MULTIMEDIA COMMUNICATIONS
CURRICULUM FRAMEWORK

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NEVADA DEPARTMENT OF EDUCATION

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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

Nevada Department of Education

Nevada Ready!

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, or in-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 is part of a rigorous program of study and includes 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 (CTSOs)
- 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

MULTIMEDIA COMMUNICATIONS

PROGRAM INFORMATION

Program Title:	**Multimedia Communications**
State Skill Standards:	**Multimedia Communications**
Standards Reference Code:	**MMC**
Career Cluster:	**A/V, Arts, and Communications**
Career Pathway:	**Journalism and Broadcasting**
Program Length:	**2 Levels (L1, L2C)**
Program Assessments:	**Multimedia Communications**
	Workplace Readiness Skills
CTSO:	**DECA, FBLA, SkillsUSA**
Grade Level:	**9-12**
Industry Certifications:	**See Nevada's Approved Certification Listing**

PROGRAM PURPOSE

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

The program includes the following state standards:

- Nevada CTE Skill Standards: Multimedia Communications
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
    - English Language Arts
    - Mathematics
    - Science
- 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.

MULTIMEDIA COMMUNICATIONS

Core Course Sequence

COURSE NAME	LEVEL
Multimedia Communications I	L1
Multimedia Communications II	L2C

The core course sequencing with the complementary courses 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. A program does not have to utilize complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

MULTIMEDIA COMMUNICATIONS

Core Course Sequence with Complementary Courses

COURSE NAME	LEVEL
Multimedia Communications I	L1
Multimedia Communications II	L2C
Multimedia Communications AS*	AS

*Complementary Courses

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) completion of a CTE course of study in a program area; (2) 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

COURSE INFORMATION:

COURSE TITLE:	**Multimedia Communications I**
ABBR. NAME:	**MULTIMEDIA COM I**
LEVEL:	**L1**
CIP CODE:	**09.0702**
PREREQUISITE:	**NONE**
CTSO:	**DECA, FBLA or SkillsUSA**

COURSE DESCRIPTION:

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 networking, 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.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**ELEMENTS & PRINCIPLES OF DESIGN AND COMPOSITION**
Performance Standard 1.1 :	Describe Elements and Principles of Design
Performance Indicators :	1.1.1-1.1.7
Performance Standard 1.2 :	Explain Composition
Performance Indicators :	1.2.1-1.2.5
CONTENT STANDARD 2.0 :	**MEDIA PLATFORMS (PHOTOGRAPHY, GRAPHIC DESIGN, AUDIO, VIDEO, WEB, LIVE EVENTS)**
Performance Standard 2.1 :	Demonstrate Knowledge of the Trends of Multimedia Communications
Performance Indicators :	2.1.1-2.1.4
Performance Standard 2.2 :	Identify the Various Components of Multimedia Communications
Performance Indicators :	2.2.1-2.2.6
CONTENT STANDARD 3.0 :	**LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT**
Performance Standard 3.1 :	Explain Legal and Ethical Issues for Project Development
Performance Indicators :	3.1.1-3.1.5
Performance Standard 3.2 :	Explain the Legal and Ethical Use of Content
Performance Indicators :	3.2.1-3.2.6
CONTENT STANDARD 4.0 :	**PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES**
Performance Standard 4.1 :	Demonstrate Effective Use of Camera Equipment
Performance Indicators :	4.1.1-4.1.8
Performance Standard 4.2 :	Demonstrate Proper Use of Lighting Equipment
Performance Indicators :	4.2.1-4.2.2
Performance Standard 4.3 :	Demonstrate Proper Use of Audio Equipment
Performance Indicators :	4.3.1-4.3.5

Performance Standard 4.4 :   Practice Production, Planning and Execution

Performance Indicators :   4.4.1-4.4.8

CONTENT STANDARD 5.0 :   MARKETING CONCEPTS AND SOCIAL MEDIA

Performance Standard 5.1 :   Utilize Marketing Information Systems

Performance Indicators :   5.1.1-5.1.3

Performance Standard 5.2 :   Demonstrate the Nature and Scope of Advertising

Performance Indicators :   5.2.1-5.2.4

Performance Standard 5.3 :   Demonstrate Comprehension of Branding and Target Marketing

Performance Indicators :   5.3.1-5.3.6

Performance Standard 5.4 :   Demonstrate Comprehension of Social Media Management

Performance Indicators :   5.4.1-5.4.4

CONTENT STANDARD 6.0 :   PROFESSIONAL COMMUNICATION

Performance Standard 6.1 :   Evaluate Information from Various Sources

Performance Indicators :   6.1.1-6.1.4

Performance Standard 6.2 :   Write Content for Multimedia Communication

Performance Indicators :   6.2.1-6.2.4

Performance Standard 6.3 :   Demonstrate Effective Verbal Communication Techniques

Performance Indicators :   6.3.1-6.3.5

CONTENT STANDARD 8.0 :   CAREER EXPLORATION AND BUSINESS SKILLS

Performance Standard 8.1 :   Prepare and Explore Career Opportunities

Performance Indicators :   8.1.1

Performance Standard 8.2 :   Apply Workplace Skills to Production Projects

Performance Indicators :   8.2.1, 8.2.2-8.2.4

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

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Science: Science and Engineering Practices

Social Studies: World History & Geography

* Refer to the Multimedia Communications Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	**Multimedia Communications II**
ABBR. NAME:	**MULTIMEDIA COM III**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**09.0702**
PREREQUISITE:	**Multimedia Communications I**
CTSO:	**DECA, FBLA or SkillsUSA**

COURSE DESCRIPTION:

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.

TECHNICAL STANDARDS:

CONTENT STANDARD 3.0 :	**LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT**
Performance Standard 3.1 :	Explain Legal and Ethical Issues for Project Development
Performance Indicators :	3.1.6
Performance Standard 3.3 :	Explain Legal and Ethical Issues as it Relates to the Workplace Environment
Performance Indicators :	3.3.1-1.3.4
CONTENT STANDARD 4.0 :	**PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES**
Performance Standard 4.1 :	Demonstrate Effective Use of Camera Equipment
Performance Indicators :	4.1.2; 4.1.9
Performance Standard 4.2 :	Demonstrate Proper Use of Lighting Equipment
Performance Indicators :	4.2.3-4.2.5
Performance Standard 4.3 :	Demonstrate Proper Use of Audio Equipment
Performance Indicators :	4.3.6
Performance Standard 4.4 :	Practice Production, Planning and Execution
Performance Indicators :	4.4.4, 4.4.9
CONTENT STANDARD 5.0 :	**MARKETING CONCEPTS AND SOCIAL MEDIA**
Performance Standard 5.1 :	Utilize Marketing Information Systems
Performance Indicators :	5.1.4-5.1.7
Performance Standard 5.3 :	Demonstrate Comprehension of Branding and Target Marketing
Performance Indicators :	5.3.7-5.3.11

Performance Standard 5.4 : Demonstrate Comprehension of Social Media Management
Performance Indicators : 5.4.4-5.4.7
CONTENT STANDARD 6.0 : **PROFESSIONAL COMMUNICATION**
Performance Standard 6.1 : Evaluate Information from Various Sources
Performance Indicators : 6.1.5-6.1.9
Performance Standard 6.3 : Demonstrate Effective Verbal Communication Techniques
Performance Indicators : 6.3.3-6.3.5
CONTENT STANDARD 7.0 : **CONTENT CREATION**
Performance Standard 7.1 : Demonstrate Effective Website Development
Performance Indicators : 7.1.1-7.1.10
Performance Standard 7.2 : Demonstrate Effective Graphic Layout and Design Techniques
Performance Indicators : 7.2.1-7.2.7
Performance Standard 7.3 : Demonstrate Effective Audio/Visual Techniques
Performance Indicators : 7.3.1-7.3.9
Performance Standard 7.4 : Demonstrate Photography Techniques
Performance Indicators : 7.4.1-7.4.4
CONTENT STANDARD 8.0 : **CAREER EXPLORATION AND BUSINESS SKILLS**
Performance Standard 8.1 : Prepare and Explore Career Opportunities
Performance Indicators : 8.1.2
Performance Standard 8.2 : Apply Workplace Skills to Production Projects
Performance Indicators : 8.2.2, 8.2.5, 8.2.6
Performance Standard 8.3 : Explain Business Concepts
Performance Indicators : 8.3.1-8.3.5

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
Science: Science and Engineering Practices

* Refer to the Multimedia Communications Standards for alignment by performance indicator.

COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS

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.

COURSE INFORMATION:

COURSE TITLE:	**Multimedia Communications Advanced Studies**
ABBR. NAME:	**MULTIMEDIA COM AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**09.0702**
PREREQUISITE:	**Multimedia Communications II**
CTSO:	**DECA, FBLA or SkillsUSA**

COURSE DESCRIPTION:

This course is offered to students who have achieved all content standards in a program 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.

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:

- Internship
- Capstone Project
- L1 Tutor/Teaching Assistant
- CTSO Leadership