Radio Production
Supplemental Program Resources

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Introduction

This document provides supplemental information for the Radio Production 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 Radio Production 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 Radio Production 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.

Radio Production
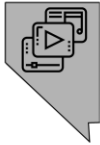
The Radio Production program provides students with the concepts and skills needed for radio broadcast production. Students learn on-air production techniques, news writing, sound gathering, and production operations through the platform of an internet radio station. Marketing and station promotion are also learned.

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

Associate Degrees
- Communication Studies AA (TMCC)
- Arts, Graphic Arts & Media Technology (TMCC)
- Journalism/Media Studies: News Production AA (CSN)

Bachelor's Degree
- Journalism (UNR)
- Journalism and Media Studies (UNLV)

Master's/Doctoral Degree
- Journalism and Media Studies (UNLV)
- Journalism (UNR)

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

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

Required Courses

Radio Production I
Radio Production II
Radio Production II Lab

Complementary Courses

Radio Production Advanced Studies
Podcasting for Radio Production
CTE Work Experience – Arts, A/V Technology, and Communications
Industry Recognized Credential- Radio Production

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
Producer	$79,000	17,500	8%
Broadcast Technician	$48,790	13,200	10%
Journalist	$48,370	4,900	-9%
Advertising, Promotions	$133,380	35,300	10%
News Analyst, Reporters	$48,370	4,900	-9%

Source U.S. Bureau of Labor Statistics 2022

Program Structure for Radio Production

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	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Radio Production I	RADIO PROD I	10.0202	11	107	G	1.00	12	11107G1.0012
R	Radio Production II	RADIO PROD II	10.0202	11	107	G	1.00	22	11107G1.0022
C	Radio Production II LAB	RADIO PROD II L	10.0202	11	107	E	1.00	22	11107E1.0022

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	Radio Production Advanced Studies	RADIO PROD AS	10.0202	11	107	E	1.00	11	11107E1.0011
C	Podcasting for Radio Production	PODCAST RP	09.0702	11	105	E	1.00	11	11105E1.0011
C	Industry Recognized Credential – Radio Production	IRC RADIO PROD	10.0202	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

Radio Production I

Prerequisite: None

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.

Radio Production II

Prerequisite: Radio Production I

This course is a continuation of Radio Production I. 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 broadcasts. Pre/post-production, editing techniques, studio and engineering procedures, and production skills will be utilized and honed. Station marketing, branding, and advertising are also explored. 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.

Radio Production II LAB

Prerequisite: Concurrent enrollment in Radio Production 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.

Radio Production Advanced Studies

Prerequisite: Completion of Radio Production Program of Study

This course is offered to students who have completed all content standards in the Radio Production program of study and desire 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.

Podcasting for Radio Production

Prerequisite: Completion of Radio Production Program of Study

This course is offered to students who have completed all contend standards in the Radio Production program of study. This course is an in-depth study on podcasting. This course provides advanced video production and advanced radio production students with instruction in podcast techniques and processes. Emphasis is placed on the advanced principles in podcast which include choosing the correct equipment, completing pre-production, practicing promotion, taking part in production, and submitting their post-production product. Upon successful completion of this course, students will have acquired entry-level skills for creating and posting their own podcasts.

Industry-Recognized Credential – Radio Production

Prerequisite: Completion of Radio Production Program of Study

This course is offered to students who have completed all content standards in the Radio Production program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Radio Production 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 Radio Production 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:**   **$45,350**

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	AM Transmitter, Antenna System with Lightning Arrestor and Feedline and Audio Processor System (including freight)	$7,000	$7,000
1	Audio/Video (AV) Switcher	$3,000	$3,000
1	Audio Mixer	$1,500	$1,500
1	Laptop for DJ	$1,500	$1,500
1	Studio Background Set Light Kit (green, white, black)	$900	$900
1	Studio Boom Microphone Kit	$750	$750
1	Professional DJ Controller	$700	$700
1	Tabletop Sound Booth	$500	$500

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Instructional Materials   **Total:**   **$3,000**

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

Instructional Supplies   **Total:**   **$9,075**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
4	Lapel/Lavalier Microphones with Transmitter/Receiver	$500	$2,000
1	Liquid-Crystal Display (LCD) Field Monitor	$400	$400
1	Portable Audio Field Mixer	$500	$500
1	5,000-watt Peak/1,400-watt Root Mean Square (RMS) Amplifier	$250	$250
1	12-space Rack Case for Amplifier	$250	$250
1	Wireless Microphone System Ultra High Frequency (UHF) Pro 4 Channel	$200	$200
6	Camera Boom Microphones (boom kits)	$200	$1,200
1	Wireless Microphone Rack 2U	$200	$200
1	Flight Case with Glide Sliding Laptop Shelf	$200	$200
6	Audio Recorders	$200	$200
1	2x Speaker Twist Connector to 1/4-inch Pro Speaker Cables 6x	$150	$150
6	Headphone Sets	$100	$600
1	Server Cabinet Case (19" 3U Drawer)	$100	$100
1	Server Cabinet Case (19" 2U Drawer)	$100	$100
1	External Line Return (XLR) M to F Microphone Cable (10-foot 5x)	$100	$100
25	Universal Serial Bus (USB) Microphones	$25	$625
Varies	Assorted Supplies (clamps, cords, power cables, rolling carts, etc.)	$2,000	$2,000

Other   **Total:**   **$0**

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

Category Totals:

Classroom Equipment	$1,130
Program Equipment	$45,350
Instructional Materials	$3,000
Instructional Supplies	$9,075
Other	$0
Estimated Program Total	**$58,555**

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

Crosswalks (Common Career Technical Core)

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

Crosswalk of Radio Production Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.1.2, 3.1.3
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.1.2, 3.1.3
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	6.2.5, 6.2.6
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	6.2.6
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	6.2.5
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.2.5
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	6.2.5
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 Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	7.3.3

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

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing	8.1.5

Nevada Academic Content Standards		Performance Indicators
	technical tasks; analyze the specific results based on explanations in the text.	
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.	2.2.3
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.	2.2.7, 4.1.1, 4.3.1, 5.1.3 5.4.1, 6.2.2, 7.2.2, 7.3.3 8.1.4
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.	2.1.2, 2.2.2, 2.3.1, 3.1.4 4.1.5, 4.2.1, 5.2.1, 6.1.2 6.2.1, 7.1.2, 7.2.1, 7.3.2 7.4.2, 8.1.1, 8.2.2, 8.3.2
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.	2.1.1, 2.1.2, 2.1.3, 2.1.5 2.2.1, 2.2.2, 2.2.3, 2.2.4 2.2.6, 2.2.7, 2.3.1, 2.3.4 3.1.1, 3.1.4, 3.2.3, 4.1.1 4.1.2, 4.1.3, 4.1.4, 4.1.5 4.2.1, 4.2.3, 4.3.1, 4.3.3 4.3.5, 5.1.1, 5.1.2, 5.1.3 5.2.1, 5.4.1, 6.1.1, 6.1.2 6.2.1, 6.2.2, 7.1.1, 7.1.2 7.1.3, 7.2.1, 7.2.2, 7.3.1 7.3.2, 7.3.3, 7.4.2, 8.1.1 8.1.2, 8.2.2

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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, 2.1.3, 2.1.4 2.2.1, 2.2.2, 2.2.4, 2.2.5 3.3.5, 4.1.1, 4.1.5, 4.2.1 4.2.2, 4.3.2, 4.3.3, 4.3.4 4.3.5, 5.1.2, 5.1.3, 5.2.1 5.4.1, 6.1.1, 6.1.2, 6.2.1 6.2.2, 7.1.1, 7.1.2, 7.1.3 7.2.2, 7.3.1, 7.3.2, 7.4.2 8.1.1, 8.1.2, 8.1.3, 8.2.2 8.2.3, 8.3.2, 8.3.3
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.	4.2.5
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	3.3.5, 4.2.5
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.	3.3.5, 4.2.2, 4.2.4, 4.2.5 4.2.6, 8.1.3, 8.2.3
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, 2.2.2, 2.2.7, 4.1.1 4.1.5, 4.2.1, 4.2.2, 4.3.2 4.3.4, 4.3.5, 5.2.1, 6.1.2 6.2.1, 7.1.2, 7.2.2, 7.3.2 7.4.2, 8.1.1, 8.1.3, 8.2.3 8.3.3
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.	3.3.5, 4.2.2, 4.2.4, 4.2.5 4.2.6
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, 2.1.3, 2.1.4 2.1.5, 2.2.2, 2.2.4, 2.2.5 3.1.7, 3.2.3, 3.3.1, 3.3.3 3.3.4, 4.1.1, 4.1.2, 4.1.5 4.2.1, 4.2.2, 4.3.2, 4.3.3 4.3.4, 4.3.5, 5.1.2, 5.2.1 5.4.1, 6.1.1, 6.1.2, 6.2.1 6.2.2, 6.2.5, 6.2.6, 7.1.1 7.1.2, 7.1.3, 7.2.1, 7.2.2 7.3.1, 7.3.2, 7.3.3, 7.4.2 8.1.2, 8.1.3, 8.2.2, 8.2.3 8.2.5, 8.3.2, 8.3.3, 8.3.6
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	8.1.3, 8.2.5

Nevada Academic Content Standards		Performance Indicators
	enhance understanding of findings, reasoning, and evidence and to add interest.	
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.)	3.3.3, 3.3.4, 3.3.5, 4.3.3 5.1.3, 6.1.1, 6.2.5, 6.2.6 8.1.1, 8.2.5, 8.3.6

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.	3.1.2
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.	3.1.2, 3.1.3
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	3.1.2, 3.1.3
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.	3.1.2, 3.1.3
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.	3.1.2, 3.1.3
W.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 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.	8.1.1

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

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	8.3.4, 8.3.5
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3.3.2
WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.	8.3.4, 8.3.5
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	3.1.2, 3.1.3, 3.1.6, 8.1.5, 8.2.4
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.	8.2.4
WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	8.2.4
WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	3.1.6
WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	3.3.2, 8.1.5, 8.2.4
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).	8.2.4
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, 2.1.3, 2.1.5, 2.2.6 3.2.3, 4.1.2, 4.3.3, 5.1.1, 6.1.1 7.1.1, 7.1.3, 8.1.5
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.	1.4.4, 3.1.2, 3.1.3, 8.2.4, 8.3.4 8.3.5
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.	1.4.5, 8.2.4, 8.3.4, 8.3.5

Nevada Academic Content Standards		Performance Indicators
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.	2.2.1, 2.2.7, 4.1.4, 4.2.6, 5.1.2 8.2.4
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.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2, 2.1.1, 2.1.2, 2.2.2 2.2.4, 2.3.1, 2.3.4, 3.1.1 3.1.2, 3.1.3, 3.1.4, 3.1.7 3.3.1, 4.1.1, 4.1.3, 4.1.5 4.2.1, 4.2.3, 4.2.6, 4.3.1 4.3.5, 5.1.3, 5.2.1, 5.4.1 6.1.2, 6.2.1, 6.2.2, 7.1.2 7.2.1, 7.2.2, 7.3.1, 7.3.2 7.3.3, 7.4.2, 8.1.2, 8.1.5 8.2.2, 8.3.2

Alignment of Radio Production Standards
and the Mathematical Practices

Mathematical Practices	Radio Production Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	2.3.7, 4.2.5
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	3.2.4, 5.4.3, 7.1.6, 7.2.2 8.2.5, 8.3.6
6. Attend to precision.	5.4.3, 7.1.6
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**Alignment of Radio Production Standards
and the Science and Engineering Practices**

Science and Engineering Practices	Radio Production Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.1.5, 3.2.1
2. Developing and using models.	2.3.5, 2.3.6, 3.1.5, 5.4.3
3. Planning and carrying out investigations.	3.2.4, 7.4.2, 7.4.3
4. Analyzing and interpreting data.	7.1.6, 7.2.2
5. Using mathematics and computational thinking.	5.3.3, 7.3.3 - 7.3.5
6. Constructing explanations (for science) and designing solutions (for engineering).	5.1.3 - 5.1.5
7. Engaging in argument from evidence.	2.1.5, 8.1.3, 8.2.3, 8.3.3
8. Obtaining, evaluating, and communicating information.	3.1.1 - 3.1.8, 8.2.1 - 8.2.5 8.3.4 - 8.3.6

Crosswalks of Radio 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.	2.2.1 - 2.2.9
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.	
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	2.2.7, 2.3.1, 2.3.2
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	4.1.1 - 4.1.5, 4.2.1 - 4.2.6 4.3.2, 8.1.5
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	2.2.1
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster	2.2.1, 2.1.5, 2.3.4 - 2.3.6

Journalism and Broadcasting Career Pathway	Performance Indicators
1. Describe the history, terminology, occupations and value of audio, video, and film technology.	2.2.1 - 2.2.9
2. Demonstrate the use of basic tools and equipment used in audio, video, and film production.	3.1.1 - 3.1.8, 3.3.2, 7.3.2 7.3.4, 7.3.5
3. Demonstrate technical support skills for audio, video and/or film productions.	3.2.3, 3.1.5, 3.3.3 - 3.3.5 6.1.2, 6.1.4, 6.2.2, 6.2.4
4. Design an audio, video and/or film production.	3.2.2, 3.2.3, 5.1.2, 5.1.4 5.2.4, 5.3.2, 7.1.2, 7.1.4 7.1.6, 7.2.3, 7.3.2 - 7.3.4