

Radio Production Program of Study and Complementary Course Standards



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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



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Standards Development Members

| Name | Occupation/Title | Stakeholder Affiliation | School/Organization |
|-----------------|------------------------------------|--------------------------------------|--|
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| Jonathan Scott | Executive Producer, On-Air Host | Business and Industry Representative | Barter Exchange Television, Inc., Las Vegas |

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 Radio 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 a high school Radio Production program of study. 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 indicators are followed by designations that reflect the course sequence (e.g., 12 for the first-year course of a two-year program and 22 for the second-year course, C is to designate the indicators to be taught in the complementary courses) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Radio 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, RADIO is the Standards Reference Code for Radio Production. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be RADIO.2.3.4.

Radio Production

Program Information

Program of Study: Radio Production

Standards Reference Code: RADIO

Career Cluster: Arts, A/V Technology and Communications

Career Pathway(s): Journalism and Broadcasting

Program Length: 2-year, completed sequentially

CTSO: DECA / FBLA / SkillsUSA

Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Radio Production II course.

Core Course Sequence (R) with Lab Course(s) (C)

| Required/ Complementary | Course Title | Abbreviated Name |
|----------------------------|-------------------------|------------------|
| R | Radio Production I | RADIO PROD I |
| R | Radio Production II | RADIO PROD II |
| C | Radio Production II LAB | RADIO PROD II L |

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 (12, 22, C)
- 1.1.2 Research nationally recognized CTSOs (12, 22, C)
- 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]) (12, 22, C)

Performance Standard 1.2: Develop Leadership Skills

- 1.2.1 Discuss the purpose of parliamentary procedure (12, 22, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (12, 22, C)
- 1.2.3 Differentiate between an office and a committee (12, 22, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (12, 22, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (12, 22, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (12, 22, C)

Performance Standard 1.3: Participate in Community Service

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (12, 22, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (12, 22, C)
- 1.3.3 Engage with business and industry partners for community service (12, 22, C)

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) (12, 22, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (12, 22, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (12, 22, C)
- 1.4.4 Participate in authentic contextualized instructional activities (12, 22, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (12, 22, C)

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) (12, 22, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (12, 22, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (12, 22, C)

CONTENT STANDARD 2.0: UNDERSTAND AN OVERVIEW OF THE RADIO INDUSTRY**Performance Standard 2.1: Explain the History of Radio**

- 2.1.1 Compare the forefathers of radio, e.g., Tesla, De Forest, Armstrong, Sarnoff, and Marconi (12)
- 2.1.2 Describe the differences and similarities between radio platforms (i.e., AM, FM, HD) and satellite and digital platforms (i.e., streaming platforms, podcasts) (12)
- 2.1.3 Explain how the four main radio/communication legislative acts impacted radio through history (12)
- 2.1.4 Debate the benefits of independent versus corporate-owned stations (12)
- 2.1.5 Explain the difference between terrestrial and digital radio and the impact of new technologies for survival of radio in a digital/visual world (12)
- 2.1.6 Research the history of sound recordings (12)

Performance Standard 2.2: Distinguish Careers in Radio

- 2.2.1 Evaluate the hierarchy in a typical radio station (12)
- 2.2.2 Describe the role of the station manager (12)
- 2.2.3 Explain the role of programming director (12)
- 2.2.4 Explain the role of station engineer (12)
- 2.2.5 Compare and contrast the function of the sales team versus the promotion team (12)
- 2.2.6 Discuss the role of the traffic and billing personnel (12)
- 2.2.7 Explain the role of radio talent (12)
- 2.2.8 Explain the role of the digital department within the radio station (12)
- 2.2.9 Research dayparts and their hierarchy on the salary scale (12)

Performance Standard 2.3: Compare Radio Genres

- 2.3.1 Describe the history of various genres of recorded music (12)
- 2.3.2 Analyze various genres of radio music stations (12)
- 2.3.3 Compare various genres of non-music stations (12)
- 2.3.4 Discuss various genres of non-terrestrial radio, e.g., non-traditional radio (12)
- 2.3.5 Utilize market research to determine target market and genre (12)

CONTENT STANDARD 3.0: UNDERSTAND CONCEPTS OF JOURNALISM AND REPORTING**Performance Standard 3.1: Writing for Radio**

- 3.1.1 Compare and contrast print writing versus broadcast writing (12)
- 3.1.2 Write story examples for print and broadcast (12)
- 3.1.3 Utilize standard radio writing practices (12)
- 3.1.4 Describe how timing affects radio news writing (12)
- 3.1.5 Practice creating pronouncers (12)
- 3.1.6 Demonstrate proficiency in using passive and active voice (12)
- 3.1.7 Describe the process of gathering news and information (12)
- 3.1.8 Cite sources within news stories (12)

Performance Standard 3.2: Audio Gathering

- 3.2.1 Identify different methods of gathering audio (12)
- 3.2.2 Choose appropriate equipment for gathering audio (12)
- 3.2.3 Explain how audio is used within a broadcast news story (12)
- 3.2.4 Execute different methods of gathering audio (12)

Performance Standard 3.3: Apply On-Air News Delivery Techniques

- 3.3.1 Critique various styles of delivering news and information (12)
- 3.3.2 Choose appropriate language for a particular story (12)
- 3.3.3 Execute proper pronunciation of words and names (12)
- 3.3.4 Deliver news and information using different delivery styles (12)
- 3.3.5 Practice proper interview techniques for live or prerecorded news (12)

CONTENT STANDARD 4.0: APPLY LAWS, REGULATIONS, AND ETHICS**Performance Standard 4.1: Describe Laws and Regulations of the Industry**

- 4.1.1 Research and interpret Federal Communications Commission (FCC) regulations (12)
- 4.1.2 Explain copyright laws that pertain to radio (12)
- 4.1.3 Define terms applicable to ethics and laws (e.g., plagiarism, copyright, libel, slander) (12)
- 4.1.4 Summarize legal acquisition and use of digital media/materials (12)
- 4.1.5 Compare and contrast FCC regulated and non-regulated media (12)

Performance Standard 4.2: Identify Ethics in Radio Broadcasting

- 4.2.1 Describe industry/station ethics versus personal ethics (12)
- 4.2.2 Discuss the role of bias in radio genres, radio corporations, and news (12)
- 4.2.3 Summarize ethical acquisition and use of digital media/materials (12)
- 4.2.4 Analyze the ethical use of news information and when to report it (12)
- 4.2.5 Critique on-air content and music based on station format/audience (12)
- 4.2.6 Analyze the appropriateness of comments by radio talent (12)

Performance Standard 4.3: Explain Royalty Practices and Payments

- 4.3.1 Research the history of royalties (12)
- 4.3.2 Discuss the ethics that support royalty payments (12)
- 4.3.3 Explain the current royalty practices (12)
- 4.3.4 Discuss how current royalty practices impact all forms of terrestrial radio and streaming (12)
- 4.3.5 Describe the beneficiaries of royalties (12)

CONTENT STANDARD 5.0: DEMONSTRATE TECHNICAL OPERATIONS**Performance Standard 5.1: Practice Using Sound Routing Equipment**

- 5.1.1 Explain the concept of routing (12)
- 5.1.2 Compare and contrast various types of audio cables, connections, and audio over IT (12)
- 5.1.3 Explain volume regulation and how it is represented on an audio board (12)
- 5.1.4 Practice correct routing techniques (12)
- 5.1.5 Troubleshoot routing equipment issues (12)

Performance Standard 5.2: Utilize Voice Equipment

- 5.2.1 Describe how voice performance and equipment impact each other (12)
- 5.2.2 Identify types, uses, and pick-up patterns of various microphones and other audio devices (12)
- 5.2.3 Compare and contrast types, uses, and pick-up patterns of various microphones and other audio devices (12)
- 5.2.4 Demonstrate proper placement of microphones for effective audio (12)

Performance Standard 5.3: Demonstrate Use of Playback and Recording Equipment

- 5.3.1 Identify types and uses of playback/recording equipment (12)
- 5.3.2 Properly connect various sound equipment in different situations (12)
- 5.3.3 Utilize proper equipment for specific media storage types (12)

Performance Standard 5.4: Demonstrate Radio Computer Operations

- 5.4.1 Explore various types of radio industry software (12)
- 5.4.2 Implement various computer applications for use in radio production (12)
- 5.4.3 Utilize some form of automation program (12)
- 5.4.4 Explore different scheduling software and how they integrate within existing automation programs (12)
- 5.4.5 Explain the use of a station clock (12)
- 5.4.6 Create a station clock based upon daypart (12)

CONTENT STANDARD 6.0: UNDERSTAND ON-AIR TALENT PERFORMANCE STANDARDS

Performance Standard 6.1: Demonstrate Breathing Techniques and Use of Fillers and Crutch Words

- 6.1.1 Explain proper breathing and speaking techniques (22)
- 6.1.2 Describe fillers and how they distract from the delivery (22)
- 6.1.3 Practice proper breathing and speaking techniques (22)
- 6.1.4 Practice techniques for avoiding fillers and crutch words (22)

Performance Standard 6.2: Demonstrate Inflection, Projection, and Pronunciation

- 6.2.1 Explain the effect of different reading speeds on delivery (22)
- 6.2.2 Explore different inflection and projection techniques used by radio personalities (22)
- 6.2.3 Practice inflection and projection techniques (22)
- 6.2.4 Utilize the correct tools to perform the proper pronunciation of difficult words (22)
- 6.2.5 Choose appropriate language and style for various radio genres, advertisements, and PSAs (22)
- 6.2.6 Perform proper reading speeds to create the desired effect (22)

Performance Standard 6.3: Explore On-Air Talent Expectations

- 6.3.1 Understand the difference between live on-air and voice tracking (22)
- 6.3.2 Compare and contrast voice tracking based on market size (22)
- 6.3.3 Explore voice tracking expectations local versus syndication (22)
- 6.3.4 Describe the importance of air checking and performance reviews (22)

CONTENT STANDARD 7.0: APPLY PRODUCTION AND EDITING TECHNIQUES**Performance Standard 7.1: Demonstrate Mixing**

- 7.1.1 Explain different ways to edit voice (22)
- 7.1.2 Describe different ways to edit music (22)
- 7.1.3 Explain the use of sound effects and sound bites (22)
- 7.1.4 Perform different techniques of voice editing (22)
- 7.1.5 Perform different techniques to edit music (22)
- 7.1.6 Practice mixing techniques for combining all types of audio (22)

Performance Standard 7.2: Identify Level Adjustments

- 7.2.1 Describe audio levels required by the FCC (22)
- 7.2.2 Interpret the audio level information given by various types of sound meters (22)
- 7.2.3 Practice adjusting techniques for prerecorded, live, and combination audio (22)

Performance Standard 7.3: Compare File Formats

- 7.3.1 Compare and contrast different audio file types/sizes (22)
- 7.3.2 Describe ways to manage files (22)
- 7.3.3 Explore various software to create, compress, and convert audio files (22)
- 7.3.4 Select appropriate hardware to create, compress, and convert audio files (22)
- 7.3.5 Create, compress, and convert audio files in various formats (22)

Performance Standard 7.4: Describe Production Assets and Transitions

- 7.4.1 Define production assets (22)
- 7.4.2 Describe different methods to move from production asset to production asset (22)
- 7.4.3 Select the appropriate method of transition between specific production assets (22)

CONTENT STANDARD 8.0: CREATE BRANDING FOR RADIO**Performance Standard 8.1: Understand Station Marketing**

- 8.1.1 Describe the various ways a station creates and markets its brand (e.g., station voice, imaging) (22)
- 8.1.2 Explain the difference between a promotion plan and a marketing plan (22)
- 8.1.3 Discuss legal and ethical issues related to marketing and promotion for radio (22)
- 8.1.4 Determine the marketing strategy for a particular station (22)
- 8.1.5 Develop a promotion plan for a station-sponsored event or contest (22)

Performance Standard 8.2: Create Public Service Announcements

- 8.2.1 Define Public Service Announcement (PSA) (22)
- 8.2.2 Compare and contrast various types of PSAs (22)
- 8.2.3 Discuss legal and ethical issues related to PSAs (22)
- 8.2.4 Write a PSA to meet an intended initiative and audience (22)
- 8.2.5 Produce prerecorded and live PSAs to meet an intended initiative and audience (22)

Performance Standard 8.3: Develop Advertising

- 8.3.1 Define advertising (22)
- 8.3.2 Compare and contrast various types of paid/trade advertising (22)
- 8.3.3 Discuss legal and ethical issues related to commercial and non-commercial advertising (22)
- 8.3.4 Write an advertisement for a product based on client and customer need (22)
- 8.3.5 Write an advertisement for a radio station (22)
- 8.3.6 Produce a live and a prerecorded advertising spot based on client and customer need (22)

Complementary Courses

State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

Complementary Course Standards Contributing Members

| Course Contribution(s) | Name | Occupation/Title | Stakeholder Affiliation | School/Organization |
|------------------------|---------------|------------------|-------------------------|--|
| Podcasting | Monte Cameron | Instructor | Secondary Educator | Southwest Career and technical Academy, Clark County School District |
| Podcasting | Mikel Gough | Instructor | Secondary Educator | Desert Pines High School, Clark County School District |
| Podcasting | Jorge Machain | Instructor | Secondary Educator | Las Vegas Academy, Clark County School District |
| Podcasting | Bob Zorn | Instructor | Secondary Educator | Academy of Arts, Careers and Technology, Washoe County School district |

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 Podcasting complementary standards for Radio Production program of study were validated through active participation of business and industry representatives through the criticality survey.

Complementary Course Information for Radio Production

Program Information

Qualifying Program of Study: Radio Production

Career Cluster: Arts, A/V Technology and Communications

Career Pathway(s): Journalism and Broadcasting

CTSO: DECA / FBLA / SkillsUSA

Grade Level: 11-12

Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

Complementary Courses

| Required/ Complementary | Course Title | Abbreviated Name |
|----------------------------|---|------------------|
| C | Podcasting for Radio Production | PODCAST RP |
| C | Radio Production Advanced Studies | RADIO PROD AS |
| C | Industry-Recognized Credential –Radio Production | IRC RADIO PROD |
| C | CTE Work Experience –Arts, A/V Technology and Communication | WORK EXPER TECH |

Complementary Course Standards

Podcasting

CONTENT STANDARD 1.0: EQUIPMENT

Performance Standard 1.1: Microphone Selection and Usage

- 1.1.1 Identify different types of microphones for in-studio and remote podcasts
- 1.1.2 Demonstrate proper routing and connection techniques for microphones
- 1.1.3 Adjust settings for appropriate input and output of sound devices

Performance Standard 1.2: Selection and Usage of Video Cameras

- 1.2.1 Identify various cameras and video recording devices for in-studio and remote podcasts
- 1.2.2 Demonstrate proper placement of cameras
- 1.2.3 Create a podcast using multiple cameras

Performance Standard 1.3 Selection and Usage of Lighting

- 1.3.1 Identify and use lighting equipment for in-studio and remote podcasts
- 1.3.2 Utilize various light sources (e.g., natural light, reflectors, portable lights)

CONTENT STANDARD 2.0: PREPRODUCTION

Performance Standard 2.1: Create a Production Plan

- 2.1.1 Conduct primary market research to determine theme for podcast
- 2.1.2 Develop a calendar for episode delivery

Performance Standard 2.2: Write for a Podcast

- 2.2.1 Select a topic for a podcast
- 2.2.2 Generate an outline/structure for a podcast

Performance Standard 2.3: Prerecord Secondary Sound and Video

- 2.3.1 Create prerecorded audio segments for a project
- 2.3.2 Create appropriate B roll footage for a podcast
- 2.3.3 Select or create music for podcasting (i.e., into/outro, background, etc.)

Performance Standard 2.4: Practice Interviewing Techniques

- 2.4.1 Write interview questions for a podcast guest
- 2.4.2 Practice proper interviewing techniques for live production

CONTENT STANDARD 3.0: PROMOTION

Performance Standard 3.1: Create Branding

- 3.1.1 Create branding for a podcast
- 3.1.2 Create podcast cover art
- 3.1.3 Develop physical or digital promotional materials for a podcast

Performance Standard 3.2: Produce and Utilize Advertising

- 3.2.1 Identify and utilize sponsorship for a podcast
- 3.2.2 Create and produce live and pre-recorded video and audio advertisements
- 3.2.3 Create and produce a Public Service Announcement (PSA)

Performance Standard 3.3: Promote A Podcast

- 3.3.1 Utilize social media appropriately to promote a podcast
- 3.3.2 Create a call to action (CTA) to promote future episodes or alternate podcasts
- 3.3.3 Explore alternate platforms to promote podcasts (e.g., newsletters, posters, out-door advertisement, announcements, etc.)

CONTENT STANDARD 4.0: PRODUCTION**Performance Standard 4.1: Perform Audio Operations**

- 4.1.1 Choose appropriate audio level for single and multiple person podcasts
- 4.1.2 Demonstrate proper positioning of subjects for audio pick up
- 4.1.3 Demonstrate on-air vocal techniques appropriate to podcasting

Performance Standard 4.2: Produce Video Content

- 4.2.1 Select appropriate video source for single and multiple person podcasts
- 4.2.2 Demonstrate proper positioning of subjects for optimal visual representation
- 4.2.3 Create visual staging for video podcast (i.e., declutter, sponsorship and in-house branding, etc.)

CONTENT STANDARD 5.0: POSTPRODUCTION**Performance Standard 5.1: Practice Editing**

- 5.1.1 Utilize proper audio editing techniques
- 5.1.2 Apply proper video editing techniques

Performance Standard 5.2: Publish a Podcast

- 5.2.1 Render audio and video in appropriate formats for publication
- 5.2.2 Select an appropriate digital platform for podcast distribution
- 5.2.3 Manage an online platform account for podcasting

Performance Standard 5.3: Conduct Postproduction Market Research

- 5.3.1 Examine analytics of a podcast and adjust project elements as needed
- 5.3.2 Conduct a peer review