Radio Communications II

8641 36 weeks / 280 hours

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Acknowledgments

The following educators served on the curriculum development panel:

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Course Description

Suggested Grade Level: 11 or 12
Prerequisite: 8640

Students learn practices related to the operation and management of a broadcast station. Students experience performing on air, engage in direct programming, and analyze radio markets. In addition, students learn to manage finances and to comply with government regulations.

Task Essentials Table

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
- Tasks/competencies designated by minus icons (➖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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Legend: (+)Essential ( )Non-essential ( )Omitted

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**Curriculum Framework**

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**Observing Safety Procedures**

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**Task Number 39**

**Identify the use and maintenance of tools.**

**Definition**

Identification should include

- regular cleaning
- proper storage
- routine check of settings and connections
- scheduled backup of data
- utilities and virus-protection software
• common industry practices
• appropriate personal protective equipment (PPE)
• equipment manufacturer recommendations.

Process/Skill Questions

• What can result from failure to follow safety procedures?
• What dangers are associated with improper software usage?
• Why is it important to back up data on a regular basis?
• What is the proper method of cleaning equipment?

Task Number 40

Maintain a clean and orderly work area.

Definition

Maintenance should include

• storing recordings and other media
• filing logs and other Federal Communications Commission (FCC)-required paperwork for efficient retrieval
• compiling and organizing a public inspection file.

Process/Skill Questions

• What types of media need to be stored?
• What FCC documents are required to be filed?
• How do you create an organized filing system?

Task Number 41

Demonstrate professional conduct.

Definition

Demonstration should include

• interacting with others respectfully
• using professional language.

Process/Skill Questions
• What are some examples of interacting with coworkers in a respectful manner?
• What is unprofessional language?

**Task Number 42**

**Identify electrical hazards and common safety procedures regarding wiring and cables.**

**Definition**

Identification should include

- **hazards**
  - electrical shock
  - equipment damage
  - safety violations
- **procedures**
  - shutting off power sources before working with electricity
  - using Underwriters Laboratories (UL)-approved equipment and materials
  - wearing safety equipment
- using proper tools.

**Process/Skill Questions**

- What are the wattages of different pieces of equipment?
- Why would you create a poster that instructs the radio station personnel on electrical safety? How would you do it?

**Task Number 43**

**Demonstrate proper cabling techniques.**

**Definition**

Demonstration should include

- routing cables in the studio using proper taping/covering
- connecting studio equipment to electrical sources
- safety practices for working away, on-location, or in an open environment
- routing cables when working on location, or an open environment and using taping/covering techniques
- following manufacturer guidelines and operational procedures for specific equipment.
Process/Skill Questions

- Why is cable management important?
- What are the safety issues associated with the work area?

Practicing Communication Skills

Task Number 44

Identify inverted pyramid style.

Definition

Identification should include

- most important facts, written in the beginning of a story
- quotes and supporting details
- general background
- less important information.

Process/Skill Questions

- How easy is it to find a newspaper article written in inverted pyramid style?

Task Number 45

Write/edit a Public Service Announcement (PSA).

Definition

Writing should follow the format of the PSA, including

- adhering to industry-accepted guidelines for effectiveness
- creating an awareness for a social issue
- limiting video duration to approximately 30 – 60 seconds
- submitting a detailed storyboard, including a shot list and materials list.
Process/Skill Questions

- Why do media companies provide PSAs?
- What is the most effective method of conveying the PSA message?
- How do media companies select their PSA topics?
- What topic would you choose and how would you write a PSA?
- How can tone of voice, body language, music, and editing affect the quality of the PSA?

Task Number 46

Write/edit an interview.

Definition

Writing and editing an interview should include

- research
- deciding on the focus
- carrying out the interview
- editing for time considerations based on audience interest
- writing narration to accompany the music.

Process/Skill Questions

- How would you prepare interview questions for a celebrity of your choice? With a classmate, role play that interview, then edit the interview into a short radio program.
- What was the hardest part of the interview processes? Why?

Task Number 47

Write/edit a dramatic piece.

Definition

Writing/editing a dramatic piece should include

- creating a visual picture with dialogue and words, including descriptive words and colors
- using the narrator device
- creating action through dialogue
- using sound effects, including background effects
- using mixer effects like pan and reverb
- including music
- creating believable characters
- being precise in language.
Process/Skill Questions

- What is a popular old radio drama? Why was it famous?
- How would you write a radio drama?

Task Number 48

Write/edit an editorial or commentary for the radio.

Definition

Writing/editing an editorial should include

- choosing a topic/problem that is timely and interesting
- declaring the writer’s opinion clearly and early
- building an argument based on facts
- providing possible solutions.

Process/Skill Questions

- How would you choose a topic to discuss? Where would you look to find topics?
- What steps do you take to begin writing an editorial?

Task Number 49

Write/edit a non-dramatic piece (e.g., biography, documentary, or history).

Definition

Writing/editing a non-dramatic piece should include

- choosing a topic
- choosing the focus of the piece
- researching the topic
- organizing/outlining the piece (beginning, middle, and end)
- writing the piece with the audience in mind
- making sure the tone is conversational yet concise
- recording the piece considering tone, inflection, silence, and speed.

Process/Skill Questions

- How do you research a non-dramatic piece? What sources do you use?
• What is the difference between tone and mood?
• How do you choose a topic?

Task Number 50

Write/edit a press release.

Definition

Writing/editing a press release should include

• writing an attention-grabbing headline
• stating the main idea at the very beginning
• making the grammar and spelling flawless
• including quotes when possible
• including contact information
• keeping the release to one page (if possible)
• providing access to further information.

Process/Skill Questions

• What are some ways to write an attention-grabbing headline?
• Why are quotes important in a press release? How do you know which quotes to use?
• Why should the press release be one page, if possible? Explain.

Task Number 51

Write/edit a review.

Definition

Writing/editing a review should include

• briefly describing the product or service
• writing with detail in support of the opinion expressed
• using specific descriptive words instead of general words such as “good” or “bad”
• relating the review to the writer’s personal experience
• positioning the product or service in relation to its competition
• being truthful and fair
• being creative and interesting
• adding new information to the review.

Process/Skill Questions
- When is it appropriate to share a personal experience with the audience?
- How can a review be creative and interesting while also being truthful and fair?
- What is your favorite fast food restaurant? How might you review it?

**Following Federal Communications Commission (FCC) Rules**

**Task Number 52**

**Describe the FCC regulations.**

**Definition**

Description should include

- operating procedures
- broadcasting procedures
- state and federal regulatory requirements/codes.

**Process/Skill Questions**

- When was the FCC created? Who decided it was necessary?
- Who needs to know the FCC regulations?

**Task Number 53**

**Examine the necessity for regulations in radio broadcasting.**

**Definition**

Examination should include

- limits on modulation level
- prohibition on profanity and obscenity
- notifying on-air callers of intent and receiving permission to broadcast call.

**Process/Skill Questions**

- What happens to a station when profanity is used?
- What happens if on-air callers do not give permission but their calls are still broadcasts?
Directing Programming

Task Number 54

Identify how to determine a playlist.

Definition

Identification should include

- identifying and describing formats
- explaining music rotation
- identifying the parts of the hour clock
- considering demographics and station owner’s goals
- explaining the contents of ratings books.

Process/Skill Questions

- What factors are considered when identifying a format for a station?
- Why is target demographic important to music rotation?
- How does one determine a playlist for a radio station?

Task Number 55

Explain how to manage on-air personnel.

Definition

Explanation should include

- outlining the personality needs of each shift
- outlining the responsibilities of each shift
- writing expectations of employees
- creating regular evaluations that include ratings.

Process/Skill Questions

- How would you create an employee evaluation for an on-air personality? Would you need to consider that each shift might require a slightly different evaluation tool? Explain.
• How big of a part should ratings play in regular evaluations? Explain.

**Task Number 56**

**Design the overall sound of a radio station.**

**Definition**

Description should include

• identifying target demographic
• identifying overall sound of competing stations
• choosing format, rotation, on-air personalities, and an hourly clock
• ensuring unity of sound in bumpers, liners, promos, and any other ancillary elements
• creating a slogan or sell line.

**Process/Skill Questions**

• What components do you need to listen for in a commercial radio station to describe its overall sound?
• How does each of the following contribute to the overall sound: bumpers, liners, promos, on-air personalities, format, slogan or sell lines, and hourly clock?

**Task Number 57**

**Manage a radio station’s programming budget.**

**Definition**

Managing the budget should include

• identifying needs
• prioritizing needs
• requesting funds
• eliminating items not provided for in funding
• monitoring expenditures.

**Process/Skill Questions**

• What are some possible needs that should be included in a programming budget?
• How does one prioritize what is important and what is unnecessary?
Task Number 58

Analyze the audience.

Definition

Analysis should include

- using a ratings report (Arbitron/Nielsen)
- computing listenership by daypart according to age
- considering implications of the listener age.

Process/Skill Questions

- How would you outline the demographics of three stations’ listeners using a ratings report?
- How would you outline the demographics of three stations’ listeners using a daypart?

Task Number 59

Interpret survey data for programming focus.

Definition

Interpretation should include

- quantifying target audience demographic
- outlining survey analysis
- comparing the target to actual survey results
- listing possible changes to the station’s overall sound, which might result in a closer alignment of actual demographics to target demographics.

Process/Skill Questions

- What are some things a radio station could do to try to attract a younger audience? An older audience?
- What do you do with the results after you compare the target to actual survey results?

Performing On Air
Task Number 60

Identify speaking skill considerations for on-air performance.

Definition

Identification should include

- pitch
- tone
- emphasis
- inflection
- projection
- pacing
- enunciation/pronunciation
- relaxation
- timing.

Process/Skill Questions

- Why is speaking so important for someone on the radio?
- What can you do to improve upon your speaking voice?
- What is the best way to evaluate your own on-air speaking voice?

Task Number 61

Operate a digital delivery music system.

Definition

Operation eliminates tangible forms of media distribution in favor of online media distribution. Songs are sent directly to the radio stations.

Process/Skill Questions

- How often do stations use digital delivery?
- What is the effect on the future of music now that songs are delivered via digital delivery?

Task Number 62
Operate a transmitter according to FCC guidelines.

Definition

Operation should include

- unintentional radiators
- unlicensed broadcasting
- common uses of Part 15 transmitters
- spurious emissions.

Process/Skill Questions

- What happens if your station does not follow the FCC guidelines?
- What are the common uses of Part 15 transmitters?

Task Number 63

Interact with listeners.

Definition

Interacting should include

- phone
- simulrec
- video conferencing
- audio codec software
- social media
- blogs
- podcasts.

Process/Skill Questions

- How do most on-air personalities prefer to interact with listeners?
- How do you see that changing in the future?

Task Number 64

Edit phone calls on-air.
Definition

Editing should include

- digital audio workstations (DAW)
- mix-minus feed
- audio delay.

Process/Skill Questions

- How do the DAWs work?
- How often is audio delay used? Is it important to use it? Explain.

Task Number 65

Perform radio station breaks.

Definition

Performance should include

- voice tracking
- pre-recorded newscast
- commercial
- program automation systems.

Process/Skill Questions

- How often do radio station breaks occur?
- When are pre-recorded newscasts recorded? By whom?
- How many stations use program automation systems?

Task Number 66

Interpret a radio station log.

Definition

Interpretation should include

- indicating the proper reception, relay, and/or origination of all required local/national Emergency Alert System (EAS) tests and alerts
• operating all tower lights
• including notes concerning any outage
• noting out-of-tolerance conditions with the transmission equipment and corrective actions taken.

Process/Skill Questions

• Who is in charge of the radio station log?
• How often is it updated?

Task Number 67

Operate EAS.

Definition

Operating the equipment could include monitoring the following:

• National Warning System (NWS)
• Integrated Public Warning System (IPWS)
• National Oceanic and Atmospheric Administration (NOAA) Weather Service

and also include operating

• equipment that automatically monitors and rebroadcasts alerts
• rebroadcast to local stations.

Process/Skill Questions

• How is the equipment monitored?
• Who provides training on monitoring the equipment?

Task Number 68

Identify basic programming formats.

Definition

Identification may include

• adult contemporary
• country
• news talk
• urban
• album-oriented rock
• contemporary
• hit radio.

Process/Skill Questions

• How many different formats do small cities have? Medium-sized cities? Large cities?
• What is the most popular format, currently?

Task Number 69

Follow radio station programming format.

Definition

Following may include

• percentage of time spent on music, commercials, and information
• station imaging (drops, legal IDs, and promos)
• public service broadcast
• straight sell spots
• dialogue spots
• reviews
• time zones (breakfast, late morning, mid-day, etc.)
• target audience.

Process/Skill Questions

• What is a straight sell spot?
• How important is public service broadcasting?

Reporting the News

Task Number 70

Conduct an interview (on-air and recorded).

Definition
Conducting should include

- asking open-ended questions
- asking what you don’t know
- being genuine
- remembering your audience
- staying aware of time.

Process/Skill Questions

- How does an interviewer make an interviewee feel relaxed?
- What are open-ended questions? How do you formulate them?

Task Number 71

Incorporate radio actualities into a newscast.

Definition

Incorporation should include

- accurate representation
- values
- ethics.

Process/Skill Questions

- What is meant by accurate representation? How can it be used in a newscast?
- How do ethics appear in a newscast?

Task Number 72

Produce a news feature.

Definition

Production should include

- hard news
- soft news
- breaking
- editorials
- feature stories
- sports.
Process/Skill Questions

- What is the difference between hard news and soft news?
- When is news considered “breaking”?
- What is required to make a story the feature story?

Managing the Station

Task Number 73

Identify radio station management theory.

Definition

Identification should include

- Maslow’s hierarchy of needs
- individual motivation
- hierarchy of program schedule
- creativity vs. time constraint
- fiscal responsibility.

Process/Skill Questions

- What are some ways to individually motivate employees?
- How would you tell employees to balance creativity and time constraints?
- How does Maslow’s hierarchy of needs relate to management theory?

Task Number 74

Create a station budget.

Definition

Creation should include

- cost of offices
- staff
- utilities
- advertising
- equipment cost
- legal and professional services
- insurance coverage
- vehicles.

Process/Skill Questions

- What takes up the biggest part of a radio station’s budget?
- Why would a station need vehicle insurance?
- Why would a station need legal services insurance?

Task Number 75

Manage radio station personnel.

Definition

Management should include

- hiring
- reviewing performance
- delegating responsibility
- advising team members
- terminating.

Process/Skill Questions

- What is the best way to delegate responsibility?
- How does a manager determine who should be hired? Who should be fired?

Operating in Promotions

Task Number 76

Order station’s promotional materials.
Definition

Ordering should include

- trade show swag
- charity swag
- employee apparel
- community events swag (e.g., sponsor teams, and races).

Process/Skill Questions

- Why are promotional materials important to a station?
- How can charity swag benefit a station?
- How much employee swag should a station provide? Why?

Task Number 77

Supervise station’s branding.

Definition

Supervision should include

- hot clocks
- imaging
- social media
- website
  - design and maintenance
  - content and generation
    - blogs
    - video.

Process/Skill Questions

- What are hot clocks?
- Why is social media important in station branding?
- How does a station’s website affect its visibility to the public?

Task Number 78
Supervise station’s remote broadcasts.

Definition

Supervision should include

- location, time, and date of broadcast in advance
- grand openings, open house events, fundraisers, sales
- hook to make listeners stop at the remote broadcast
- signal strength
- social remote vs. remote broadcast.

Process/Skill Questions

- Why would a station have a remote broadcast? Is it expensive?
- What is a hook?
- What is a social remote and why would a station have one?

Task Number 79

Produce radio station copy.

Definition

Production should include

- having a hook that draws listeners’ attention
- being concise – call to action, price point, and web address/phone number
- promoting one or two points about the product.

Process/Skill Questions

- What is a call to action? Where does it appear?
- What kind of information should be conveyed about a product?

Operating Radio Equipment
Task Number 80

Operate radio production equipment.

Definition

Operation could include the following equipment:

- Console
- Audio cards and breakout boxes/cables
- Transmitter
- Equalizers
- Compressors/limiters
- Speakers
- EAS
- Switcher

Process/Skill Questions

- How do audio cards and breakout boxes work?
- How important is it to be able to identify radio production equipment? Why?

Task Number 81

Operate industry software.

Definition

Operation should include the following

- automation platforms
- production software
- streaming software
- scheduling software
- sales/ratings software.

Process/Skill Questions

- How often does the software in the industry change?
- How does one learn about new software?
- What are examples of common industry software?
Task Number 82

Identify various connectors and cables.

Definition

Identification should include

- external line return (XLR)
- 1/4" tip-ring-ring-sleeve (TRRS), tip-ring-sleeve (TRS), tip-sleeve (TS)
- optical
- Bayonet Neill-Concelman (BNC)
- composite
- component
- banana plugs.

Process/Skill Questions

- What are the advantages and disadvantage of balanced connectors? Unbalanced connectors?
- Why are connectors important?

Task Number 83

Describe the various types of microphones.

Definition

Description should include

- omnidirectional
- bi-directional
- subcardioid
- cardioid
- hypercardioid
- supercardioid
- shotgun
- condenser
- ribbon
- dynamic
• lavalier
• contact
• parabolic.

Process/Skill Questions

• How do you know which microphone to use? Do certain circumstances require a specific microphone?
• Why would you have different microphones available to the on-air personality?

Consulting for Radio

Task Number 84

Analyze the station’s market.

Definition

Analysis should include

• statistics
• trends
• forecasts.

Process/Skill Questions

• Why do stations need to analyze trends? How is that information helpful to the station?
• What are forecasts and how do they help a station?

Task Number 85

Provide plans for various departments.

Definition

Provision should include plans for

• promotions
• sales
• programming.
Process/Skill Questions

- What type of plan would a station need for sales?
- Would the plans for one department ever cross with the plans for another department?

Task Number 86

Conduct various types of surveys.

Definition

Conducting should include

- diary
- auditorium music tests
- mailouts
- online
- automated telephone.

Process/Skill Questions

- How does one conduct an auditorium music test?
- How reliable are mailouts?

Task Number 87

Analyze Nielsen data for market share and demographic breakdown information.

Definition

Analysis should include

- random sample of population
- Portable People Meter (PPM)
- age, gender, ethnicity, information
- metro or total survey area
- rating, share, average quarter-hour (AQH) persons.
Process/Skill Questions

- Who uses Nielsen data? How often?
- What is considered a random sample of the population?
- How many people are included in a total survey area?

### SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the use and maintenance of tools.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Maintain a clean and orderly work area.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional conduct.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Identify electrical hazards and common safety procedures regarding wiring and cables.</td>
<td>Science: PH.11</td>
</tr>
<tr>
<td>Demonstrate proper cabling techniques.</td>
<td></td>
</tr>
<tr>
<td>Identify inverted pyramid style.</td>
<td></td>
</tr>
<tr>
<td>Write/edit a Public Service Announcement (PSA).</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit an interview.</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit a dramatic piece.</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit an editorial or commentary for the radio.</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit a non-dramatic piece (e.g., biography, documentary, or history).</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit a press release.</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Write/edit a review.</td>
<td>English: 11.2, 11.6, 11.7, 12.2, 12.6, 12.7</td>
</tr>
<tr>
<td>Describe the FCC regulations.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Examine the necessity for regulations in radio broadcasting.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Identify how to determine a playlist.</td>
<td></td>
</tr>
<tr>
<td>Explain how to manage on-air personnel.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Design the overall sound of a radio station.</td>
<td></td>
</tr>
<tr>
<td>Manage a radio station’s programming budget.</td>
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</tr>
<tr>
<td>Analyze the audience.</td>
<td>English: 11.2, 12.2</td>
</tr>
<tr>
<td>Interpret survey data for programming focus.</td>
<td>English: 11.2, 11.5, 12.2, 12.5</td>
</tr>
<tr>
<td>Identify speaking skill considerations for on-air performance.</td>
<td>English: 11.1, 11.2, 12.2</td>
</tr>
<tr>
<td>Operate a digital delivery music system.</td>
<td></td>
</tr>
<tr>
<td>Operate a transmitter according to FCC guidelines.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Interact with listeners.</td>
<td></td>
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<tr>
<td>Edit phone calls on-air.</td>
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<tr>
<td>Task</td>
<td>Course Requirements</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Perform radio station breaks.</td>
<td>English: 11.1</td>
</tr>
<tr>
<td>Interpret a radio station log.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Operate EAS.</td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>Identify basic programming formats.</td>
<td></td>
</tr>
<tr>
<td>Follow radio station programming format.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Conduct an interview (on-air and recorded).</td>
<td>English: 11.1, 11.2, 12.2</td>
</tr>
<tr>
<td>Incorporate radio actualities into a newscast.</td>
<td>English: 11.2, 12.2</td>
</tr>
<tr>
<td>Produce a news feature.</td>
<td>English: 11.1, 11.2, 12.1, 12.2</td>
</tr>
<tr>
<td>Identify radio station management theory.</td>
<td></td>
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<tr>
<td>Create a station budget.</td>
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<tr>
<td>Manage radio station personnel.</td>
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<tr>
<td>Order station’s promotional materials.</td>
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<tr>
<td>Supervise station’s branding.</td>
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<tr>
<td>Supervise station’s remote broadcasts.</td>
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<tr>
<td>Produce radio station copy.</td>
<td></td>
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<tr>
<td>Operate radio production equipment.</td>
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<tr>
<td>Operate industry software.</td>
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<tr>
<td>Identify various connectors and cables.</td>
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<tr>
<td>Describe the various types of microphones.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Analyze the station’s market.</td>
<td>English: 11.2, 12.2</td>
</tr>
<tr>
<td>Provide plans for various departments.</td>
<td>Mathematics: A.10</td>
</tr>
<tr>
<td>Conduct various types of surveys.</td>
<td></td>
</tr>
<tr>
<td>Analyze Nielsen data for market share and demographic breakdown information.</td>
<td>English: 11.2, 11.5, 12.2, 12.5</td>
</tr>
</tbody>
</table>

**Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Audio-Radio Production Examination
- Certified Broadcast Technologist (CBT) Examination
- Certified Radio Operator (CRO) Examination
- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Radio Communications I (8640/36 weeks, 140 hours)

Career Cluster: Arts, Audio/Video Technology and Communications

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio and Video Technology and Film</td>
<td>Audio and Video Equipment Technician</td>
</tr>
<tr>
<td></td>
<td>Audio-Video Designer, Engineer</td>
</tr>
<tr>
<td>Journalism and Broadcasting</td>
<td>Broadcast Technician</td>
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<tr>
<td></td>
<td>Program Director</td>
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<tr>
<td></td>
<td>Radio, TV Announcer</td>
</tr>
<tr>
<td></td>
<td>Radio, TV Reporter</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Technical Director</td>
</tr>
</tbody>
</table>