

Multimedia Communications Supplemental Program Resources



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Introduction

This document provides supplemental information for the Multimedia Communications program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Multimedia Communications program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Multimedia Communications standards for the Arts, A/V Technology, and Communications program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Multimedia Communications



The Multimedia Communications program introduces students to various media technologies used in business of digital communications. Areas of study include elements and principles of design, media platforms, legal and ethical issues in project development, production tools and techniques, marketing concepts and social media, professional communications, and content creation. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication.

Arts, A/V Technology, and Communications Career Cluster

Arts, A/V Technology, and Communications® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Postsecondary Options

Certificate/License

- Adobe Certifications

Associate Degrees

- Graphic Design (WNC)
- Graphic Arts and Medica Technology (TMCC)

Bachelor's Degree

- Journalism (UNR)
- Journalism and Media Studies (UNLV)



For additional information on this cluster, please contact:
cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Required Courses

- Multimedia Communications I
- Multimedia Communications II
- Multimedia Communications II Lab

Complementary Courses

- Multimedia Communications Advanced Studies
- 2D Animation for Multimedia Communications
- CTE Work Experience – Arts, A/V Technology, and Communications
- Industry Recognized Credential- Multimedia Communications

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization

DECA FBLA, SkillsUSA, and TSA



State Recognized Industry Certifications

Refer to the Governor's Office of Workforce Innovation's
[Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Public Relations Specialist	\$62,800	27,400	8.0%
Advertising, Promotions, and Marketing Managers	\$133,380	35,300	10.0%
Film and Video Editors and Camera Operators	\$60,360	9,400	12.0%
Broadcast, Sound, and Directors	\$48,790	13,200	10.0%
Producers and Directors	\$79,000	17,500	8.0%
Market Research Analysts	\$63,920	99,800	19.0%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Multimedia Communications

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 Multimedia Communications II course.

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

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Multimedia Communications I	MULTIMEDIA COM I	09.0702	10	203	G	1.00	12	10203G1.0012
R	Multimedia Communications II	MULTIMEDIA COM II	09.0702	10	203	G	1.00	22	10203G1.0022
C	Multimedia Communications II LAB	MULTIMEDIA COM II L	09.0702	10	203	E	1.00	22	10203E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Multimedia Communications Advanced Studies	MULTIMEDIA COM AS	09.0702	10	203	E	1.00	11	10203E1.0011
C	2D Animation for Multimedia Communications	2D ANIMATE MMC	10.0304	10	204	E	1.00	11	10204E1.0011
C	Industry Recognized Credential – Multimedia Communications	IRC MULTIMEDIA COM	09.0702	10	249	E	1.00	11	10249E1.0011
C	CTE Work Experience – Arts, A/V Technology, and Communications	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Multimedia Communications I

Prerequisite: None

This course introduces students to various media technologies used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media marketing, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. The appropriate use of technology and industry-standard tools and techniques is an integral part of this course.

Multimedia Communications II

Prerequisite: Multimedia Communications I

This course is a continuation of Multimedia Communications I and introduces students to various advanced content and media creation techniques used in business for digital communications. Areas of study will include website development, user interface, video, photo, written content, social media marketing, and front-end design. Practices incorporate an appreciation of alternative and culturally diverse perspectives essential in business communication. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Multimedia Communications II LAB

Prerequisite: Concurrent enrollment in Multimedia Communications II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Multimedia Communications Advanced Studies

Prerequisite: Completion of Multimedia Communications Program of Study

This course is offered to students who have completed all content standards in the Multimedia Communications program of study and desire to pursue advanced study through portfolio development and in-depth skill application. 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.

2D Animation for Multimedia Communication

Prerequisite: Completion of Multimedia Communications Program of Study

This course is offered to students who have completed all content standards in the Multimedia Communications program of study. This course expands on the students' knowledge of graphic design with an introduction to 2D animation from preproduction, through production, and postproduction. The design process will be applied to create 2D animation.

Industry-Recognized Credential – Multimedia Communications

Prerequisite: Completion of Multimedia Communications Program of Study

This course is offered to students who have completed all content standards in the Multimedia Communications program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Multimedia Communications Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Arts A/V Technology and Communication

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Multimedia Communications program.

CTE Classroom Equipment

Total: \$1,130

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Fire Extinguisher	\$130	\$130
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$43,400

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
1	Portable, Wireless Multi-Camera Broadcasting Platform	\$1,200	\$1,200
1	Podcaster Setup for Audio	\$1,200	\$1,200
5	Digital Single-lens Reflex (DSLR) Camera Kits (shoulder mount, battery, mic, memory card, light, etc.)	\$1,000	\$5,000
1	360° Digital Camera and Tripod	\$1,200	\$1,200
5	Collaboration Tables w/chairs	\$800	\$4,000
1	Tablet Teleprompter	\$700	\$700
1	Boom Mic Kit	\$600	\$600

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Instructional Materials

Total:

\$5,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Digital Editing and Enhancing Software (500 licenses)	\$2,500	\$2,500

Instructional Supplies

Total:

\$21,150

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Lapel/Lavalier Microphones with Transmitter/Receiver	\$500	\$2,500
2	Lapel/Lavalier Microphones with Transmitter/Receiver	\$500	\$1,000
1	3-Action Gimbal Stabilizer for Mobile Phones	\$500	\$500
1	AV Mini Switcher	\$500	\$500
25	Digital Drawing Tablets w/pen	\$400	\$10,000
10	Smartphone Shooter/Video Kits with Rig, Light, and Shotgun Microphone	\$200	\$2,000
5	Point-and-Shoot Cameras	\$100	\$500
25	Memory Cards (120 GB)	\$50	\$1,250
Varies	Assorted Lenses (telephoto, wide, micro)	\$1,700	\$1,700
Varies	Video Camera Accessories (cases, batteries, etc.)	\$600	\$600
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$600	\$600

Other

Total:

\$0

QTY	ITEM DESCRIPTION	UNIT	TOTAL
N/A	N/A	\$0	\$0

Category Totals:

Classroom Equipment	\$1,130
Program Equipment	\$43,400
Instructional Materials	\$5,500
Instructional Supplies	\$21,150
Other	\$0
Estimated Program Total	\$71,180

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the 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. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Multimedia Communications Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Multimedia Communications 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 Multimedia Communications Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Multimedia Communications 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 Multimedia Communications Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Multimedia Communications program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Multimedia Communications Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Multimedia Communications 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 Multimedia Communications Standards are crosswalked to the Arts, A/V Technology, and Communications Career Cluster™ and the Journalism and Broadcasting Career Pathway.

Crosswalk of Multimedia Communications Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
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.	1.5.2

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

Nevada Academic Content Standards		Performance Indicators
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	3.1.3, 3.1.4, 5.1.2, 5.3.1 5.4.7, 6.3.9, 8.1.7
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.1.2, 2.1.4
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.	5.4.9, 7.3.2
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	4.1.2, 4.1.3, 4.2.6, 4.3.2 5.1.3, 5.1.4, 5.1.7, 5.4.7
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	6.3.8
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	3.2.5, 7.1.7
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.	4.1.6, 6.3.1, 9.3.2
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	2.1.7, 3.2.5, 6.1.6, 6.2.2 6.3.8, 6.4.5, 6.4.7, 9.3.2
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.	6.2.2, 6.3.8, 6.4.5, 6.4.7 9.1.2

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	3.2.3, 4.1.5, 4.2.2, 4.3.3 4.3.4, 6.4.4, 7.3.5, 8.2.5 8.3.6, 8.3.7, 9.3.1
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 4.1.5, 4.2.2, 8.1.9
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	7.1.9
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 2.2.1, 3.2.6 4.2.5, 5.1.9, 5.2.3, 6.1.5 6.2.4, 7.1.4, 7.3.1, 7.3.3 7.3.4, 7.3.5, 9.2.6
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.	5.1.9, 6.2.4, 7.3.3
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	7.1.4, 7.3.4, 7.3.5, 9.2.6

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.2.1

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W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	7.2.1
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	7.2.1
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	7.2.1
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	7.2.1
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	7.2.1
W.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.	7.2.4

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

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.1	Write arguments focused on discipline-specific content.	3.2.1, 3.2.6, 4.3.1, 6.3.10 6.4.1
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	2.1.2, 2.1.4, 2.2.5, 3.1.2 4.1.2, 4.2.1, 4.2.3, 5.1.1 5.1.2, 5.1.3, 5.1.4, 5.1.7 5.2.3, 6.1.2, 6.2.3, 6.3.6 6.3.11, 7.1.3, 8.1.4, 8.3.2 9.2.4, 9.2.5
WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	7.2.3
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1, 2.1.4, 2.2.5 4.1.1, 5.4.2, 5.4.9, 6.1.1 6.2.3, 6.3.4, 6.3.11, 6.4.3 7.1.8, 7.2.3, 9.1.1, 9.2.5

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Nevada Academic Content Standards	Performance Indicators
<p>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.</p>	<p>3.2.1, 3.2.6, 4.3.1, 6.3.10 6.4.1</p>
<p>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.</p>	<p>2.1.2, 2.1.4, 2.2.5, 3.1.2 4.1.2, 4.2.1, 4.2.3, 5.1.1 5.1.2, 5.1.3, 5.1.4, 5.1.7 5.2.3, 6.1.2, 6.2.3, 6.3.6 6.3.11, 7.1.3, 8.1.4, 8.3.2 9.2.4, 9.2.5</p>
<p>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.</p>	<p>7.2.3</p>
<p>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.</p>	<p>1.2.5, 1.4.1, 2.1.4, 2.2.5 4.1.1, 5.4.2, 5.4.9, 6.1.1 6.2.3, 6.3.4, 6.3.11, 6.4.3 7.1.8, 7.2.3, 9.1.1, 9.2.5</p>
<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>1.4.4, 5.4.2, 5.4.9, 6.1.1 6.1.7, 6.3.11, 6.4.3, 7.2.3 9.1.1</p>
<p>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>1.4.5, 4.1.4, 5.4.2, 5.4.9 6.3.11, 6.4.3, 9.1.1</p>

Alignment of Multimedia Communications Standards and the Mathematical Practices

Mathematical Practices	Multimedia Communications Performance Indicators
1. Make sense of problems and persevere in solving them.	5.2.5, 5.3.5
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	2.1.7, 6.1.6, 6.2.2, 8.1.9
4. Model with mathematics.	2.1.5, 5.1.6, 5.2.3, 5.2.5, 6.1.1, 6.2.2, 8.1.1, 8.2.4, 8.3.5
5. Use appropriate tools strategically.	8.2.2
6. Attend to precision.	5.4.2, 5.4.3
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	2.1.7, 8.3.9, 9.3.3

Alignment of Multimedia Communications Standards and the Science and Engineering Practices

Science and Engineering Practices	Multimedia Communications Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.2.5, 5.3.5
2. Developing and using models.	8.2.2
3. Planning and carrying out investigations.	5.1.6, 5.3.6, 6.4.6, 8.2.2
4. Analyzing and interpreting data.	2.1.7, 6.1.6, 6.2.2, 8.1.9
5. Using mathematics and computational thinking.	2.1.5, 5.1.6, 5.2.3, 5.2.5, 6.1.1 6.2.2, 8.1.1, 8.2.2, 8.3.5
6. Constructing explanations (for science) and designing solutions (for engineering).	5.4.2, 5.4.3
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.7, 8.3.9, 9.3.36

Crosswalks of Multimedia Communications 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.	9.1.1 - 9.1.2
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.	4.1.2, 4.3.1, 4.3.4, 9.2.1
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	4.1.3 - 4.1.5, 4.2.1 - 4.2.6 4.3.1 - 4.2.4
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	9.1.1, 9.1.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster.	3.1.1 - 3.1.4

Journalism and Broadcasting Career Pathway	Performance Indicators
1. Describe the diversity of functions within the Journalism and Broadcast Career.	3.1.4
2. Demonstrate the writing process used in journalism and broadcasting.	7.2.1 - 7.2.4
3. Plan and deliver a media production (e.g., broadcast, video, internet, mobile).	4.1.6, 2.2.5, 5.1.6 5.2.14 - 5.2.5, 5.4.1 - 4.4.9, 6.1.1, 6.3.11, 8.1.1 - 8.1.10, 8.2.1 - 8.2.7, 8.3.1 - 8.3.9, 8.4.1 - 8.4.4, 9.2.1 - 9.2.6
4. Demonstrate technical support related to media production (e.g., broadcast, video, internet, mobile).	5.1.8, 5.3.6, 6.4.2, 6.4.6