

## High School Broadcast Curriculum Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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### 110.64. Advanced Broadcast Journalism I, II, III (One-Half Credit to One Credit).

(a) Introduction.

(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.

(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.

(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.

(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.

(b) Knowledge and skills.

(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;

(B) identify the function and role in society of broadcast media, including radio, television, and online broadcasts;

(C) understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property;

(D) understand and apply ethical considerations affecting broadcast journalism;

(E) understand the consequences of plagiarism;

(F) explore the impact of broadcast formats on society;

(G) seek viewer opinions on the broadcast to determine its impact on future programming; and

(H) 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;

(B) understand the economics of broadcasting such as advertising and public funds;

(C) consider finances in making decisions, including air time, length of program, and content;

(D) create and execute a financial plan for programming; and

(E) identify technical elements of broadcast production used to create and deliver broadcast programming such as school cable systems and live web streaming.

(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;

(B) select the most appropriate journalistic format to present content such as school cable systems and websites;

(C) apply pre-production skills such as storyboarding, scriptwriting, and scheduling;

- (D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;
- (E) create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;
- (F) deliver content that addresses tone, facial expressions, appearance, emphasis on key ideas, fluency, and rate;
- (G) deliver content that demonstrates the development of a professional identity in the community;
- (H) apply post-production skills such as editing, voice-overs, and transitions;
- (I) demonstrate knowledge of new and emerging technologies that may affect the field; and
- (J) critique the broadcast to find its strengths and 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;
- (B) work cooperatively and collaboratively through a variety of staff assignments;
- (C) listen actively and critically and then respond appropriately to team members;
- (D) develop a deadline schedule and a regular means of monitoring progress;
- (E) submit work for editing and critiquing and make appropriate revisions; and
- (F) edit and critique work of others.

*Source: The provisions of this §110.64 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, 35 TexReg 3261.*

## Grading Period 1

### Unit 1: Broadcasting Information

#### Unit Overview:

This beginning unit of Broadcast Journalism will lay the foundation for a strong understanding of the history of radio, television, and online media. Students will study and make connections with the pre through post production process that each broadcast entity undergoes. Laws and ethics related to broadcasting will also be learned and applied. Students will establish a background of how technology has evolved and changed and how communication and production affect society today. Students can expect to forecast future trends in Broadcast Journalism. Application of

broadcast history and laws will be evident in developing a community broadcast program for a school wide audience. Students will also apply these skills to video productions for participation in film festivals such as FBISD Film Fest.

**At home connections:**

- Discuss the different newscasts and different segment you see when watching a news program together. Discuss the who, what, when, where, and why of the stories you see.

Concepts within Unit #1	Success Criteria for this concept
<p>Concept #1: History and Stages of Production for Radio, Television, and Online Media</p> <p><b>1A:</b> Identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media;</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of historical events in the 20th century related to radio, television, and online media.</li> <li>• Compare and contrast the effects of radio versus television and now online media today on society.</li> <li>• Explain the connection of key events in Broadcasting and their impact on communication in society.</li> <li>• Demonstrate the progression of technology used for digital media.</li> </ul>
<p>Concept #2: Laws and Ethics for Broadcasting</p> <p><b>1C:</b> Understand and apply the laws affecting broadcast journalism, including copyright law, the fair use exemption, and the ownership of intellectual property;</p> <p><b>1D:</b> Understand and apply ethical considerations affecting broadcast journalism;</p>	<ul style="list-style-type: none"> <li>• Be able to discuss examples and non-examples of digital citizenship as it relates to broadcasting</li> <li>• Explain what the rules of plagiarism and copyright law are.</li> <li>• Use real world examples to identify each of the following:               <ul style="list-style-type: none"> <li>○ Plagiarism</li> <li>○ Violations of copyright</li> <li>○ Slander</li> <li>○ Trademark</li> </ul> </li> <li>• Explain the difference in creative commons, public domain, and copyrighted materials.</li> <li>• Explain how to rectify conflicts in media production.</li> <li>• Apply strong ethical decisions to media production.</li> </ul>
<p>Concept #3: Pre to Post Production</p> <p><b>3C:</b> Apply pre-production skills such as storyboarding, scriptwriting, and scheduling;</p> <p><b>3E:</b> Create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;</p> <p><b>3H:</b> Apply post-production skills such as editing, voice-overs, and transitions;</p>	<ul style="list-style-type: none"> <li>• Brainstorm themes for content of a video production.</li> <li>• Storyboard one of the brainstormed themes for content.</li> <li>• Script out a video production from the storyboard.</li> <li>• Create a production plan and timeline based on the storyboard and script created.</li> <li>• Apply different camera angles and movements to video and photography capture.</li> <li>• Use lighting techniques to demonstrate how these affect capture.</li> <li>• Utilize sound and audio for video production.</li> <li>• Apply transitions to video and photography capture when appropriate.</li> <li>• Make a voice-over appropriate or other sound effect/tune for video.</li> <li>• Edit content to create a video using editing software.</li> <li>• Apply editing effects appropriately for a professional look.</li> <li>•</li> </ul>
<p><b>Unit 2: Community Broadcast</b></p>	

**Unit Overview:**

The role of Broadcast Journalism students is to apply knowledge that will be produced into target audience specific content for production. In this unit, students will identify their target audience at their school or community, and they will utilize feedback from their audience to create production video pieces for distribution. Students may choose to fully produce a newscast for their school, or they may choose to produce a variety show or feature talk show. Students will take on roles and responsibilities and work collaboratively as a team to meet deadlines for production. This will establish the community broadcast for the class for the year. Students will also apply these skills to video productions.

**At home connections:**

- Watch a talk show or newscast and discuss the different roles of a production.
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Concepts within Unit # 2	Success Criteria for this concept
<p>Concept #1: Community Broadcast <b>2A:</b> Understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;</p> <p><b>3G:</b> Deliver content that demonstrates the development of a professional identity in the community;</p>	<ul style="list-style-type: none"> <li>• Collaborate with others to assign roles and responsibilities for a school wide production.</li> <li>• Create a plan including timeline for production and apply organization skills to accomplish deadlines.</li> <li>• Create appropriate content for the school audience.</li> <li>• Critique the final product for improvements for future productions.</li> </ul>
<p>Concept #2: Content Creation <b>3B:</b> Select the most appropriate journalistic format to present content such as school cable systems and websites;</p>	<ul style="list-style-type: none"> <li>• Create content appropriate for the school audience that equally represents the campus</li> </ul>
<p>Concept #3: Collaboration <b>4A:</b> Determine roles for which different team members will assume responsibility; <b>4B:</b> Work cooperatively and collaboratively through a variety of staff assignments;</p>	<ul style="list-style-type: none"> <li>• Analyze student's own strengths and weaknesses for each role in production</li> <li>• Assign tasks and roles to students for production</li> <li>• Create a hierarchy of communication.</li> </ul>

## Grading Period 2

### Unit 3: Interviews

**Unit Overview:**

In this unit, students will be introduced to the process of interviewing, reporting, and the application of soundbites for television, radio, and online media programming needs. Reporters will conduct multiple interviews and present them in appropriate formats for a video program. They will practice open-ended questions that will lead to better investigation and discovery. Students will also learn the correct procedure for requesting interviews and what role a press manager and public relations manager play. Ethical journalism and correct citation of sources will be required. Other careers that utilize interviews will be analyzed as well.

**At home connections:**

- Practice having our child develop interview questions that bring out a story and not include just yes or no answers.
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Concepts within Unit # 3	Success Criteria for this concept
<p>Concept #1: Roles and Process of Interviews (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;</p>	<ul style="list-style-type: none"> <li>• Describe the role that an interview plays in a news or feature production</li> <li>• Explain and visually display the process for conducting an interview</li> </ul>
<p>Concept #2: Interview Techniques (D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;</p>	<ul style="list-style-type: none"> <li>• Write a professional interview script</li> <li>• Utilize proper camera angles for recording an interview including NOT breaking the 4th wall</li> <li>• Use correct tone and voice to interview</li> </ul>
<p>Concept #3: Production of Interviews and Soundbites (E) create programs that involve skills such as camera angles and movements, audio, lighting, and incorporation of graphics;</p>	<ul style="list-style-type: none"> <li>• Apply skills for post production on interviews</li> <li>• Utilize strong soundbites in video production for impact</li> <li>• Create sound edits for a professional interview</li> </ul>

**Unit 4: Newscasts**

**Unit Overview:**

Students will learn the day-to-day operations of a news program including the study of Nielsen Ratings, commercial revenue, and job roles of a news station. Students will be expected to operate their own news program along with creating content for the newscast. Students will study and practice anchoring, news directing, news producing, and technical roles in the studio. Meteorology, sports, and feature segments will be included in the unit. Federal Communications Commission laws will also be discussed and applied.

**At home connections:**

- Read the scripts your child is creating for their segment and have them practice reading in front of you before they get in front of the camera.

Concepts within Unit # 4	Success Criteria for this concept
<p>Concept #1: News Operations (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</p>	<ul style="list-style-type: none"> <li>• Describe the elements of a news station</li> <li>• Explain how news stations are funded</li> <li>• Identify and describe the job roles in a news station</li> </ul>
<p>Concept #2: Governing Laws (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;</p>	<ul style="list-style-type: none"> <li>• Explain how the FCC affects news stations and media</li> <li>• Describe the consequences of non-ethical journalism and violations of the FCC in a news station</li> </ul>
<p>Concept #3: News Production (3) The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to:</p>	<ul style="list-style-type: none"> <li>• Create content for a school newscast and fully produce a newscast</li> </ul>

(D) apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;	
<b>Unit 5: Broadcast Portfolio 1</b>	
<p><b>Unit Overview:</b></p> <p>In Unit 5, students will focus their learning on including new technologies for newcasts and interviewing skills. Students will create a digital portfolio and embed their projects and creations into the portfolio. Students will produce a resume to be included in the portfolio. Industry terms will be used in the portfolio with a focus on self-promotion. This will also be the semester exam wrap up project.</p> <p><b>At home connections:</b></p> <ul style="list-style-type: none"> <li>Review your child's portfolios with them.</li> </ul>	
<b>Concepts within Unit # 4</b>	<b>Success Criteria for this concept</b>
<p>Concept #1: Broadcast Portfolios, New Technologies</p> <p><b>3I:</b> demonstrate knowledge of new and emerging technologies that may affect the field;</p>	<ul style="list-style-type: none"> <li>Research the impact that new technologies have on broadcast</li> </ul>
<p>Concept #2: Student Work</p> <p><b>3D:</b> apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;</p>	<ul style="list-style-type: none"> <li>Create a digital portfolio of work.</li> <li>Create a broadcasting resume.</li> </ul>



## Grading Period 3

### Unit 6: Public Service Announcements

**Unit Overview:**

In Unit 6, students will integrate their video production knowledge with community focus and engagement by producing a broadcast public service announcement. Students will study and analyze what the role of Public Service Announcements (PSAs) are in broadcast and how they are created. They will differentiate between PSAs and commercials with profit. Students must be able to distinguish between topics that are appropriate for a PSA, and they must decipher theme and purpose of PSAs from different forms of advertising, including political ads. Students will produce their own PSA on a chosen topic that is intended to be broadcast to their school or local community with the goal of improving the community's well-being.

**At home connections:**

- Discuss topics for Public Service Announcements with your student to help them decide their topic.

Concepts within Unit # 6	Success Criteria for this concept
Concept #1: Roles and Finances of PSAs 1B: identify the function and role in society of broadcast media, including radio, television, and online broadcasts;	<ul style="list-style-type: none"> <li>• I will explain a PSA video and describe how it is paid for.</li> </ul>
Concept #2: Types of PSAs 1H: identify the strategies of broadcasting to reach certain audiences, including programming decisions.	<ul style="list-style-type: none"> <li>• I will identify demographics of a target audience for a PSA.</li> <li>• I will choose appropriate types of PSAs (narrative, abstract, factual, or emotional appeal) for a topic.</li> </ul>
Concept #3: Pre to Post Production of PSAs 3A: determine which events and issues are newsworthy for an audience and write appropriate copy for the content;	<ul style="list-style-type: none"> <li>• I will produce a PSA with an appropriate topic for the correct demographic and target audience.</li> </ul>

### Unit 7: Newscasts

**Unit Overview:**

In this unit, students will enhance their news production skills by producing a variety of segments integrated toward a common theme. Students will focus on ethical journalism by analyzing and dissecting current news stories for bias. The successful student will learn and apply the following skills: mastery of contemporary TV production techniques, write for news journalism, ability to manage multiple projects at the same time, creative idea person, accomplished manager of a collaborate team, and the ability to produce TV newscasts and special news projects. Students will develop story ideas, paying special attention to local trends and current events. They will conduct research, set up interviews, field produce, and write packages. They will work closely with station anchors, reporters and editors to incorporate high-end production techniques.

**At home connections:**

- Have your child discuss their research and their production with you to get our feedback as an audience member.

Concepts within Unit # 7	Success Criteria for this concept
<p>Concept #1: Avoiding Bias in Current Events            1D: Understand and apply ethical considerations affecting broadcast journalism;            1H: identify the strategies of broadcasting to reach certain audiences, including programming decisions.</p>	<ul style="list-style-type: none"> <li>• Analyze news stories for bias and illustrate why a bias exists</li> <li>• Arrange a strategy to survey the audience for feedback on content needs</li> </ul>
<p>Concept #2: Programming and High-End Production            3A: The student produces programming such as newscasts, interviews, and public service announcements. The student is expected to determine which events and issues are newsworthy for an audience and write appropriate copy for the content;            3D: apply skills in reporting and writing to produce programs required to meet entry-level professional expectations;</p>	<ul style="list-style-type: none"> <li>• Produce a program with high end production techniques that meets the needs and wants of the audience.</li> <li>• Assign reporters and production crew a segment to produce for the program</li> <li>• Apply professional techniques to a program</li> <li>• Gather feedback in the form of a survey from the audience</li> <li>• Report on a current event topic for a segment in a program</li> </ul>

**Grading Period 4**  
**Unit 8: Online Media**

**Unit Overview:**

The growing technological field of online media will be the focus of this unit. Students will study current trends in online media including podcasts, web video streaming, social media, and website video broadcast integration. Students will break down the financial aspects of online media, and they will predict future trends that stem from current technologies. Whether it be a vlogger, social media manager, or YouTuber, students can expect to gain insight into marketing and careers in 21st Century online media. They will produce broadcast segments intended for online publication using industry standard, professional quality applications.

**At home connections:**

- Discuss Social Media rules for your household and how the students project themselves online.

Concepts within Unit # 8	Success Criteria for this concept
Concept #1: Podcasts 1B: Identify the function and role in society of broadcast media, including radio, television, and online broadcasts;	<ul style="list-style-type: none"> <li>• Describe the common features of social media applications and what separates them from other websites and applications</li> <li>• Compare and contrast social media applications with target audience</li> <li>• Define ethical journalism</li> <li>• Explain how to apply ethical journalism to social media</li> <li>• Create a T-chart of the pros and cons of social media online</li> </ul>
Concept #2: Social Media 1D: understand and apply ethical considerations affecting broadcast journalism	<ul style="list-style-type: none"> <li>• Explain how a free market system works</li> <li>• Explain how a business operates in a free enterprise system</li> </ul>
Concept #3: YouTube 1A: identify the historical development of broadcasting from early radio to present-day formats, including radio, television, and online media;	<ul style="list-style-type: none"> <li>• Explain the historical timeline and evolution of YouTube.</li> <li>• Illustrate how money is made on YouTube.</li> <li>• Define what a YouTuber and a Vlogger are.</li> <li>• Create a vlog</li> </ul>
Concept #4 Online Media Production 2A: understand the role of various personnel, including producers, station managers, technical directors, camera operators, webmasters, and news anchors, in broadcast journalism;	<ul style="list-style-type: none"> <li>• Define the job responsibilities in creating an online media production.</li> <li>• Explain what the process is for publishing online media.</li> <li>• Create an online media piece for publication.</li> </ul>

**Unit 9: Broadcast Portfolios**

This unit will focus on students making predictions for future technologies in broadcasting as well as finishing up their first year digital portfolios. Students will have the opportunity to revisit any previous broadcast works and revise or reflect. They will also begin preparing for Advanced Broadcasting II, which will hone in on in-depth reporting and investigative journalism.

**At home connections:**

- Discuss which of their work would be best in their portfolio.

Concepts within Unit # 9	Success Criteria for this concept
<p>Concept #1: New Technologies 3I: The student is expected to demonstrate knowledge of new and emerging technologies that may affect the field;</p>	<ul style="list-style-type: none"> <li>• Explain trends in broadcasting and technology</li> <li>• Compare and contrast consumer technology products such as cameras with professional technology</li> <li>• Demonstrate how inventions change the field of broadcasting</li> </ul>
<p>Concept #2: Contributions and Student Work 4E: The student demonstrates leadership and teamwork abilities. The student is expected to submit work for editing and critiquing and make appropriate revisions;</p>	<ul style="list-style-type: none"> <li>• Create and edit a digital portfolio of a compilation of student works</li> </ul>

**Glossary of Curriculum Components**

**Overview**– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

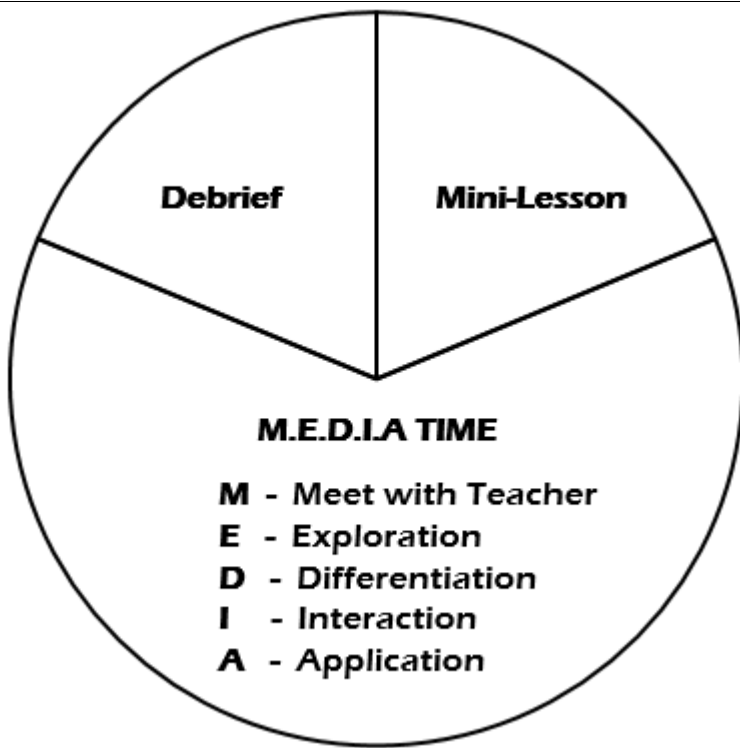
**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
<a href="https://edu.gcfglobal.org/en/digital-media-literacy/">https://edu.gcfglobal.org/en/digital-media-literacy/</a>	Online tutorials for Digital Media
<a href="https://studentreportinglabs.org/archived-tutorials/">https://studentreportinglabs.org/archived-tutorials/</a>	Video Tutorials
<a href="https://www.wevideo.com/academy">https://www.wevideo.com/academy</a>	WeVideo Editing Tutorials
<a href="https://www.youtube.com/adobecarea">https://www.youtube.com/adobecarea</a>	Adobe Tutorials
<a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a>	Digital Citizenship
<a href="https://www.adfontesmedia.com/">https://www.adfontesmedia.com/</a>	Rating News Media
<a href="https://creativecommons.org/">https://creativecommons.org/</a>	Copyright Free materials to use

**Instructional Model**



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p><b>Mini Lesson:</b> explicit instruction that includes the learning intentions, success criteria, opening activity of the lesson, and sets the tone for the day’s learning. This can range from an in-depth introduction to a unit or a quick whole group coaching session where the teacher explains a skill that will be used in the MEDIA time. An example would be demonstrating to the class how to add sound to a project.</p> <p>The opening lesson for the new concept in the unit should include some form of technology modeled to engage the students. Visuals and video are encouraged. During this warmup students should acknowledge the <i>Learning Intention</i> and <i>Success Criteria</i> for the concept. The mini-lesson may include a simple technology skill that scaffolds with the main concept.</p>
<i>M.E.D.I.A Time</i>	25 - 30 MINS	<p><b>MEDIA Time:</b> fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p><b>Meet with Teacher-</b> conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p><b>Exploration-</b> student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p><b>Differentiation-</b> student choice, intervention, or enrichment instruction (usually paired with meet with teacher)<i>Guided Participation</i></p>

		<p><b>Interaction</b>- students working in a community of practice online and in person, (examples are peer discussion or assessment)<i>Legitimate peripheral participation, Membership of a community of practice</i></p> <p><b>Application</b>- authentic formative and summative assessment of learning<i>Learning Situatedness</i></p> <p>Students explore, interact, and apply knowledge and skills during MEDIA time. During this time, a student centered environment looks like the following:          Students engaged in technology          Hands-on learning and manipulations of hardware/software          Creativity is evident          Collaboration with peers and the teacher          Student led production          Autonomous students capable of time management</p> <p>M= Meet with the teacher          E=Exploration          D=Differentiation          I=Interaction          A=Application</p>
Debrief	5 - 10 MINS	<p><b>Debrief:</b> closure of learning for the day which varies in depth according to the unit trajectory (an example would be an exit ticket or review of a group's project)</p> <p>Closure to each day can involve a recursive, real world application connection asking the students, "Where do you see this in your world?". Whether an exit ticket or a closing thought to lead into the next day's activity, the debrief should be differentiated so as to reach each student.</p> <p>***some projects may involve a five-minute cleanup warning to responsibly put up equipment and handle housekeeping duties.</p>