Video Production
Supplemental Program Resources

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Introduction

This document provides supplemental information for the Video 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 Video 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 Video 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.

Video Production

The Video Production program provides students instruction in the various video production processes and techniques. Areas of study include camera operation, on-air program production, creative works, and video editing. Students will produce original videos and live broadcast productions. Emphasis is placed on writing, pre-/post-production, editing techniques, and studio and engineering procedures.

Arts, A/V Technology, and Communications

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 Certified Professional

Associate Degrees
- Motion Graphics, Graphic Arts and Media Technology AA (TMCC)
- Videography and Film AAS (CSN)

Bachelor's Degree
- Journalism and Media Studies (UNLV)
- Journalism (UNR
- Fim BA (UNLV)
- Graphic Design BFA (UNR)
- Communications BA (NSU)

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

For additional information on this cluster, please contact:
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Website: https://doe.nv.gov/offices/craleo/cte

Required Courses

Video Production I
Video Production II
Video Production II Lab

Complementary Courses

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

Work-Based Learning Opportunities

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

Career and Technical Student Organization

FBLA/SkillsUSA /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
Broadcast, Sound and Video Technicians	$48,790	13,200	10%
Film and Video Editors and Camera Operators	$60,360	9,400	12%
News Analysts, Reporters and Journalists	$48,370	4,900	-9%
Producers and Directors	$79,000	17,500	8%
Photographers	$38,950	12,700	9%
Advertising Managers	$133,380	35,300	10%

Source U.S. Bureau of Labor Statistics 2023

Program Structure for Video Production

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Video 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	Video Production I	VIDEO PROD I	50.0602	11	051	G	1.00	12	11051G1.0012
R	Video Production II	VIDEO PROD II	50.0602	11	051	G	1.00	22	11051G1.0022
C	Video Production II LAB	VIDEO PROD II L	50.0602	11	051	E	1.00	22	11051E1.0022

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	Video Production Advanced Studies	VIDEO PROD AS	50.0602	11	051	E	1.00	11	11051E1.0011
C	Filmmaking	FILM	50.0602	11	056	E	1.00	11	11056E1.0011
C	Podcasting for Video Production	PODCAST VP	09.0702	11	105	E	1.00	11	11105E1.0011
C	Industry Recognized Credential – Video Production	IRC VIDEO PROD	50.0602	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

Video Production I

Prerequisite: None

This course is designed to introduce students to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of on-air program production are emphasized. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism.

Video Production II

Prerequisite: Video Production I

This course is a continuation of Video Production I. This course provides advanced video production students with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/postproduction, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. 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 in this field.

Video Production II LAB

Prerequisite: Concurrent enrollment in Video 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.

Video Production Advanced Studies

Prerequisite: Completion of Video Production Program of Study

This course is offered to students who have completed all content standards in the Video 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.

Filmmaking

Prerequisite: Completion of Video Production Program of Study

This course is offered to students who have completed all contend standards in the Video Production program of study. This course is an in-depth study on filmmaking. This course provides advanced video production students with instruction in filmmaking techniques and processes. Emphasis is placed on the advanced principles in filmmaking which include script writing, taking part in the production of a short film, and completing the postproduction of their short film. Upon successful completion of this course, students will have acquired entry-level skills for creating and posting their own short films.

Podcasting for Video Production

Prerequisite: Completion of Video Production Program of Study

This course is offered to students who have completed all contend standards in the Video 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 – Video Production

Prerequisite: Completion of Video Production Program of Study

This course is offered to students who have completed all content standards in the Video Production program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Video 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 Video Production program.

CTE Classroom Equipment   Total: $1,560

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	$400	$800
1	Eyewash Station	$300	$300
2	Fire Extinguisher	$130	$260
1	Sink with Soap Dispenser	$100	$100
1	First Aid Kit	$100	$100

Program Equipment   Total: $49,730

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	AV Switcher	$3,000	$3,000
1	High-definition Video (HDV) Main Camera for Studio	$1,800	$1,800
1	Audio Mixer	$1,500	$1,500
1	Tripod Crane System	$2,000	$2,000
1	Sliding Jib System	$1,500	$1,500
1	Studio Background Set Light Kit (green, white, black)	$900	$900
1	Studio Boom Mic Kit	$750	$750
2	Studio Cameras	$1,500	$3,000
6	Digital Singel-lens Reflex (DSLR) Digital Video Cameras	$1,000	$6,000
3	Monopod Steady Cam	$60	$180
1	Table-top Sound Booth	$600	$600

Supplemental Program Resources   2024

Instructional Materials   **Total:**   **$5,625**

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
12	Screen Writing Software	$125	$125

Supplemental Program Resources   2024

Instructional Supplies   **Total:**   **$17,085**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
4	Lapel/Lavalier Microphones with Transmitter/Receiver	$500	$2,000
1	LCD Field Monitor	$500	$500
2	Teleprompter	$500	$1,000
1	Portable Audio Field Mixer	$500	$500
3	Studio Tripods w/dolly	$350	1,050
3	3-light Studio Setups	$500	$1,500
2	Grip Stand Kits (set of 2)	$270	$540
1	Scrim Flag Kit	$200	$200
3	Green Screen Fill Lights	$200	$600
1	Light Meter	$250	$250
6	Camera Boom Mics (boom kits)	$180	$1080
6	Zoom Audio Recorders	$160	$960
2	Shoulder Mounts	$150	$300
6	Headphones	$100	$600
6	Portable LED Lights	$100	$600
2	Parrot Teleprompters	$200	$400
6	Tripods	$100	$600
6	Camera Batteries	$60	$360
6	Wide Angle Lenses	$60	$360
6	Reflector Sets	$35	$210
25	Memory Cards (32 GB or higher)	$25	$625
6	Camera Cases	$25	$150
2	Sandbag Kits	$50	$100
Varies	Computer Accessories (cases, covers etc.)	$600	$600
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	$1,560
Program Equipment	$49,730
Instructional Materials	$5,625
Instructional Supplies	$17,085
Other	$0
Estimated Program Total	**$74,000**

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

Alignments (Mathematical Practices)

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

Alignments (Science and Engineering Practices)

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

Crosswalks (Common Career Technical Core)

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

Crosswalk of Video Production 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.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	2.3.2, 4.1.1, 4.3.2, 6.1.2 6.1.5, 6.2.2, 6.2.6, 7.1.2
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.	2.1.3, 4.3.3
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, 2.2.3, 2.2.4, 4.2.2 7.1.1, 7.1.3, 7.3.1, 7.3.3 7.3.4

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
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.	2.3.2
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.	5.3.7
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, 3.2.2
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.2, 1.2.1, 1.2.4, 1.4.2 1.5.2, 2.2.7, 3.2.2, 6.3.1 6.3.5, 1.1.1
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	6.3.3

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

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	5.2.3
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5.2.2

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5.1.5
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
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.	2.2.5, 2.5.1, 6.1.1
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, 1.2.5, 1.4.1 1.4.2, 1.4.3, 1.4.4, 1.5.2 2.1.2, 2.1.3, 2.2.4, 2.2.8 2.4.1, 2.5.2, 4.2.2, 4.3.1 4.4.2, 5.1.4, 7.3.1, 7.3.2 7.3.3, 7.3.4

**Alignment of Video Production Standards
and the Mathematical Practices**

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

Alignment of Video Production Standards
and the Science and Engineering Practices

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

Crosswalks of Video Production Standards
and the Common Career Technical Core

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

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

6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster	2.1.1, 2.1.2

Journalism and Broadcasting Career Pathway	Performance Indicators
1. Describe the diversity of functions within the Journalism and Broadcasting Career Pathway.	2.1.1 - 2.1.3, 2.4.1, 2.4.2 2.5.1, 2.5.2, 6.2.2, 6.3.1 6.3.6, 7.1.1 - 7.1.3, 7.3.1 - 7.3.3
2. Demonstrate writing processes used in journalism and broadcasting.	2.3.1, 2.3.3, 2.3.4, 3.2.4 4.1.1 - 4.1.7, 4.2.3 -4.2.7 4.3.2 - 4.3.4, 6.1.2, 6.1.3 6.1.5, 6.2.1, 6.2.3 - 6.2.6 6.3.3 - 6.3.5, 7.1.1 - 7.1.3 7.2.1 - 7.2.7, 7.3.4
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).	2.3.3, 2.4.2, 4.1.7, 4.4.1 4.4.3, 4.4.4, 6.1.2, 6.1.3 6.1.5, 6.2.4, 6.2.6, 7.1.1 - 7.1.3, 7.3.4, 7.4.2, 7.4.3
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	2.3.1 - 2.3.4, 2.4.2, 4.2.5 6.1.1, 6.1.4, 6.1.5, 6.2.5 7.2.1 - 7.2.7, 7.4.1, 7.4.3