

Everett Public Schools Framework: Intermediate Digital Video 3

CIP Code: 100202	Total Framework Hours: 90 Hours
Course: Video ProductionTechnology/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 TV PRODUCTION

Hours: 10

Performance Assessment(s)

Produce a 10-15 minute promotional video for high school homecoming.

Industry Standards and Competencies

F-2: Communications

- 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.
- 2.03 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.
- 2.05 Identify verbal, non-verbal and visual communication processes to convey messages using effective delivery styles.
- 2.06 Research ideas using a range of modalities to express and clarify ideas.

CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.

- 7.01 Write a plan based on format and production assignment, including script, budget, storyboard, location, number of cameras, and time restrictions.
- 7.02 Apply knowledge of rundown sheets and their uses.
- 7.03 Demonstrate announcing competence.
- 7.05 Exhibit awareness of production functions.
- 7.06 Demonstrate promoting productions.
- 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

Arts 1.0 The student understands and applies arts knowledge and skills.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose.
 - Develops art works and/or performances using a creative process working towards independence with teacher mentoring.
- 2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):
 - Selects artistic resources, materials and/or repertoire to create, perform and present.

Communications

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

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.
Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.
Communication 3.2: Uses media and other resources to support presentations.
 3.2.1 Proficiency in this GLE is expected at grade 7.
Communication 4.2: Sets goals for improvement.
 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

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 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Leadership 3.0 Community and Career Skills

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

Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

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.

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

3.1: Acquires and evaluates 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

Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input checked="" 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 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 will learn the basics of TV production and workflow used in the industry.

Unit 2 TV/VIDEO TECHNOLOGY	Hours: 5
Performance Assessment(s)	
Written Exam Project set up and format conversion project.	
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>10.02 Demonstrate knowledge of the systems within various 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>1.01 Exhibit knowledge of the types of microphones, pick up patterns, and techniques required for a variety of audio presentations.</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>1.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>1.06 Demonstrate operation of audio and video production systems.</p> <p>1.07 Demonstrate camera operations.</p> <p>1.08 Demonstrate the use of computer-based development of audio and video production.</p> <p>1.09 Demonstrate how to troubleshoot audio-video system operations</p>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
Health and Fitness	
Mathematics	
Reading	
<p><u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u></p> <p>1.2.2 Apply strategies to comprehend words and ideas.</p> <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 2.1 Demonstrate evidence of reading comprehension.</u></p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <p><u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u></p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Reading 3.1 Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p><u>Reading 3.2 Read to perform a task.</u></p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task.</p>	

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. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.				
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 3.0 The student acquires and uses information</u> 3.1: Acquires and evaluates information 3.2: Organizes and maintains information 3.3: Interprets and communicates information 3.4: Uses computers to process information				
Analytical, Logical, and Creative Thinking Skills				
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input checked="" 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 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 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 learn the vocabulary and basic technical information to communicate in the language of TV and film.				

Unit 3 DV CAMERA CONTROL	Hours: 10
Performance Assessment(s)	
Shooting exercise Experimental Video	
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>SP- 2: Demonstrate knowledge and operation of the professional video camera.</u> 2.01 Apply knowledge of the properties and function of camera lenses. 2.02 Apply knowledge of the principle of color to the production process. 2.03 Apply knowledge of the parts and function of the camera and camera mounting equipment. 2.04 Demonstrate knowledge of the parts and function viewfinder. <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	
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. - Refines work based on feedback, self-reflection, and aesthetic criteria.	

Communications				
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> 2.1: Participates as a member of a team 2.6: Works with diversity <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"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Constrast <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 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 learn and be able to use a professional camera to record a broadcast.				

Unit 4 DV EDITING	Hours: 15
Performance Assessment(s)	
Producing a News Feature for Broadcast	
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>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> <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.	
Communications	
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. <u>Leadership 3.0 Community and Career Skills</u> 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.	

Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

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.

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

3.1: Acquires and evaluates information

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 checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input 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 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 will learn the methods and conventions of video editing for TV and news productions.

Unit 5 AUDIO EDITING	Hours: 10
Performance Assessment(s)	
Create a new soundtrack for a popular Hollywood movie scene,	
Industry Standards and Competencies	
<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. 1.03 Exhibit knowledge of analog and digital for audio and video formats. <u>CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.</u> 7.08 Understand the distinctions between various musical forms. <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	
<u>Arts 1.0 The student understands and applies arts knowledge and skills.</u> 1.1 Understands and applies arts concepts and vocabulary. <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.	
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. <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.	

Health and Fitness				
Mathematics				
Reading				
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. <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 3.0 The student acquires and uses information</u> 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 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 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 checked="" type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Students will learn and develop skills used to create and edit an original soundtrack for a TV or film production.				

Unit 6 ANIMATION (PHOTOSHOP/ FLASH)	Hours: 30
Performance Assessment(s)	
Create a 60 second animation using Photoshop. Create a 30 second animation using Flash.	
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>SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.</u> 1.01 Demonstrate knowledge of the types of video production and associated jobs. 1.03 Demonstrate the knowledge of methods to capture and hold viewer attention. 1.04 Demonstrate knowledge of different script guidelines and storyboard techniques <u>SP- 9: Demonstrate knowledge of the various types of video production.</u> 9.07 Demonstrate knowledge of video for multi-media and the Internet	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
<u>Arts 1.0 The student understands and applies arts knowledge and skills.</u> 1.2 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): - Identifies audience and purpose. - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. - Presents work to others in a performance, exhibition, and/or production. <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 1.1: 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> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. <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.	

Health and Fitness				
Mathematics				
Reading				
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. 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 3.0 The student acquires and uses information</u> 3.1: Acquires and evaluates 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 checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Constrast <input type="checkbox"/> Predict	<input 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 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 checked="" type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work				
Students will know the basics of animation, vocabulary and workflow used in TV and film production. Students will have the opportunity to gain Adobe certification in Flash.				

Unit 7 HISTORY OF TV	Hours: 10
Performance Assessment(s)	
Create a presentation highlighting the important events in TV history.	
Industry Standards and Competencies	
<u>F- 8: Ethics and Legal Responsibilities</u>	
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.	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
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	
<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> 3.2: Organizes and maintains information	

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/Constrast <input 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 checked="" 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 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				
Students will learn the history of the TV industry and how it applies to today's workflow.				