

Everett Public Schools Framework: Introduction to Digital Video 1

CIP Code: 100202

Total Framework Hours: 90 Hours

Course: Video Production Technology/Technician

Type: Preparatory

Career Cluster: Arts, Audio/Video Technology & Communications

Date Last Modified: Tuesday, September 21, 2010

Resources and Standard used in Framework Development:

States' Career Cluster ATVC Standards; Occupational Skills Network Skills Standards; Television Production/Broadcasting Standards (Cybercollege)

Unit 1 INTRO TO DIGITAL VIDEO AND THE CAMERA

Hours: 10

Performance Assessment(s)

Camera Test (practical)- pass/fail - demonstrate competent operation of camera equipment.
Shoot video and load on computer, open with Windows Media Player.
Test on file formats and safety.
Written test on copyright and ethics.
Creating your first movie- the flip book.

Industry Standards and Competencies

F- 6: Safety, Health, and Environmental

- 6.03 Apply safety procedures in operating basic equipment commonly used within the career strands of this cluster.
- 6.05 Demonstrate personal safety while on work-related assignments in various locations beyond the business site.

F- 10: Technical Skills

- 10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.
- 10.02 Demonstrate knowledge of the systems within various career strands in this cluster.

CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.

- 1.02 Apply knowledge of basic audio and video equipment for productions, including basic recording equipment, equalizers, mixing consoles, and quality monitoring equipment.
- 1.03 Exhibit knowledge of analog and digital for audio and video formats.
- 1.07 Demonstrate camera operations.
- 1.08 Demonstrate the use of computer-based development of audio and video production.

SP- 10: Follow legal and ethical rules

- 10.01 Apply knowledge of copyright laws
- 10.02 Apply knowledge of ethics to the production process

EALRs AND GLEs Taught and Assessed in the Standards

Arts

Communications

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Health and Fitness

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Mathematics				
Reading				
1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. <u>Reading 3.1 Read to learn new information.</u>				
Science				
Social Studies				
Writing				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.				
Employability Skills				
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently. <u>SCANS 3.0 The student acquires and uses information</u> 3.1: Acquires and evaluates information <u>SCANS 5.0 The student works with a variety of technologies</u> 5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.				
Analytical, Logical, and Creative Thinking Skills				
<input checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Apply reading skills and strategies to work-related documents Apply active listening skills to obtain and clarify information Identify, describe and demonstrate personal, shop and job site safety practices and procedures Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom Identify practices used to avoid accidents				

Unit 2 SHOT TYPES, COMPOSITION AND CAMERA MOVEMENT	Hours: 15
Performance Assessment(s)	
3 shot story- create a basic story sequence using a long shot, medium shot and a close up. Create a series of shots related to a single topic demonstrating camera shots, composition and camera movement.	
Industry Standards and Competencies	
<p><u>F-2: Communications</u> 2.01 Apply listening skills to identify, clarify and incorporate new knowledge into communication skills.</p> <p><u>F- 4: Information Technology Applications</u> 4.03 Use Internet applications. 4.06 Use Computer Operations applications. 4.07 Use basic computer-based equipment</p> <p><u>F-7: Leadership and Teamwork</u> 7.02 Apply teamwork knowledge and skills to group situations to achieve collective goals.</p> <p><u>F- 10: Technical Skills</u> 10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.</p> <p><u>CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.</u> 1.02 Apply knowledge of basic audio and video equipment for productions, including basic recording equipment, equalizers, mixing consoles, and quality monitoring equipment. 1.07 Demonstrate camera operations.</p> <p><u>SP- 2: Demonstrate knowledge and operation of the professional video camera.</u> 2.01 Apply knowledge of the properties and function of camera lenses. 2.03 Apply knowledge of the parts and function of the camera and camera mounting equipment.</p> <p><u>SP- 3: Apply knowledge of the principles of composition to the production process</u> 3.01 Demonstrate knowledge of static and dynamic composition guidelines 3.02 Demonstrate knowledge of graphics and motion</p>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
<p><u>Arts 1.0 The student understands and applies arts knowledge and skills.</u> 1.1 Understands and applies arts concepts and vocabulary. 1.2 Develops arts skills and techniques. 3.1 Uses the arts to express and present ideas and feelings.</p>	
Communications	
<p><u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.</p> <p><u>Communication 3.2: Uses media and other resources to support presentations.</u></p>	

Health and Fitness				
Mathematics				
Reading				
<p><u>Reading 1.3 Build vocabulary through wide reading.</u></p> <p>1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.</p> <p><u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u></p> <p>2.2.4 Apply understanding of text organizational structures.</p> <p><u>Reading 3.1 Read to learn new information.</u></p> <p><u>Reading 3.2 Read to perform a task.</u></p>				
Science				
Social Studies				
Writing				
Other Skills				
Leadership Skills				
<p><u>Leadership 1.0 Individual Skills</u></p> <p>1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p> <p><u>Leadership 1.0 Individual Skills</u></p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>				
Employability Skills				
<p><u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u></p> <p>1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.</p> <p><u>SCANS 2.0 The student demonstrates interpersonal skills in working well with others.</u></p> <p>2.1: Participates as a member of a team</p> <p><u>SCANS 5.0 The student works with a variety of technologies</u></p> <p>5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.</p>				
Analytical, Logical, and Creative Thinking Skills				
<input checked="" type="checkbox"/> Observe <input checked="" type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Originality <input checked="" type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
<p>Apply reading skills and strategies to work-related documents</p> <p>Locate information from books, journals, magazines, and the Internet</p> <p>Communicate with others in a diverse workforce</p>				

Unit 3	HISTORY OF FILM- SILENT ERA	Hours: 20
Performance Assessment(s)		
Watch a silent film and write a critical review. Be able to identify important films from the silent era- written test. Understand the basic vocabulary and technology of film- written test. Write a short story that could be turned into a movie using the elements your observed from the films viewed in class.		
Industry Standards and Competencies		
<u>F-1: Academic Foundations</u> 1.01 Apply language arts knowledge and skills to this career cluster. <u>F-2: Communications</u> 2.01 Apply listening skills to identify, clarify and incorporate new knowledge into communication skills. 2.03 Construct meaning from reading for information, new knowledge, technical concepts, vocabulary, and instructions. 2.04 Demonstrate writing skills necessary to convey messages through specific audio and visual media, e.g., scriptwriting, adaptations, journalism, reporting, etc.		
EALRs AND GLEs Taught and Assessed in the Standards		
Arts		
1.1 Understands and applies arts concepts and vocabulary. <u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u>		
Communications		
<u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.		
Health and Fitness		
Mathematics		
Reading		
1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.		
Science		
Social Studies		
Writing		
<u>Writing 1.5: Publishes text to share with audience.</u>		
Other Skills		
Leadership Skills		
<u>Leadership 1.0 Individual Skills</u> 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.		

Employability Skills				
SCANS 3.0 The student acquires and uses information				
3.3: Interprets and communicates information				
Analytical, Logical, and Creative Thinking Skills				
<input checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input checked="" type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input checked="" type="checkbox"/> Summary <input type="checkbox"/> Point of View <input type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Apply reading skills and strategies to work-related documents Apply basic writing skills to work-related communication Apply active listening skills to obtain and clarify information				

Unit 4 VIDEO PRODUCTION STEPS	Hours: 20
Performance Assessment(s)	
<p>Cutting my teeth- a silent film composed of 3 acts. Completed storyboard with at least 3 shots for every act of a 3 act story. A treatment for a short film. Text Project, take a short poem or quote and animate the text into a visually interesting style.</p>	
Industry Standards and Competencies	
<p><u>F-1: Academic Foundations</u> 1.01 Apply language arts knowledge and skills to this career cluster. <u>F-2: Communications</u> 2.02 Communicate ideas to a range of audiences for different purposes. <u>F- 9: Employability and Career Development</u> 9.01 Demonstrate employability skills needed for successful job performance and satisfaction. <u>F- 10: Technical Skills</u> 10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster. <u>SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.</u> 1.02 Demonstrate knowledge of the process of program proposal and treatment 1.04 Demonstrate knowledge of different script guidelines and storyboard techniques <u>SP- 3: Apply knowledge of the principles of composition to the production process</u> 3.01 Demonstrate knowledge of static and dynamic composition guidelines 3.02 Demonstrate knowledge of graphics and motion <u>SP- 6: Demonstrate knowledge of the video recording process.</u> 6.01 Demonstrate knowledge of video recording equipment <u>SP- 7: Demonstrate knowledge of editing</u> 7.01 Demonstrate knowledge of non-linear editing and computer program manipulation techniques</p>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
<p>1.1 Understands and applies arts concepts and vocabulary. 3.2 Uses the arts to communicate for a specific purpose.</p>	
Communications	
<p><u>Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.</u></p>	

Health and Fitness				
Mathematics				
Reading				
Science				
Social Studies				
Writing				
<u>Writing 2.2: Writes for different purposes.</u> <u>Writing 2.3: Writes in a variety of forms/genres.</u>				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. <u>Leadership 1.0 Individual Skills</u> 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.				
Employability Skills				
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. 1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback. <u>SCANS 2.0 The student demonstrates interpersonal skills in working well with others.</u> 2.1: Participates as a member of a team <u>SCANS 3.0 The student acquires and uses information</u> 3.3: Interprets and communicates information <u>SCANS 5.0 The student works with a variety of technologies</u> 5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.				
Analytical, Logical, and Creative Thinking Skills				
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input checked="" type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Locate information from books, journals, magazines, and the Internet Write work-related materials Demonstrate self-management skills Demonstrate industry standard workflow for completing a video project on time.				

Unit 5 INTRODUCTION TO SOUND		Hours: 20
Performance Assessment(s)		
PSA Commercial		
Industry Standards and Competencies		
<p><u>F-2: Communications</u> 2.02 Communicate ideas to a range of audiences for different purposes.</p> <p><u>F-7: Leadership and Teamwork</u> 7.02 Apply teamwork knowledge and skills to group situations to achieve collective goals.</p> <p><u>F- 10: Technical Skills</u> 10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.</p> <p><u>CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.</u> 1.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks. 1.08 Demonstrate the use of computer-based development of audio and video production.</p> <p><u>CS- 3: Exhibit the knowledge and skills required to design a production for audio and visual presentation.</u> 3.01 Exhibit knowledge of the critical elements in designing a production in the stages of pre-production, production, and postproduction.</p> <p><u>SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.</u> 1.02 Demonstrate knowledge of the process of program proposal and treatment 1.03 Demonstrate the knowledge of methods to capture and hold viewer attention. 1.04 Demonstrate knowledge of different script guidelines and storyboard techniques</p> <p><u>SP- 7: Demonstrate knowledge of editing</u> 7.01 Demonstrate knowledge of non-linear editing and computer program manipulation techniques</p> <p><u>SP- 10: Follow legal and ethical rules</u> 10.01 Apply knowledge of copyright laws 10.02 Apply knowledge of ethics to the production process</p>		
EALRs AND GLEs Taught and Assessed in the Standards		
Arts		
<u>Arts 1.0 The student understands and applies arts knowledge and skills.</u>		
Communications		
<p><u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u></p> <p><u>Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.</u></p> <p><u>Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p><u>Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.</u></p>		
Health and Fitness		
Mathematics		
Reading		
<u>Reading 3.1 Read to learn new information.</u>		

Science				
Social Studies				
Writing				
<u>Writing 2.1: Adapts writing for a variety of audiences.</u> <u>Writing 2.2: Writes for different purposes.</u> <u>Writing 2.3: Writes in a variety of forms/genres.</u>				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. <u>Leadership 3.0 Community and Career Skills</u> 3.1 The student will analyze the roles and responsibilities of citizenship.				
Employability Skills				
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. 1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently. 1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback. <u>SCANS 2.0 The student demonstrates interpersonal skills in working well with others.</u> 2.1: Participates as a member of a team <u>SCANS 3.0 The student acquires and uses information</u> 3.2: Organizes and maintains information <u>SCANS 4.0 The student understands complex systems and inter-relationships</u> 4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them. <u>SCANS 5.0 The student works with a variety of technologies</u> 5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.				
Analytical, Logical, and Creative Thinking Skills				
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input checked="" type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input checked="" type="checkbox"/> Point of View <input type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				

Unit 6	OUTPUT- EXPORTING AND DVD PRODEUCTION	Hours: 5
Performance Assessment(s)		
Create a DVD with a menu and several different videos on it.		
Industry Standards and Competencies		
<u>F- 4: Information Technology Applications</u> 4.05 Use Presentation applications. 4.06 Use Computer Operations applications. 4.07 Use basic computer-based equipment <u>F- 10: Technical Skills</u> 10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.		
EALRs AND GLEs Taught and Assessed in the Standards		
Arts		
Communications		
<u>Communication 3.2: Uses media and other resources to support presentations.</u>		
Health and Fitness		
Mathematics		
Reading		
<u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> <u>Reading 3.1 Read to learn new information.</u>		
Science		
Social Studies		
Writing		
Other Skills		
Leadership Skills		
<u>Leadership 1.0 Individual Skills</u> 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.		
Employability Skills		
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. <u>SCANS 3.0 The student acquires and uses information</u> 3.4: Uses computers to process information		

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Constrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work

Reads to learn new information.
Demonstrates organizational and management skills.
Performs a task for the production of a final product.