

Everett Public Schools Framework: Introduction to Digital Video 2

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 HISTORY OF FILM AND MEDIA LITERACY

Hours: 5

Performance Assessment(s)

Create Time line of Important events in Motion Pictures
Write a review of a movie.
Evaluate a series of video and music sources for copyright rules.

Industry Standards and Competencies

F- 8: Ethics and Legal Responsibilities

8.01 Exhibit ethical conduct in writing, creating, printing, broadcasting, and performing.

SP- 9: Demonstrate knowledge of the various types of video production.

EALRs AND GLEs Taught and Assessed in the Standards

Arts

Communications

Communication 3.2: Uses media and other resources to support presentations.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

Science

Social Studies

Writing

Other Skills

Leadership Skills

Leadership 1.0 Individual Skills

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.

Leadership 3.0 Community and Career Skills

3.1 The student will analyze the roles and responsibilities of citizenship.

Employability Skills

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.4: Exercises Leadership

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input 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/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work

Students learn the history of film and how it had influenced how film and TV work today.

Students learn the ethical and legal rights and responsibilities that apply to media creation.

Unit 2 THE 3 ACT STORY AND SCREENWRITING	Hours: 20
Performance Assessment(s)	
Write a 3-6 page screenplay.	
Industry Standards and Competencies	
<u>F-2: Communications</u> 2.02 Communicate ideas to a range of audiences for different purposes. 2.04 Demonstrate writing skills necessary to convey messages through specific audio and visual media, e.g., scriptwriting, adaptations, journalism, reporting, etc. <u>F- 9: Employability and Career Development</u> 9.01 Demonstrate employability skills needed for successful job performance and satisfaction. <u>CS- 6: Demonstrate writing processes for video and broadcast media.</u> 6.01 Demonstrate writing products consistent with current journalistic practice. 6.02 Exhibit an understanding of how to develop a complete media project. 6.03 Understand the use of promotional materials, standard public service announcement, underwriting, commercials/ads, press kits, and advertising tags.	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
<u>Writing 1.1: Pre-writes to generate ideas and plan writing.</u> 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing. <u>Writing 1.3: Revises to improve text.</u> 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. <u>Writing 2.2: Writes for different purposes.</u> 2.2.1 Demonstrates understanding of different purposes for writing. <u>Writing 2.4: Writes for career applications.</u> 2.4.1 Produces documents used in a career setting.	

Other Skills

Leadership Skills

Leadership 1.0 Individual Skills

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.

Leadership 3.0 Community and Career Skills

3.1 The student will analyze the roles and responsibilities of citizenship.

Employability Skills

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.4: Uses computers to process information

Analytical, Logical, and Creative Thinking Skills

<input type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" 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 checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input checked="" 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

Students learn industry standard method of writing a screenplay and formatting a script.

Unit 3	REMOTE SOUND RECORDING	Hours: 10
Performance Assessment(s)		
Produce a 3-5 minute drama based on a screenplay Produce a 1-2 minute silent film based on -"Mime Wars"		
Industry Standards and Competencies		
<u>F- 5: Systems</u> 5.04 Explore evidence of interdependence of the technical and the artistic sides of this career cluster. <u>CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.</u> 1.01 Exhibit knowledge of the types of microphones, pick up patterns, and techniques required for a variety of audio presentations. 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. 1.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks. 1.06 Demonstrate operation of audio and video production systems. 1.08 Demonstrate the use of computer-based development of audio and video production. 1.09 Demonstrate how to troubleshoot audio-video system operations <u>SP- 5: Demonstrate the knowledge of audio to the production process</u> 5.01 Apply knowledge of the properties of sound 5.02 Demonstrate operation of wired microphones 5.03 Demonstrate operation of wireless microphones 5.04 Demonstrate knowledge of audio control devices		
EALRs AND GLEs Taught and Assessed in the Standards		
Arts		
1.2 Develops arts skills and techniques. - Refines work based on feedback, self-reflection, and aesthetic criteria. <u>Arts 3.0 The student communicates through the arts.</u> 3.1 Uses the arts to express and present ideas and feelings.		
Communications		
<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. 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. 2.2.1 Uses communication skills that demonstrate respect.		

Health and Fitness				
Mathematics				
Reading				
Science				
Social Studies				
Writing				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences. <u>Leadership 1.0 Individual Skills</u> 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.				
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 2.0 The student demonstrates interpersonal skills in working well with others.</u> 2.1: Participates as a member of a team <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 checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Constrast <input checked="" type="checkbox"/> Predict	<input checked="" 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 checked="" 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				
Students will understand and implement industry standard techniques for recording and editing sound for video.				

Unit 4 ADVANCED CAMERA OPERATION- EXPOSURE CONTROL	Hours: 10
Performance Assessment(s)	
Create a 2-4 minute experimental film based on a poem or short story. Camera treasure hunt	
Industry Standards and Competencies	
<p><u>F- 10: Technical Skills</u></p> <p>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></p> <p>1.02 Apply knowledge of basic audio and video equipment for productions, including basic recording equipment, equalizers, mixing consoles, and quality monitoring equipment.</p> <p>1.03 Exhibit knowledge of analog and digital for audio and video formats.</p> <p>1.06 Demonstrate operation of audio and video production systems.</p> <p>1.07 Demonstrate camera operations.</p> <p>1.09 Demonstrate how to troubleshoot audio-video system operations</p> <p><u>SP- 2: Demonstrate knowledge and operation of the professional video camera.</u></p> <p>2.01 Apply knowledge of the properties and function of camera lenses.</p> <p>2.02 Apply knowledge of the principle of color to the production process.</p> <p>2.03 Apply knowledge of the parts and function of the camera and camera mounting equipment.</p> <p>2.04 Demonstrate knowledge of the parts and function viewfinder.</p> <p><u>SP- 6: Demonstrate knowledge of the video recording process.</u></p> <p>6.01 Demonstrate knowledge of video recording equipment</p> <p>6.02 Demonstrate knowledge of video recording media</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></p> <p>1.1 Understands and applies arts concepts and vocabulary.</p> <p>1.2 Develops arts skills and techniques.</p> <p><u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u></p> <p>2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. 	
Communications	
<p><u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u></p> <p>1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.</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>2.2.1 Uses communication skills that demonstrate respect.</p>	

Health and Fitness				
Mathematics				
Reading				
Science				
Social Studies				
Writing				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences. 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies. <u>Leadership 1.0 Individual Skills</u> 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.				
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. <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 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 checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Constrast <input checked="" type="checkbox"/> Predict	<input checked="" 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 checked="" 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				
Students will understand and be able to use the manual functions of a video camera. Students will be able to use a industry standard camera to create images similar to those seen in movies and TV.				

Unit 5 THE DOCUMENTARY FILM	Hours: 20
Performance Assessment(s)	
Create a 4-12 minute documentary.	
Industry Standards and Competencies	
<u>F-2: Communications</u> 2.01 Apply listening skills to identify, clarify and incorporate new knowledge into communication skills. 2.02 Communicate ideas to a range of audiences for different purposes. 2.06 Research ideas using a range of modalities to express and clarify ideas. <u>F-7: Leadership and Teamwork</u> 7.01 Apply leadership knowledge and skills to achieve group goals. <u>CS- 5: Demonstrate writing processes used for video and broadcast journalism.</u> 5.02 Examine/cultivate sources for stories. 5.03 Conduct research to gain information to use in writing a story. 5.04 Write stories for broadcast. 5.05 Demonstrate how videography supports the development of stories. <u>CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.</u> 7.01 Write a plan based on format and production assignment, including script, budget, storyboard, location, number of cameras, and time restrictions. 7.05 Exhibit awareness of production functions. 7.07 Exhibit awareness of how image capturing and graphics design support the development of electronic presentations.	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
<u>Arts 1.0 The student understands and applies arts knowledge and skills.</u> 1.4 Understands and applies audience conventions in a variety of arts settings and performances. <u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u> 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts): - Identifies audience and purpose. - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. - Presents work to others in a performance, exhibition, and/or production. <u>Arts 3.0 The student communicates through the arts.</u> 3.2 Uses the arts to communicate for a specific purpose. <u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u> 4.2. Demonstrates and analyzes the connections between the arts and other content areas. 4.4. Understands how the arts influence and reflect culture/civilization, place and time.	
Communications	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation. <u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media. <u>Communication 2.3: Uses skills and strategies to communicate interculturallly.</u> 2.3.1 Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication.	

Health and Fitness
Mathematics
Reading
Science
Social Studies
Writing
<p><u>Writing 1.1: Pre-writes to generate ideas and plan writing.</u></p> <p><u>Writing 1.3: Revises to improve text.</u></p> <p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <p><u>Writing 1.6: Adjusts writing process as necessary.</u></p> <p>1.6.2 Uses collaborative skills to adapt writing process.</p> <p><u>Writing 2.1: Adapts writing for a variety of audiences.</u></p> <p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <p><u>Writing 2.2: Writes for different purposes.</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <p><u>Writing 2.3: Writes in a variety of forms/genres.</u></p> <p>2.3.1 Uses a variety of forms/genres.</p>
Other Skills
Leadership Skills
<p><u>Leadership 1.0 Individual Skills</u></p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p><u>Leadership 1.0 Individual Skills</u></p> <p>2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.</p> <p><u>Leadership 3.0 Community and Career Skills</u></p> <p>3.2 The student will demonstrate social responsibility in family, community, and business and industry.</p>
Employability Skills
<p><u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u></p> <p>1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</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>2.4: Exercises Leadership</p> <p><u>SCANS 5.0 The student works with a variety of technologies</u></p> <p>5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.</p>

Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input checked="" type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<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

Students learn the fundamentals of documentary film making used in the TV and film industry.

Unit 6 INTERMEDIATE EDITING	Hours: 15
Performance Assessment(s)	
Create a music video.	
Industry Standards and Competencies	
<u>F-2: Communications</u> 2.02 Communicate ideas to a range of audiences for different purposes. <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- 7: Demonstrate knowledge of editing</u> 7.01 Demonstrate knowledge of non-linear editing and computer program manipulation techniques 7.02 Demonstrate knowledge of editing aesthetics	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
<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. <u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u> 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts): - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. <u>Arts 3.0 The student communicates through the arts.</u> 3.1 Uses the arts to express and present ideas and feelings. 3.2 Uses the arts to communicate for a specific purpose. 3.3. Develops personal aesthetic criteria to communicate artistic choices. <u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u> 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.	
Communications	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation. <u>Communication 3.2: Uses media and other resources to support presentations.</u> 3.2.1 Proficiency in this GLE is expected at grade 7. <u>Communication 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.	

Health and Fitness				
Mathematics				
Reading				
Science				
Social Studies				
Writing				
Other Skills				
Leadership Skills				
<u>Leadership 1.0 Individual Skills</u> 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. <u>Leadership 1.0 Individual Skills</u> 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.				
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 2.0 The student demonstrates interpersonal skills in working well with others.</u> 2.5: Negotiates <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 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 checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Students will use modern video production skills to produce a music video. Students will demonstrate editing skills to produce a sequence that is in time with the music.				

Unit 7 CAREERS IN FILM	Hours: 5
Performance Assessment(s)	
Research and present a poster on a career in video/film production.	
Industry Standards and Competencies	
F- 9: Employability and Career Development	
9.02 Analyze career opportunities, skills required for various careers in this cluster, work-securing processes, and continued career development.	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
<u>Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation. <u>Communication 3.2: Uses media and other resources to support presentations.</u> 3.2.1 Proficiency in this GLE is expected at grade 7. <u>Communication 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
Other Skills	
Leadership Skills	
<u>Leadership 1.0 Individual Skills</u> 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. <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. <u>SCANS 3.0 The student acquires and uses information</u> 3.1: Acquires and evaluates information	

Analytical, Logical, and Creative Thinking Skills

<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input checked="" 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 type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<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

Students will learn the different job opportunities available in the TV and film industry.

Unit 8 OUTPUT FOR WEB AND DVD	Hours: 5
Performance Assessment(s)	
Create a DVD with Menus. Export video to video sharing site such as YouTube or Vimeo.	
Industry Standards and Competencies	
<u>F- 10: Technical Skills</u> 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. <u>CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.</u> 7.07 Exhibit awareness of how image capturing and graphics design support the development of electronic presentations. 7.09 Demonstrate understanding of the business and economic factors that influence programming content, sales, distribution and promotion.	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
Communication 3.3: Uses effective delivery. 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.	
Health and Fitness	
Mathematics	
<u>Algebra 1.2 Core Content: Numbers, expressions, and operations</u> 1.2.D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection. <u>Algebra 1.6 Core Content: Data and Distributions</u> 1.6.A Use and evaluate the accuracy of summary statistics to describe and compare data sets.	
Reading	
Science	
Social Studies	
Writing	
Other Skills	
Leadership Skills	
<u>Leadership 1.0 Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.	
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.	

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

5.2: 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 checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" 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 checked="" type="checkbox"/> Compare/Contrast	<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

Students will learn the basics of file formats and compression techniques used for different viewing purposes.