Video Production
Standards

This document was prepared by:

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

Nevada Department of Education
Nevada Ready!

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Acknowledgements

Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Video Production standards were validated through active participation of business and industry representatives on the development team.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Video Production program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Video Production program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Video Production program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard, and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, VIDEO is the Standards Reference Code for Video Production. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be VIDEO.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)*

Performance Standard 1.1: Explore the History and Organization of CTSOs

1.1.1   Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law

1.1.2   Research nationally recognized CTSOs

1.1.3   Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

Performance Standard 1.2: Develop Leadership Skills

1.2.1   Discuss the purpose of parliamentary procedure

1.2.2   Demonstrate the proper use of parliamentary procedure

1.2.3   Differentiate between an office and a committee

1.2.4   Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions

1.2.5   Participate in local, regional, state, or national conferences, events, or competitions

1.2.6   Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

Performance Standard 1.3: Participate in Community Service

1.3.1   Explore opportunities in community service-related work-based learning (WBL)

1.3.2   Participate in a service learning (program related) and/or community service project or activity

1.3.3   Engage with business and industry partners for community service

Performance Standard 1.4: Develop Professional and Career Skills

1.4.1   Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)

1.4.2   Describe the appropriate professional/workplace attire and its importance

1.4.3   Investigate industry-standard credentials/certifications available within this Career Cluster™

1.4.4   Participate in authentic contextualized instructional activities

1.4.5   Demonstrate technical skills in various student organization activities/events

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

1.5.1   Make a connection between program standards to career pathway(s)

1.5.2   Explain the importance of participation and completion of a program of study

1.5.3   Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: EXAMINE THE VIDEO PRODUCTION INDUSTRY

Performance Standard 2.1: Research Events That Led to Current Practices

2.1.1   Research and discuss the major technological developments and events in the history of media

2.1.2   Explain the importance of industry pioneers and significant moments in media history, including contemporary changes

2.1.3   Analyze the influence of media and social media on society

Performance Standard 2.2: Investigate Industry Ethics and Laws

2.2.1   Define and discuss terms applicable to ethics and laws (e.g., plagiarism, copyright law, libel, slander, bias)

2.2.2   Discuss how to legally obtain and use source materials for production purposes, including video and audio consents and licensing

2.2.3   Summarize legal and ethical acquisition and use of digital materials, giving proper attribution using established methods

2.2.4   Discuss the First Amendment guarantees relating to video production

2.2.5   Discuss the importance of objectivity and the difference between news content and commercial content

Performance Standard 2.3: Explain the Stages of the Video Production Process

2.3.1   List the components of the pre-production phase (e.g., purpose, script writing, target audience, budget, schedule, output medium)

2.3.2   Conduct a pre-production meeting to create a production plan

2.3.3   List the components of the production phase (e.g., selecting equipment, operating equipment, interviewing, directing, lighting, audio)

2.3.4   List the components of the post-production phase (e.g., video and audio editing, graphics, output medium)

Performance Standard 2.4: Investigate the Various Roles in Video Production

2.4.1   Summarize the roles of various personnel for video production projects (e.g., producer, director, editor, camera operator, content creator)

2.4.2   Develop appropriate communication skills when working with clients, crew, and talent

Performance Standard 2.5: Explore Careers in the Video Industry

2.5.1   Research occupations found within the video production industry (e.g., multimedia journalist, content creator)

2.5.2   Compare major organizations or institutions involved with the video production industry

2.5.3   Discuss and practice interviewing techniques and the components of a portfolio and branding for a video production occupation

CONTENT STANDARD 3.0: SAFETY AND PERSONAL RESPONSIBILITY IN THE WORKPLACE

Performance Standard 3.1: Maintain an Orderly and Safe Work Environment

    3.1.1 Identify and locate all safety equipment in media labs and on location (e.g., first aid kit, fire extinguisher)

    3.1.2 Discuss safety precautions and practices

    3.1.3 Demonstrate the safe usage of appropriate tools and the proper operation of equipment

    3.1.4 Maintain and troubleshoot tools and equipment

Performance Standard 3.2: Demonstrate Personal Responsibility and Professionalism

    3.2.1 Exhibit professional conduct and work ethics in the development of productions

    3.2.2 Discuss appropriate responses to criticism

    3.2.3 Dress professionally and appropriately as per assignment

    3.2.4 Exhibit the ability to follow directions

CONTENT STANDARD 4.0: DEMONSTRATE THE USE OF VIDEO PRODUCTION EQUIPMENT

Performance Standard 4.1: Demonstrate Camera Operation and Techniques

4.1.1   Select, operate, and exhibit correct use of video cameras, including mobile device cameras, for project specifications

4.1.2   Demonstrate the functions and uses of camera mounting devices (e.g., tripods, camera stabilizer mounts)

4.1.3   Demonstrate how to shoot video content using various aspect ratios with post-production or livestreaming in mind

4.1.4   Demonstrate types of camera angles and movements and different shot compositions (e.g., medium shot, close-up, long shot, rule of thirds)

4.1.5   Demonstrate shot flow, including sequencing and continuity

4.1.6   Demonstrate effective use of white balance settings

4.1.7   Connect various pieces of video equipment using the proper cables and/or adapters

Performance Standard 4.2: Demonstrate Audio Equipment Operation

4.2.1   Identify the types, uses, and pick-up patterns of various microphones, including audio captured from mobile devices

4.2.2   Compare and contrast the types, uses, and pick-up patterns of various microphones

4.2.3   Demonstrate proper placement of microphones for effective audio

4.2.4   Connect microphone(s) to various audio equipment using the proper cables and/or adapters

4.2.5   Record a short audio sequence, properly monitoring the sound level

4.2.6   Identify and correct sources of interference and poor sound quality

4.2.7   Demonstrate the use of mixing multiple sources in live and post-production settings

Performance Standard 4.3: Demonstrate Proper Lighting Techniques

4.3.1   Identify and explain the use of basic lighting equipment

4.3.2   Demonstrate one-, two-, and three-point lighting techniques

4.3.3   Utilize various light sources (e.g., natural light, reflectors, portable lights)

4.3.4   Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, and mood

Performance Standard 4.4: Demonstrate Effective Use of Visual Effects and Computer Graphics

4.4.1   Use chroma key techniques for compositing (e.g., green screen, virtual sets, weather maps)

4.4.2   Discuss text, fonts, colors, title safe area, lower thirds, and placement

4.4.3   Enhance a project using appropriate graphics

4.4.4   Enhance a project using appropriate visual effects (e.g., picture-in-picture, motion graphics)

CONTENT STANDARD 5.0: WRITING FOR VIDEO PRODUCTION

Performance Standard 5.1: Conduct Research for News Projects

5.1.1   Identify potential biases when selecting interviewees to ensure balance of viewpoints

5.1.2   Identify resources to conduct research

5.1.3   Identify and utilize primary and secondary sources

5.1.4   Apply active research methods (e.g., critical reading, personal interviews, credible sources, use of surveys)

5.1.5   Attribute all sources correctly

Performance Standard 5.2: Conduct Research for Commercial Projects

5.2.1   Differentiate paid content versus news content

5.2.2   Identify the target audience and applicable subgroups

5.2.3   Identify client requirements and perspective

Performance Standard 5.3: Create Scripts and Storyboards

5.3.1   Evaluate different script writing styles and trends

5.3.2   Determine appropriate script writing formats for various production types (e.g., news story, commercial, sports, public service announcement, narrative)

5.3.3   Write stories that contain a logical beginning, middle, and end

5.3.4   Write scripts that convey a variety of desired story elements (e.g., leads, Voice Over [VO], Sound On Tape [SOT], VO/SOT, news package, etc.)

5.3.5   Describe components of a two-column script

5.3.6   Explain components of a storyboard (e.g., camera angles, locations, shots, movements)

5.3.7   Translate from written scripts to storyboards

Performance Standard 5.4: Develop Interviewing Skills

5.4.1   Develop open-ended questions using proper grammar to elicit in-depth responses

5.4.2   Select interviewee(s) appropriate for the topic

5.4.3   Select a location that enhances the interview

5.4.4   Contact interviewee(s) and schedule interview(s)

5.4.5   Recognize the differences between biased and unbiased questions and answers

5.4.6   Demonstrate effective listening skills

5.4.7   Improvise questions based on the interviewee's responses

CONTENT STANDARD 6.0: DEMONSTRATE INDUSTRY STANDARD PRODUCTION PRACTICES

Performance Standard 6.1: Demonstrate Appropriate Electronic Field Production (EFP) Practices

6.1.1   Evaluate possible production locations for a project (e.g., sound, lighting, environment)

6.1.2   Perform field production jobs to include camera, lighting, and sound technicians

6.1.3   Demonstrate basic field camera operations to reflect each location

6.1.4   Determine camera operating techniques appropriate for the production, such as shot composition, angle, and use of mounting devices

6.1.5   Create a project outside the studio using field equipment and techniques

Performance Standard 6.2: Demonstrate Appropriate Studio Operation

6.2.1   Demonstrate the setup and operation of basic studio equipment (e.g., switcher, teleprompter, recording unit) for specific project needs

6.2.2   Perform the jobs necessary for a studio production (e.g., director, technical director [TD], audio engineer, recording/playback engineer)

6.2.3   Demonstrate basic studio camera operation

6.2.4   Create and incorporate titles and other graphics in a studio production

6.2.5   Use proper studio lighting

6.2.6   Create a project inside the studio environment

Performance Standard 6.3: Perform On-Camera

6.3.1   Demonstrate appropriate speaking skills for an on-camera performance (e.g., pitch, tone, emphasis, inflection, enunciation, timing)

6.3.2   Practice appropriate on-camera performance skills (e.g., appearance, gestures, posture)

6.3.3   Read for a camera using a teleprompter or cue cards

6.3.4   Perform as talent in a production

6.3.5   Deliver material without bias (e.g., voice inflection or gesture)

6.3.6   Select clothing, makeup, and accessories appropriate for use on-camera in a specific production

CONTENT STANDARD 7.0: UNDERSTAND THE EDITING PROCESS

Performance Standard 7.1: Understand File Formats and Data Management

   7.1.1   Differentiate between digital video files, still images, and audio files

   7.1.2   Create, compress, and convert digital video files, still images, and audio files in various formats (e.g., MPEG, MOV, MP4, GIF, JPEG, MP3, AVCHD, MTS)

   7.1.3   Explain the need for data management

Performance Standard 7.2: Operate Software for Digital Editing

   7.2.1   Organize and evaluate materials for editing

   7.2.2   Capture/import source materials

   7.2.3   Manipulate video (i.e., color, motion, filters, and transitions)

   7.2.4   Utilize visual techniques to enhance the final product (i.e., animation and graphics)

   7.2.5   Use and adjust multiple audio sources to complete a project (e.g., sound effects, room tone, music)

   7.2.6   Use audio to enhance a final product

   7.2.7   Export a project to appropriate media

Performance Standard 7.3: Understand the Principles of Editing

   7.3.1   Explain the impact of editing on continuity

   7.3.2   Explain the impact of editing on emphasis

   7.3.3   Explain the impact of pacing and timing

   7.3.4   Apply the principles of editing to a production project

Performance Standard 7.4: Evaluate the Project

   7.4.1   Evaluate content for message effectiveness and bias (i.e., does it tell the complete story or meet the client needs?)

   7.4.2   Assess video/audio quality for levels and clarity

   7.4.3   Revise work based on critiques

Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher in making connections for students between the technical skills within a program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

Crosswalks (Academic Standards)

The crosswalks of the Video Production Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Video Production program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Video Production Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Video Production program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Video Production Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Video Production program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Video Production Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Video Production program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Video Production Standards are crosswalked to the Arts, A/V Technology, and Communications Career Cluster™ and the Audio and Video Technology and Film Career Pathway.

Crosswalk of Video Production Standards
and the Nevada Academic Content Standards

Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

Performance Indicators	Nevada Academic Content Standards	
1.1.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.1.2	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards	
1.2.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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1.2.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Indicators	Nevada Academic Content Standards	
1.4.2	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Performance Indicators	Nevada Academic Content Standards
1.5.2	**English Language Arts: Language Standards**
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 2.0: Examine the Video Production Industry

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
2.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Performance Indicators	Nevada Academic Content Standards
2.2.7	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.3.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
2.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 3.0: Safety and Personal Responsibility in the Workplace

Performance Indicators	Nevada Academic Content Standards
3.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Content Standard 4.0: Demonstrate the Use of Video Production Equipment

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 5.0: Writing for Video Production

Performance Indicators	Nevada Academic Content Standards
5.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
5.3.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Content Standard 6.0: Demonstrate Industry Standard Production Practices

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.3.1	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.3.3	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6.3.5	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Content Standard 7.0: Understand the Editing Process

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
7.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Alignment of Video Production Standards
and the Mathematical Practices

Mathematical Practices	Video Production Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	7.4.3
4. Model with mathematics.	4.1.4; 4.3.2; 7.1.2
5. Use appropriate tools strategically.	4.1.3
6. Attend to precision.	4.1.6; 6.2.4
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Video Production Standards
and the Science and Engineering Practices

Science and Engineering Practices	Video Production Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.1.4; 5.2.3
2. Developing and using models.	5.3.2, 5.3.5, 5.3.7
3. Planning and carrying out investigations.	5.4.1-5.4.7
4. Analyzing and interpreting data.	7.1.1-7.1.3
5. Using mathematics and computational thinking.	7.1.2
6. Constructing explanations (for science) and designing solutions (for engineering).	7.4.1-7.4.3
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	5.4.1, 5.4.4-5.4.7; 6.1.5; 6.2.6; 6.3.1-6.3.5; 7.2.7; 7.4.1-7.4.3

Crosswalks of Video Production Standards
and the Common Career Technical Core

Arts, A/V Technology, and Communications Career Cluster	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology, and Communications Career Cluster.	1.5.1; 2.4.1
2. Analyze the importance of health, safety, and environmental management systems, policies and procedures common in arts, audio/video technology, and communications activities and facilities.	1.4.2; 3.1.1-3.1.4; 3.2.4
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	2.1.3; 6.3.6
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	2.2.1-2.2.5; 6.3.5
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	1.4.3; 2.5.1-2.5.3 3.2.1, 3.2.4
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster.	2.1.1, 2.1.2

Audio and Video Technology and Film Career Pathway	Performance Indicators
1. Describe the history, terminology, occupations, and value of audio, video, and film technology.	2.1.1-2.1.3; 2.4.1, 2.4.2 2.5.1, 2.5.2 6.2.2; 6.3.1, 6.3.6 7.1.1-7.1.3; 7.3.1-7.3.3
2. Demonstrate the use of basic tools and equipment used in audio, video, and film production.	2.3.1, 2.3.3, 2.3.4; 3.2.4 4.1.1-4.1.7; 4.2.3-4.2.7 4.3.2-4.3.4 6.1.2, 6.1.3, 6.1.5; 6.2.1 6.2.3-6.2.6; 6.3.3-6.3.5 7.1.1-7.1.3; 7.2.1-7.2.7 7.3.4
3. Demonstrate technical support skills for audio, video, and/or film productions.	2.3.3; 2.4.2 4.1.7; 4.4.1, 4.4.3, 4.4.4 6.1.2, 6.1.3, 6.1.5 6.2.4, 6.2.6 7.1.1-7.1.3; 7.3.4 7.4.2, 7.4.3
4. Design an audio, video, and/or film production.	2.3.1-2.3.4; 2.4.2; 4.2.5 6.1.1, 6.1.4, 6.1.5; 6.2.5 7.2.1-7.2.7; 7.4.1, 7.4.3