variety of contexts and tasks.	C.1.5.11–12E	MP1/3 MP2/4
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	C.1.5.11–12.F	MP1/3 MP2/4
Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	C.1.5.11–12.G	MP1/3 MP2/4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Peer feedback, Bellringers, Progress checks, Revision/Editing activities, Class discussions, Collaborative brainstorming/planning activities.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Original podcasts, news broadcasts, and short films; Student presentations; Broadcast analyses; Project portfolios.