

# Everett Public Schools Framework: Digital Video Production V

<b>Course:</b> Video ProductionTechnology/Technician	<b>Total Framework Hours:</b> 90 Hours
<b>CIP Code:</b> 100202	<b>Type:</b> Preparatory
<b>Career Cluster:</b> Arts, Audio/Video Technology & Communications	<b>Date Last Modified:</b> Friday, January 10, 2014

## Resources and Standard used in Framework Development:

Standards and resources used for this framework are from SkillsUSA Blueprint for Assessment for Television (Video) Production and NOCTI Job Ready Assessment Blueprints for Television Production and Broadcasting and Journalism.

## Unit 1 ADVANCED CAMERA CONTROL DSLR

**Hours: 10**

### Performance Assessment(s):

As part of a larger project for the school broadcast students will produce a segment to be show.  
Composition project.

### Leadership Alignment:

TSA Video Production  
TSA On Demand Video Challenge  
NW High School Film Festivals  
Scholastic Arts Contest

## Standards and Competencies

Standard 9: Technical

- Analog and Digital Signals
- HDMI, Component, and Composite Video
- Type of Lenses
- Focal length/Angle of View
- Zoom and Zoom Ratio
- F-Stops/Lens Speed/Iris
- Depth of Field
- Filters
- Image Stabilization
- Camera Target
- Video Resolution
- Color Balancing/ White Balancing
- Shutter Speeds and F-Stops
- Frame Rate
- Viewfinder
- Disk-Based Recording
- Prosumer/Professional Video Formats
- Digital Compression
- Time-Code

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<b>21st Century Skills</b>		
<b>LEARNING AND INNOVATION</b>  <b>Creativity and Innovation</b> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations  <b>Creative Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products  <b>Information, Communications, and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE AND CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Unit 2 FILM ANALYSIS		Hours: 10
Performance Assessment(s):		
<p>Write a 150-300 word essay reviewing the film yourself, clearly defining the perspective you are using for your judgment. Cite specifics from the movie to support your point of view. Evaluate the film using the following format:</p> <p>Writing: Comment on Story, Dialogue, Plot structure, Characters</p> <p>Directing: Comment on Storytelling, Visualization, Actor management, Cohesive emotional content, Scope management</p> <p>Acting: Comment on Characterization, Stretch, Presence</p> <p>Production Values: Comment on how well they did with what they had to work with, Cinematography, Sound Design, Art Direction, Music (take into account the budget vs. the effects)</p> <p>Social Redeeming Importance: Comment on if we learn something about ourselves or our world?</p> <p>Your Personal Taste</p>		
Leadership Alignment:		
<p>TSA Video Production</p> <p>TSA On Demand Video Challenge</p> <p>NW High School Film Festivals</p> <p>Scholastic Arts Contest</p>		
Standards and Competencies		
<p>Standard 8: Production Overview</p> <ul style="list-style-type: none"> <li>- Video Production careers</li> <li>- Crew Positions</li> <li>- Production overview</li> <li>- Scriptwriting</li> <li>- How Video Process Works</li> </ul> <p>Standard 14: Studio Productions</p> <ul style="list-style-type: none"> <li>- Equipment and Facilities</li> <li>- Studio Crew Positions</li> <li>- Role of the Director</li> <li>- Directing Process</li> <li>- On-Camera Talent</li> </ul>		

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### 21st Century Skills

#### LEARNING AND INNOVATION

##### **Creativity and Innovation**

- ☒ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

##### **Creative Thinking and Problem Solving**

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☒ Solve Problems

##### **Communication and Collaboration**

- ☒ Communicate Clearly
- ☐ Collaborate with Others

#### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

##### **Information Literacy**

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

##### **Media Literacy**

- ☒ Analyze Media
- ☒ Create Media Products

##### **Information, Communications, and Technology (ICT Literacy)**

- ☒ Apply Technology Effectively

#### LIFE AND CAREER SKILLS

##### **Flexibility and Adaptability**

- ☐ Adapt to Change
- ☐ Be Flexible

##### **Initiative and Self-Direction**

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

##### **Social and Cross-Cultural**

- ☐ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

##### **Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

##### **Leadership and Responsibility**

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 3 PHOTOSHOP FOR VIDEO		Hours: 10
<b>Performance Assessment(s):</b>		
Create a 1-3 minute video for the school broadcast using Photoshop and DV. Create a title sequence for a Hollywood movie. Cinamagraph project		
<b>Leadership Alignment:</b>		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
<b>Standards and Competencies</b>		
Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning. <ul style="list-style-type: none"> <li>- Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;</li> <li>- Identify industry certification opportunities</li> </ul> Standard 8: Production Overview <ul style="list-style-type: none"> <li>- Production overview</li> <li>- World Video Standards</li> </ul> Standard 13: Post Production <ul style="list-style-type: none"> <li>- Titling</li> </ul> Standard 16: Production Styles <ul style="list-style-type: none"> <li>- News Producer</li> <li>- Documentary Production</li> <li>- Public Relations Video</li> <li>- Marketing Video</li> <li>- Short Film Production</li> </ul>		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<u>CC: Mathematical Practices (MP)</u> 1 - Make sense of problems and persevere in solving them. 2 - Reason abstractly and quantitatively. 3 - Construct viable arguments and critique the reasoning of others. 4 - Model with mathematics. 6 - Attend to precision.		

7 - Look for and make use of structure.

## Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

## Science

## Social Studies

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

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##### Creative Thinking and Problem Solving

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- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

##### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

#### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

##### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

##### Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

##### Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

#### LIFE AND CAREER SKILLS

##### Flexibility and Adaptability

- ☒ Adapt to Change
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##### Initiative and Self-Direction

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Unit 4 <b>ADVANCED SCREENWRITING</b>		<b>Hours: 20</b>
<b>Performance Assessment(s):</b>		
Create a short 3-10 minute dramatic/dramatic comedy script		
<b>Leadership Alignment:</b>		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
<b>Standards and Competencies</b>		
Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning. - Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments; Standard 8: Production Overview - Production overview - Scriptwriting Standard 16: Production Styles - News Writing Guidelines - Documentary Production - Public Relations Video - Marketing Video - Short Film Production		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<u>CC: Writing (9-10)</u> <u>Text Types and Purposes</u> 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		

- 1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- 3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Production and Distribution of Writing
- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

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#### Creative Thinking and Problem Solving

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- ☒ Make Judgements and Decisions
- ☒ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

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#### Initiative and Self-Direction

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#### Social and Cross-Cultural

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#### Productivity and Accountability

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#### Leadership and Responsibility

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- ☐ Be Responsible to Others

Unit 5 LIGHTING FOR DV FILM MAKING		Hours: 20
<b>Performance Assessment(s):</b>		
Produce a series of short video demonstrating the lighting objectives. Act as the Lighting Director on a production for the school broadcast.		
<b>Leadership Alignment:</b>		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
Standards and Competencies		
<p>Standard 6: Teamwork and Cooperation</p> <ul style="list-style-type: none"> <li>- Employ leadership skills to accomplish organizational goals and objectives.</li> <li>- Conduct and participate in meetings to accomplish work tasks.</li> </ul> <p>Standard 11: Lighting</p> <ul style="list-style-type: none"> <li>- Light Coherence</li> <li>- Hard/Soft Light</li> <li>- Color Temperature</li> <li>- Studio and Field Light Levels</li> <li>- Types of Lamps</li> <li>- Lighting Instruments</li> <li>- Light measuring</li> <li>- Camera-mounted Lights</li> <li>- Attachments to Lighting Instruments</li> <li>- Three Point Lighting-Key/Fill/Back Light</li> <li>- Lighting Ratios</li> <li>- Subject-to-Background Distance</li> <li>- Area Lighting</li> <li>- Existing (Natural) Light</li> <li>- Drawing A Lighting Plot</li> <li>- Lighting Controls</li> <li>- On-Location Power Issues</li> <li>- Lighting Positions</li> </ul> <p>Standard 14: Studio Productions</p> <ul style="list-style-type: none"> <li>- Studio Crew Positions</li> </ul>		
Aligned to Washington State Standards		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u></p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p>5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><u>Integration of Knowledge and Ideas (9-10)</u></p> <p>7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>

Science		
Social Studies		
Writing		
21st Century Skills		
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Unit 6 EDITING		Hours: 20
<b>Performance Assessment(s):</b>		
<p>Create a project that demonstrates all the objectives listed. Include creative video examples and titles of each.</p> <p>Edit a dramatic narrative using the advanced editing objectives and show it on the school broadcast.</p>		
<b>Leadership Alignment:</b>		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
Standards and Competencies		
<p>Standard 5: Health and Safety</p> <ul style="list-style-type: none"> <li>- Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics</li> </ul> <p>Standard 8: Production Overview</p> <ul style="list-style-type: none"> <li>- Video Production careers</li> <li>- Production overview</li> <li>- How Video Process Works</li> </ul> <p>Standard 9: Technical</p> <ul style="list-style-type: none"> <li>- Interlaced/Progressive Scanning</li> <li>- Video using Waveform/ Vectorscope</li> <li>- Principles of Color</li> <li>- Depth of Field</li> <li>- Image Stabilization</li> <li>- Frame Rate</li> <li>- Time-Code</li> </ul> <p>Standard 10: Creative Production</p> <ul style="list-style-type: none"> <li>- Form vs. Content</li> <li>- Insert Shots and Cutaways</li> <li>- Defining Composition</li> <li>- Clearly Establish Your Objectives</li> <li>- Shifting the Center of Interest</li> <li>- Rule of Thirds</li> <li>- Movement and Meaning</li> <li>- Basic Camera Angles</li> </ul> <p>Standard 13: Post Production</p> <ul style="list-style-type: none"> <li>- Continuity Editing</li> <li>- Acceleration Editing</li> <li>- Continuity Techniques</li> <li>- Insert Shots</li> <li>- Cutaways</li> <li>- Thematic Editing</li> <li>- Continuity</li> <li>- Bridging Jumps in Action</li> </ul>		

- Bridging Interview Edits
- Audio Continuity
- Linear and Non-Linear Editing Systems
- On-Line and Off-Line Editing
- Format Delivery Protocols (internet, DVD, TV, etc.)
- Titling

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<b>21st Century Skills</b>		
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