

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.64. Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit)	
(a) Introduction		
<p>(1) Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) The essential knowledge and skills as well as the student expectations for Advanced Broadcast Journalism I, II, III, elective courses, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(A) identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media	(i) identify the historical development of broadcasting from early radio to present-day formats, including radio
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(A) identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media	(ii) identify the historical development of broadcasting from early radio to present-day formats, including television

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(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(i) identify the function of broadcast media, including radio broadcasts
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(ii) identify the function of broadcast media, including television broadcasts
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(iii) identify the function of broadcast media, including online broadcasts
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(iv) identify the role in society of broadcast media, including radio broadcasts

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(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(v) identify the role in society of broadcast media, including television broadcasts
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts	(vi) identify the role in society of broadcast media, including online broadcasts
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(i) understand the laws affecting broadcast journalism, including copyright law
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(ii) understand the laws affecting broadcast journalism, including the fair use exemption
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(iii) understand the laws affecting broadcast journalism, including the ownership of intellectual property

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(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(iv) apply the laws affecting broadcast journalism, including copyright law
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(v) apply the laws affecting broadcast journalism, including the fair use exemption
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property	(vi) apply the laws affecting broadcast journalism, including the ownership of intellectual property
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(D) understand and apply ethical considerations affecting broadcast journalism	(i) understand ethical considerations affecting broadcast journalism
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(D) understand and apply ethical considerations affecting broadcast journalism	(ii) apply ethical considerations affecting broadcast journalism

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(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(E) understand the consequences of plagiarism	(i) understand the consequences of plagiarism
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(F) explore the impact of broadcast formats on society	(i) explore the impact of broadcast formats on society
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(G) seek viewer opinions on the broadcast to determine its impact on future programming	(i) seek viewer opinions on the broadcast to determine its impact on future programming
(1) The student demonstrates an understanding of broadcast media development, law, and responsibility to cover subjects of interest and importance to the audience. The student is expected to:	(H) identify the strategies of broadcasting to reach certain audiences, including programming decisions	(i) identify the strategies of broadcasting to reach certain audiences, including programming decisions
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(i) understand the role of various personnel, including producers, in broadcast journalism
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(ii) understand the role of various personnel, including station managers, in broadcast journalism

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(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(iii) understand the role of various personnel, including technical directors, in broadcast journalism
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(iv) understand the role of various personnel, including camera operators, in broadcast journalism
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(v) understand the role of various personnel, including webmasters, in broadcast journalism
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(A) understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism	(vi) understand the role of various personnel, including news anchors, in broadcast journalism
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(B) understand the economics of broadcasting such as advertising and public funds	(i) understand the economics of broadcasting
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(C) consider finances in making decisions, including air time, length of program, and content	(i) consider finances in making decisions, including air time
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(C) consider finances in making decisions, including air time, length of program, and content	(ii) consider finances in making decisions, including length of program
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(C) consider finances in making decisions, including air time, length of program, and content	(iii) consider finances in making decisions, including content
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(D) create and execute a financial plan for programming	(i) create a financial plan for programming

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(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(D) create and execute a financial plan for programming	(ii) execute a financial plan for programming
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(E) identify technical elements of broadcast production used to create and deliver broadcast programming such as school cable systems and live web streaming	(i) identify technical elements of broadcast production used to create broadcast programming
(2) The student understands how broadcast productions are created and disseminated. The student is expected to:	(E) identify technical elements of broadcast production used to create and deliver broadcast programming such as school cable systems and live web streaming	(ii) identify technical elements of broadcast production used to deliver broadcast programming
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(A) determine which events and issues are newsworthy for an audience and write appropriate copy for the content	(i) determine which events are newsworthy for an audience
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(A) determine which events and issues are newsworthy for an audience and write appropriate copy for the content	(ii) determine which issues are newsworthy for an audience
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(A) determine which events and issues are newsworthy for an audience and write appropriate copy for the content	(iii) write appropriate copy for the content
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(B) select the most appropriate journalistic format to present content such as school cable systems and websites	(i) select the most appropriate journalistic format to present content
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(C) apply pre-production skills such as storyboarding, scriptwriting, and scheduling	(i) apply pre-production skills
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations	(i) apply skills in reporting to produce programs required to meet entry-level professional expectations

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(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations	(ii) apply skills in writing to produce programs required to meet entry-level professional expectations
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(E) create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics	(i) create programs that involve skills
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(i) deliver content that addresses tone
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(ii) deliver content that addresses facial expressions
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(iii) deliver content that addresses appearance
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(iv) deliver content that addresses emphasis on key ideas
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(v) deliver content that addresses fluency
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate	(vi) deliver content that addresses rate
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(G) deliver content that demonstrates the development of a professional identity in the community	(i) deliver content that demonstrates the development of a professional identity in the community
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(H) apply post-production skills such as editing, voice-overs, and transitions	(i) apply post-production skills

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(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(I) demonstrate knowledge of new and emerging technologies that may affect the field	(i) demonstrate knowledge of new technologies that may affect the field
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(I) demonstrate knowledge of new and emerging technologies that may affect the field	(ii) demonstrate knowledge of emerging technologies that may affect the field
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques	(i) critique the broadcast to find its strengths to improve products based on those critiques
(3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:	(J) critique the broadcast to find its strengths and weaknesses to improve products based on those critiques	(ii) critique the broadcast to find its weaknesses to improve products based on those critiques
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(A) determine roles for which different team members will assume responsibility	(i) determine roles for which different team members will assume responsibility
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(B) work cooperatively and collaboratively through a variety of staff assignments	(i) work cooperatively through a variety of staff assignments
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(B) work cooperatively and collaboratively through a variety of staff assignments	(ii) work collaboratively through a variety of staff assignments
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(C) listen actively and critically and then respond appropriately to team members	(i) listen actively
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(C) listen actively and critically and then respond appropriately to team members	(ii) listen critically
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(C) listen actively and critically and then respond appropriately to team members	(iii) respond appropriately to team members

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(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(D) develop a deadline schedule and a regular means of monitoring progress	(i) develop a deadline schedule
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(D) develop a deadline schedule and a regular means of monitoring progress	(ii) develop a regular means of monitoring progress
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(E) submit work for editing and critiquing and make appropriate revisions	(i) submit work for editing
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(E) submit work for editing and critiquing and make appropriate revisions	(ii) submit work for critiquing
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(E) submit work for editing and critiquing and make appropriate revisions	(iii) make appropriate revisions
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(F) edit and critique work of others	(i) edit work of others
(4) The student demonstrates leadership and teamwork abilities. The student is expected to:	(F) edit and critique work of others	(ii) critique work of others