

Broadcast Production

Level: 2

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Course Catalog Description

Develops students' skills in planning, producing, editing, and distributing digital broadcast media through hands-on studio and field experiences that build technical proficiency with software-based workflows, media literacy, collaboration, and professional digital production practices.

Summary

Students develop the knowledge and technical skills needed to plan, produce, edit, manage, and distribute digital broadcast media. Through hands-on experiences in studio and field production, students explore digital broadcasting foundations, media literacy, legal and ethical responsibilities, camera operation, audio systems, lighting, switching, graphics, digital asset management, and non-linear editing workflows. Students collaborate in professional production roles to design programs for specific audiences, create live or recorded digital broadcast content, publish work for streaming or online platforms, and refine their work through critique and reflection. The course also introduces career pathways, postsecondary opportunities, and industry expectations in digital media production, streaming, and cinematography/film-video production.

Notes

The revised course reflects a shift from the original A/B model to a more structured, standards-aligned framework with clearly defined student learning outcomes. While the original course emphasized foundational broadcast skills such as camera work, audio control, and basic production roles, the updated version expands these into a more comprehensive sequence that integrates pre-production planning, live and recorded production workflows, editing, distribution, and reflective critique. The new course also strengthens alignment with current CTE expectations by incorporating portfolio development, leadership, work-based learning, and a final assessment project, emphasizing real-world application and professional skill development. Overall, the update moves from a basic skills-focused model to a more cohesive, project-based course that better prepares students for further study and careers in broadcast media.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will explore and analyze career pathways in digital broadcast, streaming, and film/video production by examining industry roles, digital tools, work environments, professional expectations, legal and ethical responsibilities, certifications, and Colorado postsecondary education options to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in the area of digital broadcast, streaming, and film/video production
 - a. Recognize the work typically performed, digital tools and production technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Broadcasting Foundations and Media Literacy

Objective: *Students will analyze the role and impact of broadcasting by applying industry terminology, examining how broadcast media informs and influences audiences, and evaluating legal and ethical issues to create responsible and effective broadcast content.*

- 5) Explain broadcasting and its role in informing, entertaining, and shaping society.
- 6) Apply industry-specific vocabulary commonly used in broadcast production.
- 7) Analyze the impact of broadcast media on audiences and communities.
- 8) Explain legal and ethical issues related to broadcasting, including libel, slander, and copyright.
- 9) Apply strategies to avoid legal and ethical violations in broadcast content.

3. Studio Cameras and Visual Framing

Objective: *Students will apply professional camera operation and visual framing techniques by safely setting up studio cameras, operating key camera functions, and selecting appropriate shots, angles, and compositions to support clear and engaging broadcast storytelling.*

- 10) Compare and contrast legacy analog or tape-based systems with file-based digital studio camera workflows.
- 11) Demonstrate proper setup and safe operation of tripods and camera supports.
- 12) Identify and operate key camera functions used in studio broadcasting.
- 13) Apply appropriate camera angles, shot types, and framing to support broadcast storytelling.

4. Audio Systems and Sound Control

Objective: *Students will apply broadcast audio principles by setting up and operating microphones and wireless systems, distinguishing between audio components, and evaluating sound quality to ensure clear, balanced, and professional broadcast audio.*

- 14) Differentiate between transmitters and receivers used in broadcast audio systems.
- 15) Demonstrate proper placement and attachment of microphones to achieve clear audio.
- 16) Identify and adjust key functions of wireless audio systems.
- 17) Evaluate sound quality during live or recorded broadcasts.

5. Broadcast Studio Software and Hardware

Objective: *Students will operate industry-standard broadcast software and hardware to switch, title, record, edit, stream, and enhance broadcast productions while meeting technical and visual broadcast standards.*

- 18) Operate industry-grade software and hardware to switch, title, stream, capture, and store broadcast media.
- 19) Create and integrate titles, graphics, and lower thirds for live or recorded shows.
- 20) Apply editing, color correction, and motion graphics techniques to meet broadcast standards.

6. Pre-Production: Planning the Broadcast

Objective: *Students will plan broadcast productions collaboratively by determining program purpose and audience, designing show formats, developing production plans, and fulfilling assigned broadcast roles to support efficient and organized studio workflows.*

- 21) Determine the focus, purpose, and target audience of a broadcast program.
- 22) Design show formats and segments appropriate to the program's goals.
- 23) Identify and perform assigned broadcast roles, such as director, camera operator, talent, or technical crew.
- 24) Develop digital production plans, shared asset structures, and file management systems that support efficient studio workflow.

7. Production: Acquiring Footage and Filming Talent

Objective: *Students will execute broadcast production techniques by acquiring footage, conducting interviews, applying lighting and audio controls, integrating graphics, and managing live or recorded studio productions using appropriate broadcast tools and practices.*

- 25) Analyze production needs to determine required footage, digital assets, and software or hardware resources.
- 26) Plan and conduct interviews using appropriate broadcast techniques.
- 27) Differentiate between master shots and B-roll and apply them appropriately.
- 28) Apply lighting techniques to create visually effective studio sets.
- 29) Monitor, adjust, and record digital audio for live streams, recorded programs, and post-production workflows.
- 30) Use broadcast software to integrate graphics during recordings or live broadcasts.

8. Post-Production: Editing and Show Assembly

Objective: *Students will assemble and refine broadcast programs by selecting effective performances, editing segments around anchors or hosts, integrating graphics and transitions, and creating broadcasts that meet professional conventions and storytelling standards.*

- 31) Analyze broadcast content to determine how segments are edited around anchors or hosts.
- 32) Evaluate multiple takes and select the most effective performance.
- 33) Assemble completed digital broadcasts including graphics, audio, transitions, and export settings appropriate for online or streaming delivery.
- 34) Create end credits that follow broadcast conventions.

9. Broadcast Delivery, Archiving and Distribution

Objective: *Students will prepare and deliver digital broadcast media by archiving productions, converting content for streaming and online platforms, and operating switchers, playback systems, and file management tools to support live production, storage, and distribution across multiple digital channels.*

- 35) Demonstrate use of appropriate software and hardware to archive broadcast programs.
- 36) Convert broadcast content for internet streaming and digital platforms.
- 37) Operate switchers to transition between video sources during production or playback.

10. Critique, Reflection and Growth

Objective: *Students will evaluate broadcast productions and production processes by analyzing technical and storytelling effectiveness, applying feedback, and reflecting on performance to improve future broadcast projects and professional skills.*

- 38) Analyze completed broadcasts to identify technical and storytelling strengths and weaknesses.
- 39) Evaluate production processes to determine areas for improvement.
- 40) Apply feedback to improve future broadcast performances and productions.

11. Portfolio Development

Objective: *Students will develop and present a broadcast media portfolio by organizing completed productions that demonstrate technical skills, storytelling, and understanding of broadcast workflows.*

- 41) Collect and organize completed digital broadcast projects using appropriate file formats, naming conventions, metadata, cloud storage, and folder structures.
- 42) Select portfolio artifacts that demonstrate foundational skills in scripting, filming, editing, and on-air or production roles.
- 43) Present portfolio work to communicate production purpose, technical decisions, and areas for continued growth.

12. Leadership

Objective: *Students will demonstrate leadership in broadcast production environments by collaborating effectively, fulfilling production roles, and contributing to professional and efficient team workflows.*

- 44) Demonstrate leadership behaviors such as responsibility, communication, and collaboration during broadcast production activities.
- 45) Contribute to team-based productions by supporting assigned roles, meeting deadlines, and participating in shared broadcast goals.
- 46) Participate in critique and feedback processes to improve individual and team performance.

13. Work-Based Learning

Objective: *Students will apply technical and professional skills through work-based learning experiences that connect classroom broadcast production to real-world media industry expectations.*

- 47) Participate in work-based learning experiences such as client-based broadcasts, newsroom scenarios, or guest speaker interactions.
- 48) Demonstrate workplace readiness skills including communication, time management, collaboration, and professional behavior.
- 49) Reflect on work-based learning experiences to evaluate skill development and career interests.

14. Final Assessment Project

Objective: *Students will complete a culminating broadcast production project that demonstrates technical proficiency, storytelling, and the ability to follow a structured production workflow.*

- 50) Plan and produce a final broadcast project that includes pre-production, production, and post-production processes.
- 51) Present the completed project and explain production decisions, technical choices, and intended audience using appropriate broadcast terminology.

15. Career and Technical Student Organizations

Objective: *Using the CTSO Resource Document, chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful program of work creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Broadcast Production

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in broadcast production teams, follow roles and verbal cues during live broadcasts, participate in critiques, and contribute ideas to complete broadcast projects.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present program concepts, newsroom rundowns, production plans, and completed broadcast segments to peers and instructors.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply informational texts such as scripts, teleprompter

			copy, rundowns, FCC/broadcast standards, equipment manuals, and safety guidelines.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Students use appropriate broadcast and production vocabulary and adapt language for technical teams, on-air delivery, and audience communication.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write scripts, news copy, rundowns, production notes, reflections, and documentation explaining broadcast production processes and decisions.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise scripts and written documentation and refine audio/video content to produce clear, coherent, and broadcast-ready programs.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research and Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance.	Students research news topics, audiences, and production techniques; evaluate sources.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (broadcast careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Film and Broadcast (career pathways, certifications, training)
<https://www.careeronestop.org/>
- Bureau of Labor Statistics – Broadcast Technicians (job outlook, wages, work environments)
<https://www.bls.gov/ooh/media-and-communication/broadcast-technicians.htm>
- NAB (National Association of Broadcasters) (broadcast careers, industry standards, professional organizations)
<https://www.nab.org/>

2. Broadcasting Foundations and Media Literacy

- MediaSmarts (media literacy, broadcast ethics, audience impact)
<https://mediasmarts.ca/>
- PBS Media Literacy Resources (responsible broadcasting, media influence)
<https://www.pbs.org/education/>
- FCC Consumer Guides (broadcast regulations, ethics, media responsibility)
<https://www.fcc.gov/consumers>
- BBC Academy – Media Basics (broadcast terminology, media purpose)
<https://www.bbc.co.uk/academy>

3. Studio Cameras and Visual Framing

- StudioBinder – Camera Shot List (shot types, framing, camera angles)
<https://www.studiobinder.com/blog/shot-list/>
- BBC Academy – Camera Operations (studio cameras, framing, movement)
<https://www.bbc.co.uk/academy>
- Film Riot – Camera Tutorials (studio cameras, visual composition)
<https://www.youtube.com/@FilmRiot>
- No Film School – Camera Basics (broadcast camera techniques, storytelling)
<https://nofilmschool.com/>

4. Audio Systems and Sound Control

- Shure Audio Institute (broadcast microphones, wireless systems, audio setup)
<https://www.shure.com/en-US/shure-audio-institute>
- Sweetwater InSync – Broadcast Audio (sound control, microphones, monitoring)
<https://www.sweetwater.com/insync/>
- BBC Academy – Sound for Broadcasting (audio quality, mic placement)
<https://www.bbc.co.uk/academy>
- FilmSound.org (broadcast sound, wireless audio, monitoring)
<http://filmsound.org/>

5. Broadcast Studio Software and Hardware

- Blackmagic Design Training (switchers, recording, live broadcast tools)
<https://www.blackmagicdesign.com/products>
- OBS Project (live switching, streaming, broadcast software)
<https://obsproject.com/>
- NewTek University (live production, switching, broadcast systems)
<https://www.newtek.com/>
- Adobe Video Tutorials (graphics, titles, editing for broadcast)
<https://helpx.adobe.com/video.html>

6. Pre-Production: Planning the Broadcast

- StudioBinder – Preproduction Planning (rundowns, planning, crew roles)
<https://www.studiobinder.com/blog/pre-production-film/>
- PBS Producing Digital Content (audience focus, show planning)
<https://www.pbs.org/education/>
- RocketJump Film School – Preproduction (planning shows, production roles)
<https://www.youtube.com/@RJFilmSchool>
- BFI Filmmaking Guides (planning, formats, production workflow)
<https://www.bfi.org.uk/film-academy>

7. Production: Acquiring Footage and Filming Talent

- StudioBinder – Interview Techniques (broadcast interviews, planning questions)
<https://www.studiobinder.com/blog/how-to-interview/>
- BBC Academy – Production Techniques (studio production, lighting, audio control)
<https://www.bbc.co.uk/academy>
- Film Riot – Studio Production (lighting, filming talent, studio workflow)
<https://www.youtube.com/@FilmRiot>
- No Film School – Broadcast Production (live studio practices, filming talent)
<https://nofilmschool.com/>

8. Post-Production: Editing and Show Assembly

- DaVinci Resolve Training (broadcast editing, transitions, color correction)
<https://www.blackmagicdesign.com/products/davinciresolve/training>
- Adobe Premiere Pro Tutorials (editing workflows, broadcast standards)
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- BBC Academy – Editing for TV (pacing, continuity, storytelling)
<https://www.bbc.co.uk/academy>
- RocketJump Film School – Editing (assembling shows, postproduction basics)
<https://www.youtube.com/@RJFilmSchool>

9. Broadcast Delivery, Archiving and Distribution

- YouTube Creator Academy (distribution, publishing, audience engagement)
<https://creatoracademy.youtube.com/>

- Vimeo Video School (video delivery, platforms, archiving content)
<https://vimeo.com/blog/category/video-school>
- NewTek Knowledge Base (broadcast playback, switching, delivery systems)
<https://www.newtek.com/support/>
- FCC Broadcast Guidance (distribution rules, compliance)
<https://www.fcc.gov/>

10. Critique, Reflection and Growth

- PBS Student Reporting Labs (broadcast critique, reflection, improvement)
<https://studentreportinglabs.org/>
- MediaWise (evaluating broadcast content, ethics, feedback)
<https://www.poynter.org/mediawise/>
- BBC Academy – Reviewing Productions (evaluation, feedback, growth)
<https://www.bbc.co.uk/academy>
- Backstage – Media Critique (reflecting on performance and production quality)
<https://www.backstage.com/magazine/>

11. Portfolio Development

- SoundCloud (broadcast/audio portfolio sharing, publishing projects)
<https://soundcloud.com/>
- Adobe Portfolio (digital portfolio creation, media presentation)
<https://portfolio.adobe.com/>
- Behance (creative portfolios, broadcast/media examples)
<https://www.behance.net/>
- Google Sites (portfolio websites, digital publishing)
<https://sites.google.com/>

12. Leadership

- MindTools – Leadership Skills (teamwork, communication, decision-making)
<https://www.mindtools.com/>
- SkillsYouNeed – Leadership and Teamwork (collaboration, interpersonal skills)
<https://www.skillsyouneed.com/leadership/>
- Edutopia – Student Leadership (project leadership, teamwork)
<https://www.edutopia.org/topic/student-leadership>
- LinkedIn Learning Blog (professional communication, workplace leadership)
<https://www.linkedin.com/business/learning/blog>

13. Work-Based Learning

- CareerOneStop (career readiness, workplace experiences)
<https://www.careeronestop.org/>
- Advance CTE – Work-Based Learning Toolkit (industry connections, WBL strategies)
<https://careertech.org/work-based-learning>

- NACE Career Readiness Competencies (employability skills, workplace expectations)
<https://www.naceweb.org/career-readiness/competencies/>
- PBS LearningMedia – Workplace Skills (communication, collaboration, real-world application)
<https://www.pbslearningmedia.org/>

14. Final Assessment Project

- Adobe Creative Cloud Tutorials (broadcast production, editing workflows)
<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>
- YouTube Creator Academy (publishing, audience engagement, broadcast content)
<https://creatoracademy.youtube.com/>
- Canva Design School (storytelling, presentation skills)
<https://www.canva.com/learn/>
- TED-Ed Student Talks (presentation, explaining ideas clearly)
https://ed.ted.com/student_talks



Technology Student Association – National Competitive Events

STEM Mass Media

Objective: *Students will research, write, produce, and revise STEM-focused news content that informs a public audience in alignment with TSA STEM Mass Media competition requirements.*

- Research the annual STEM Mass Media theme and identify the key information needed for an informative news story.
- Determine the show's focus, audience, segments, interview needs, and broadcast structure.
- Write news copy, interview questions, narration, voiceover, or anchor scripts that explain technical information accurately and accessibly.
- Produce a digital news broadcast using studio production practices such as assigned crew roles, camera work, lighting, microphones, sound monitoring, switching, and timing.
- Use visuals, interviews, B-roll, graphics, titles, narration, and editing to communicate the story clearly.
- Revise the media product for accuracy, organization, sound quality, visual clarity, pacing, and audience impact.
- Evaluate the final media product using TSA criteria for accuracy, organization, creativity, communication, and technical quality.

Resources

- Technology Student Association – STEM Mass Media competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- NPR Training – Journalism, audio, and storytelling resources
<https://training.npr.org/>
- Poynter – Journalism and media literacy resources
<https://www.poynter.org/>
- Canva – News graphics and presentation design tools
<https://www.canva.com/>



Technology Student Association – National Competitive Events

Digital Video Production

Objective: Students will plan, produce, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the story, audience, purpose, genre, visual style, sound needs, and production requirements before filming.
- Create a storyboard, script, shot list, production schedule, segment plan, or resource plan that guides the production process.
- Capture original video and audio using appropriate camera angles, framing, lighting, microphones, interviews, B-roll, and studio or field production techniques.
- Edit the production using pacing, transitions, color correction, sound, titles, credits, graphics, and visual storytelling techniques.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Participate in an interview explaining the video concept, production process, technical decisions, creative choices, and theme connection.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>



Technology Student Association – National Competitive Events

On Demand Video

Objective: Students will work as a production team to create, edit, and submit an original short film during an on-site TSA challenge using required criteria revealed at the event orientation.

- Analyze the on-site video prompt, required criteria, filming restrictions, deadline, and submission procedures.
- Plan a short video concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production roles such as producer, director, camera operator, sound operator, editor, graphics designer, actor, production assistant, and file manager.
- Capture original footage and audio in approved locations while following TSA conduct, safety, copyright, and filming restrictions.
- Use effective camera angles, framing, interviews, B-roll, lighting, sound, switching, titles, and graphics to communicate the story.
- Edit the footage into a complete short video using pacing, transitions, audio balance, credits, and visual storytelling.
- Evaluate the final video using TSA criteria for creativity, communication, production quality, adherence to requirements, and overall impact.

Resources

- Technology Student Association – On Demand Video competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- Canva – Storyboarding, planning, and production graphics
<https://www.canva.com/>