

INTRODUCTION TO DIGITAL VIDEO I

COURSE INFORMATION:

Length : 90 Hours
Type: Preparatory
Program: 100202 Video Production Technology/Technician
Cluster: Arts, Audio/Video Technology & Communications
CTSO: SkillsUSA
Standards: States' Career Cluster ATVC Standards; Occupational Skills Network Skills Standards; Television Production/Broadcasting Standards (Cybercollege)

COURSE DESCRIPTION:

Cinematography and Film / Digital Video Production I
Registration Code: CTE 301/302 Preparatory
Grade Levels: 9-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester
Prerequisites: Strongly encourage taking Computer Applications first.
Other: Upon successful completion of Video Production I students who continue on to Video Productions II and maintain a B or higher, will have the opportunity of earning college credit through Shoreline Community College (Film 256 – 5.0 credits) or Lake Washington Technical College (MMDP 119 – 5.0 credits)
CIP Code: 100202
Career Cluster: Arts Audio / Video Technology Communications
Location: CHS, EHS, JHS

This exploratory class is about making films using digital video technology. It will prepare students to communicate dramatic information, ideas, moods and feelings through the film medium. It's a hands-on class that includes video camera operation, microphone use and placement, computerized editing and sound design. It also includes practical experience in producing, writing screenplays/scripts, directing and the art of cinematography. The class will explore film theory while making short productions in a wide variety of forms including dramatic, comedy, documentary, commercial, training, and music videos. The filmmaking skills acquired in this class will transfer to your personal media use, advanced post-secondary course work and the job market.

COURSE UNIT OUTLINE:

<u>Unit#</u>	<u>Unit Title/Topic</u>	<u>Hours</u>
1	Intro to Digital Video and the Camera.....	10
2	Shot Types, Composition and Camera Movement.....	15
3	History of Film- Silent Era.....	20
4	Video Production Steps.....	20
5	Introduction to Sound.....	20
6	Output- Exporting and DVD prodeuction.....	5

Unit 1 INTRO TO DIGITAL VIDEO AND THE CAMERA**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understand the basic operation of the digital video camera.
 Capture video files from the camera and load onto the computer for editing.
 Recognize different file formats and naming conventions.
 Develop appropriate workflow for using and saving larger files on the computer.
 Develop and practice safe, healthy and ethical work habits when using classroom equipment and computers.
 Understand copyright and how they apply to video production

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 STANDARDSF- 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

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: 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.

Reading 3.1 Read to learn new information.**Standards: Communication**

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

Standards: Health

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

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

EMPLOYABILITY SKILLS

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

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

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.

THINKING SKILLS

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

Unit 2 SHOT TYPES, COMPOSITION AND CAMERA MOVEMENT**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Use the digital video camera to shoot a variety of shots. Including the establishing, long, medium, and close up shot.

Understand basic rules of composition elements and design.

Understand and use basic camera movement to help tell your story.

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 STANDARDSF-2: Communications

2.01 Apply listening skills to identify, clarify and incorporate new knowledge into communication skills.

F- 4: Information Technology Applications

4.03 Use Internet applications.

4.06 Use Computer Operations applications.

4.07 Use basic computer-based equipment

F-7: Leadership and Teamwork

7.02 Apply teamwork knowledge and skills to group situations to achieve collective goals.

F- 10: Technical Skills

10.01 Demonstrate the use of technical knowledge and skills that relate to 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.

1.07 Demonstrate camera operations.

SP- 2: Demonstrate knowledge and operation of the professional video camera.

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.

SP- 3: Apply knowledge of the principles of composition to the production process

3.01 Demonstrate knowledge of static and dynamic composition guidelines

3.02 Demonstrate knowledge of graphics and motion

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**

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

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.

Standards: Communication

Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.

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

Standards: Reading

Reading 1.3 Build vocabulary through wide 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.

Reading 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.4 Apply understanding of text organizational structures.

Reading 3.1 Read to learn new information.

Reading 3.2 Read to perform a task.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

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.

EMPLOYABILITY SKILLS

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

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 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.

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Conclusion	<input checked="" type="checkbox"/> Originality
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<input type="checkbox"/> Classify	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
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<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Elaboration	
<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Inference	<input type="checkbox"/> Flexibility	

Unit 3 HISTORY OF FILM- SILENT ERA**20 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Introduction to the history of the moving image which lead to motion pictures.

Early film technology and vocabulary.

Understand and recognize the basic elements of story.

Identify the use of historical images in today's media.

Learn how to view a film critically.

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 you observed from the films viewed in class.

INDUSTRY STANDARDSF-1: Academic Foundations

1.01 Apply language arts knowledge and skills to this career cluster.

F-2: Communications

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.

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**

1.1 Understands and applies arts concepts and vocabulary.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

Standards: Communication

Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

Standards: 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.

Standards: Writing

Writing 1.5: Publishes text to share with audience.

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

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

THINKING SKILLS

- ☒ Observe
- ☐ Patterns
- ☐ Sequence
- ☐ Classify
- ☒ Compare/Contrast
- ☐ Predict
- ☐ Cause/Effect
- ☐ Fact/Opinion

- ☐ Main Idea
- ☒ Summary
- ☐ Point of View
- ☐ Analysis
- ☐ Finding Evidence
- ☐ Evaluation
- ☐ Detect Bias
- ☐ Inference

- ☐ Conclusion
- ☐ Metacognition
- ☐ Reasoning
- ☐ Problem Solving
- ☐ Goal Setting
- ☐ Fluency
- ☒ Elaboration
- ☐ Flexibility

- ☒ Originality
- ☐ Risking
- ☐ Inquisitiveness
- ☐ Attending
- ☐ Persistence
- ☐ Precision

Unit 4 VIDEO PRODUCTION STEPS**20 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Identify and understand the purpose of the three phases of any production; Pre-Production, Production, and Post Production.

Understand the difference between writing for video and writing for other media forms.

Know how to add and manipulate text to a video project.

Know what a treatment is and how it is used in the video production process.

Know what a storyboard is and how to use it in a video production.

Know how to use a video camera along with a plan/storyboard to shoot a video project.

Know how to use video editing software to combine and manipulate video clips.

Know how to export a video so it can be viewed on any computer

PERFORMANCE ASSESSMENT(S)

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.

INDUSTRY STANDARDSF-1: Academic Foundations

1.01 Apply language arts knowledge and skills to this career cluster.

F-2: Communications

2.02 Communicate ideas to a range of audiences for different purposes.

F- 9: Employability and Career Development

9.01 Demonstrate employability skills needed for successful job performance and satisfaction.

F- 10: Technical Skills

10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.

SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.

1.02 Demonstrate knowledge of the process of program proposal and treatment

1.04 Demonstrate knowledge of different script guidelines and storyboard techniques

SP- 3: Apply knowledge of the principles of composition to the production process

3.01 Demonstrate knowledge of static and dynamic composition guidelines

3.02 Demonstrate knowledge of graphics and motion

SP- 6: Demonstrate knowledge of the video recording process.

6.01 Demonstrate knowledge of video recording equipment

SP- 7: Demonstrate knowledge of editing

7.01 Demonstrate knowledge of non-linear editing and computer program manipulation techniques

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**

1.1 Understands and applies arts concepts and vocabulary.

3.2 Uses the arts to communicate for a specific purpose.

Standards: Writing

Writing 2.2: Writes for different purposes.

Writing 2.3: Writes in a variety of forms/genres.

Standards: Communication

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

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.

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.

1.4: 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

3.3: Interprets and communicates 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.

THINKING SKILLS

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

Unit 5 INTRODUCTION TO SOUND**20 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Demonstrate the ability to record clear sound with the camera.
 Understand the relationship between video, sound and location.
 Demonstrate the structure of a PSA and Commercial video project.
 Write a PSA or Commercial using industry standard formats and vocabulary.
 Shot, edit and export a finished project on time.
 Use a variety of internet sources to obtain music for their production.

PERFORMANCE ASSESSMENT(S)

PSA
 Commercial

INDUSTRY STANDARDSF-2: Communications

2.02 Communicate ideas to a range of audiences for different purposes.

F-7: Leadership and Teamwork

7.02 Apply teamwork knowledge and skills to group situations to achieve collective goals.

F- 10: Technical Skills

10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.

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

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.

CS- 3: Exhibit the knowledge and skills required to design a production for audio and visual presentation.

3.01 Exhibit knowledge of the critical elements in designing a production in the stages of pre-production, production, and postproduction.

SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.

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

SP- 7: Demonstrate knowledge of editing

7.01 Demonstrate knowledge of non-linear editing and computer program manipulation techniques

SP- 10: Follow legal and ethical rules

10.01 Apply knowledge of copyright laws

10.02 Apply knowledge of ethics to the production process

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**

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

Standards: Communication

Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

Standards: Reading

Reading 3.1 Read to learn new information.

Standards: Writing

Writing 2.1: Adapts writing for a variety of audiences.

Writing 2.2: Writes for different purposes.

Writing 2.3: Writes in a variety of forms/genres.

LEADERSHIP SKILLS

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

3.2: Organizes and maintains 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.

THINKING SKILLS

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

Unit 6 OUTPUT- EXPORTING AND DVD PRODUCTION**5 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understand different file formats and their purpose and use.
 Understand the process for creating a DVD and Menu links.
 Be able to use DVD authoring software to create a DVD

PERFORMANCE ASSESSMENT(S)

Create a DVD with a menu and several different videos on it.

INDUSTRY STANDARDS

F- 4: Information Technology Applications

4.05 Use Presentation applications.

4.06 Use Computer Operations applications.

4.07 Use basic computer-based equipment

F- 10: Technical Skills

10.01 Demonstrate the use of technical knowledge and skills that relate to career strands in this cluster.

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Communication**

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

Standards: Reading

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

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.

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.

SCANS 3.0 The student acquires and uses information

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.

THINKING SKILLS

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Observe | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Conclusion | <input type="checkbox"/> Originality |
| <input type="checkbox"/> Patterns | <input type="checkbox"/> Summary | <input type="checkbox"/> Metacognition | <input type="checkbox"/> Risking |
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