

# ***RADIO PRODUCTION CURRICULUM FRAMEWORK***



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

*The State of Nevada Department of Education is an equal opportunity/affirmative action agency and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.*

## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
RADIO PRODUCTION**

<b>PROGRAM TITLE:</b>	<b>RADIO PRODUCTION</b>
<b>STATE SKILL STANDARDS:</b>	<b>RADIO PRODUCTION</b>
<b>STANDARDS RADIO :</b>	<b>RADIO</b>
<b>CAREER CLUSTER:</b>	<b>Arts, A/V Technology &amp; Communications</b>
<b>CAREER PATHWAY:</b>	<b>Journalism and Broadcasting</b>
<b>PROGRAM LENGTH:</b>	<b>3 LEVELS (L1, L2, L3C)</b>
<b>PROGRAM ASSESSMENTS:</b>	<b>RADIO PRODUCTION WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>SKILLSUSA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:</b>	<b>N/A</b>

### **PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Radio Production industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Radio Production
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

### **CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>RADIO PRODUCTION Core Course Sequence</b>	
<b>RADIO PRODUCTION</b>	<b>LEVEL</b>
Radio Production I	L1
Radio Production II	L2
Radio Production III	L3C
Radio Production Advanced Studies*	AS

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”.

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Radio Production I</b>
<b>ABBR. NAME:</b>	<b>Radio Prod I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>10.0202</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>SkillsUSA</b>

**COURSE DESCRIPTION**

This course is designed to introduce students to the basic elements and skills needed for radio broadcast production. Students will learn the basics of broadcast news writing, how to gather and incorporate sound, and basic laws and ethical issues of the industry. Equipment instruction includes operating radio amplifiers, mixers, audio boards, microphones, music CDs, and MP3s. Internet and On-Air program production are emphasized. Students will become familiar with radio production techniques used within the broadcast industry.

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : UNDERSTAND AN OVERVIEW OF THE RADIO INDUSTRY**

Performance Standard 1.1 : Explain the History of Radio

*Performance Indicators* : 1.1.1-1.1.6

Performance Standard 1.2 : Distinguish Careers in Radio

*Performance Indicators* : 1.2.1-1.2.7

Performance Standard 1.3 : Compare Radio Genres

*Performance Indicators* : 1.3.1-1.3.6

**CONTENT STANDARD 2.0 : UNDERSTAND CONCEPTS OF JOURNALISM AND REPORTING**

Performance Standard 2.1 : Writing for Radio

*Performance Indicators* : 2.1.1-2.1.5, 2.1.7, 2.1.8

Performance Standard 2.2 : Sound Gathering

*Performance Indicators* : 2.2.1-2.2.4

Performance Standard 2.3 : Apply On-Air Delivery Techniques

*Performance Indicators* : 2.3.1-2.3.3

**CONTENT STANDARD 3.0 : APPLY LAWS, REGULATION AND ETHICS**

Performance Standard 3.1 : Describe Laws and Regulations of the Industry

*Performance Indicators* : 3.1.1-3.1.3

Performance Standard 3.2 : Identify Ethics in Radio Broadcasting

*Performance Indicators* : 3.2.1, 3.2.2, 3.2.5, 3.2.6

Performance Standard 3.3 : Explain Royalty Practices and Payments

*Performance Indicators* : 3.3.1-3.3.5

**CONTENT STANDARD 4.0 : DEMONSTRATE TECHNICAL OPERATIONS**

Performance Standard 4.1 : Practice Using Sound Routing Equipment

*Performance Indicators* : 4.1.1-4.1.3

Performance Standard 4.2 : Utilize Voice Equipment

*Performance Indicators* : 4.2.1-4.2.3

.... continue on next page

**CONTENT STANDARD 5.0 : DEMONSTRATE TECHNICAL OPERATIONS**

Performance Standard 5.1 : Demonstrate Breathing Techniques and Use of Fillers

*Performance Indicators* : 5.1.1-5.1.4

Performance Standard 5.2 : Demonstrate Inflection, Projection and Pronunciation

*Performance Indicators* : 5.2.1-5.2.5

**CONTENT STANDARD 6.0 : APPLY PRODUCTION AND EDITING TECHNIQUES**

Performance Standard 6.1 : Demonstrate Mixing

*Performance Indicators* : 6.1.1-6.1.3

Performance Standard 6.2 : Identify Level Adjustments

*Performance Indicators* : 6.2.1-6.2.3

Performance Standard 6.3 : Compare File Formats

*Performance Indicators* : 6.3.1-6.3.3

Performance Standard 6.4 : Describe Production Elements and Transitions

*Performance Indicators* : 6.4.1-6.4.3

**CONTENT STANDARD 7.0 : CREATE ADVERTISING AND MARKETING FOR RADIO**

Performance Standard 7.1 : Understand Station Marketing

*Performance Indicators* : 7.1.1

Performance Standard 7.2 : Create Public Service Announcements

*Performance Indicators* : 7.2.1-7.2.3

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

\* Refer to the Radio Production Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Radio Production II</b>
<b>ABBR. NAME:</b>	<b>Radio Prod II</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2</b>
<b>CIP CODE:</b>	<b>10.0202</b>
<b>PREREQUISITE:</b>	<b>Radio Production I</b>
<b>CTSO:</b>	<b>SkillsUSA</b>

**COURSE DESCRIPTION**

This course is a continuation of Radio Production I. Intermediate radio production students will receive instruction in techniques for broadcast news writing, gathering and incorporating sound, and production operations. Emphasis is placed on principles to produce a live broadcast, pre/post-production, editing techniques, studio, and engineering procedures, and production skills. An application of laws and ethics within the broadcast industry is included. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : UNDERSTAND AN OVERVIEW OF THE RADIO INDUSTRY**

Performance Standard 1.3 : Compare Radio Genres

*Performance Indicators :* 1.3.7

**CONTENT STANDARD 2.0 : UNDERSTAND CONCEPTS OF JOURNALISM AND REPORTING**

Performance Standard 2.1 : Writing for Radio

*Performance Indicators :* 2.1.5-2.1.8

Performance Standard 2.2 : Sound Gathering

*Performance Indicators :* 2.2.4

Performance Standard 2.3 : Apply On-Air Delivery Techniques

*Performance Indicators :* 2.3.2-2.3.5

**CONTENT STANDARD 3.0 : APPLY LAWS, REGULATION AND ETHICS**

Performance Standard 3.1 : Describe Laws and Regulations of the Industry

*Performance Indicators :* 3.1.4-3.1.5

Performance Standard 3.2 : Identify Ethics in Radio Broadcasting

*Performance Indicators :* 3.2.3-3.2.6

**CONTENT STANDARD 4.0 : DEMONSTRATE TECHNICAL OPERATIONS**

Performance Standard 4.1 : Practice Using Sound Routing Equipment

*Performance Indicators :* 4.1.4-4.1.5

Performance Standard 4.2 : Utilize Voice Equipment

*Performance Indicators :* 4.2.4

Performance Standard 4.3 : Demonstrate Use of Playback and Recording Equipment

*Performance Indicators :* 4.3.2-4.2.3

Performance Standard 4.4 : Demonstrate Radio Computer Operations

*Performance Indicators :* 4.4.2-4.4.3

.... continue on next page



**CONTENT STANDARD 5.0 : UNDERSTAND VOICE PERFORMANCE**

Performance Standard 5.1 : Demonstrate Breathing Techniques and Use of Fillers

*Performance Indicators* : 5.1.3-5.1.4

Performance Standard 5.2 : Demonstrate Inflection, Projection and Pronunciation

*Performance Indicators* : 5.2.2-5.2.6

**CONTENT STANDARD 6.0 : APPLY PRODUCTION AND EDITING TECHNIQUES**

Performance Standard 6.1 : Demonstrate Mixing

*Performance Indicators* : 6.1.4-6.1.6

Performance Standard 6.2 : Identify Level Adjustments

*Performance Indicators* : 6.2.2-6.2.3

Performance Standard 6.3 : Compare File Formats

*Performance Indicators* : 6.3.3-6.3.5

Performance Standard 6.4 : Describe Production Elements and Transitions

*Performance Indicators* : 6.4.3

**CONTENT STANDARD 7.0 : CREATE ADVERTISING AND MARKETING FOR RADIO**

Performance Standard 7.1 : Understand Station Marketing

*Performance Indicators* : 7.1.2-7.1.4

Performance Standard 7.2 : Create Public Service Announcements

*Performance Indicators* : 7.2.4-7.2.5

Performance Standard 7.3 : Develop Advertising

*Performance Indicators* : 7.3.1-7.3.3

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

\* Refer to the Radio Production Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Radio Production III</b>
<b>ABBR. NAME:</b>	<b>Radio Prod III</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3C</b>
<b>CIP CODE:</b>	<b>10.0202</b>
<b>PREREQUISITE:</b>	<b>Radio Production II</b>
<b>PROGRAM ASSESSMENTS:</b>	<b>RADIO PRODUCTION WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>SkillsUSA</b>

**COURSE DESCRIPTION**

This course is a continuation of Radio Production II. This course provides advanced radio production students with instruction in advanced techniques and processes in radio broadcast and production. Emphasis is placed on the practical application of skills to produce live and prerecorded broadcast. Pre/post-production, editing techniques, studio and engineering procedures, and production skills will be utilized and honed. The appropriate use of technology and industry standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**TECHNICAL STANDARDS**

**CONTENT STANDARD 1.0 : UNDERSTAND AN OVERVIEW OF THE RADIO INDUSTRY**

Performance Standard 1.3 : Compare Radio Genres

*Performance Indicators :* 1.3.7

**CONTENT STANDARD 2.0 : UNDERSTAND CONCEPTS OF JOURNALISM AND REPORTING**

Performance Standard 2.1 : Writing for Radio

*Performance Indicators :* 2.1.7-2.1.8

Performance Standard 2.2 : Sound Gathering

*Performance Indicators :* 2.2.4

Performance Standard 2.3 : Apply On-Air Delivery Techniques

*Performance Indicators :* 2.3.2-2.3.5

**CONTENT STANDARD 3.0 : APPLY LAWS, REGULATION AND ETHICS**

Performance Standard 3.2 : Identify Ethics in Radio Broadcasting

*Performance Indicators :* 3.2.5-3.2.6

**CONTENT STANDARD 4.0 : DEMONSTRATE TECHNICAL OPERATIONS**

Performance Standard 4.1 : Practice Using Sound Routing Equipment

*Performance Indicators :* 4.1.4-4.1.5

Performance Standard 4.2 : Utilize Voice Equipment

*Performance Indicators :* 4.2.4

Performance Standard 4.3 : Demonstrate Use of Playback and Recording Equipment

*Performance Indicators :* 4.3.2-4.2.3

Performance Standard 4.4 : Demonstrate Radio Computer Operations

*Performance Indicators :* 4.4.2-4.4.3

.... continue on next page

**CONTENT STANDARD 5.0 : UNDERSTAND VOICE PERFORMANCE**

Performance Standard 5.1 : Demonstrate Breathing Techniques and Use of Fillers

*Performance Indicators* : 5.1.3-5.1.4

Performance Standard 5.2 : Demonstrate Inflection, Projection and Pronunciation

*Performance Indicators* : 5.2.2-5.2.6

**CONTENT STANDARD 6.0 : APPLY PRODUCTION AND EDITING TECHNIQUES**

Performance Standard 6.1 : Demonstrate Mixing

*Performance Indicators* : 6.1.4-6.1.6

Performance Standard 6.2 : Identify Level Adjustments

*Performance Indicators* : 6.2.2-6.2.3

Performance Standard 6.3 : Compare File Formats

*Performance Indicators* : 6.3.3-6.3.5

Performance Standard 6.4 : Describe Production Elements and Transitions

*Performance Indicators* : 6.4.3

**CONTENT STANDARD 7.0 : CREATE ADVERTISING AND MARKETING FOR RADIO**

Performance Standard 7.1 : Understand Station Marketing

*Performance Indicators* : 7.1.2-7.1.4

Performance Standard 7.2 : Create Public Service Announcements

*Performance Indicators* : 7.2.4-7.2.5

Performance Standard 7.3 : Develop Advertising

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

**Mathematics:** Mathematical Practices

\* Refer to the Radio Production Standards for alignment by performance indicator

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Radio Production Advanced Studies</b>
<b>ABBR. NAME:</b>	<b>Radio Prod AS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>AS</b>
<b>CIP CODE:</b>	<b>10.0202</b>
<b>PREREQUISITE:</b>	<b>Radio Production III</b>
<b>CTSO:</b>	<b>SkillsUSA</b>

**COURSE DESCRIPTION**

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

**TECHNICAL STANDARDS**

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

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

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

**SAMPLE TOPICS**

- Station management
- Internship
- Station public relations/advertising
- Student teaching assistant