

Everett Public Schools Framework: Digital Video Production II

Course: Video ProductionTechnology/Technician	Total Framework Hours: 90 Hours
CIP Code: 100202	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: 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 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.

Leadership Alignment:

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

Standards and Competencies

Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.
- Identify industry certification opportunities
Standard 8: Production Overview
- Video Production careers
- Crew Positions
- Production overview
Standard 16: Production Styles
- Short Film Production

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Integration of Knowledge and Ideas (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Science

Social Studies

Writing

CC: Writing (9-10)

Production and Distribution of Writing

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 2 THE 3 ACT STORY AND SCREENWRITING	Hours: 30
Performance Assessment(s):	
Write a 3-6 page screenplay. Leaden Celtx script writing software- tutorial	
Leadership Alignment:	
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest	
Standards and Competencies	
Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning. - Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; Standard 8: Production Overview - Video Production careers - Production overview - Program Proposals and Treatments - Scriptwriting - How Video Process Works Standard 10: Creative Production - Focusing situations and styles - Clearly Establish Your Objectives - Foreground/Background Framing - Basic Camera Angles - Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal Standard 16: Production Styles - Short Film Production Standard WR 2: Personal Success WR-2.5 Use effective time-management and goal-setting strategies; WR-2.7 Identify skills that can be transferable among a variety of careers.	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

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.)

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

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- ☒ Solve Problems

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INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

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- ☒ 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 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"	
Leadership Alignment:	
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest	
Standards and Competencies	
Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning. <ul style="list-style-type: none"> - Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; Standard 8: Production Overview <ul style="list-style-type: none"> - Video Production careers - Crew Positions - Production overview - How Video Process Works - World Video Standards Standard 12: Audio <ul style="list-style-type: none"> - Loudness - Frequency - Room Acoustics - Major Microphone Designs - Directional Characteristics - Microphones Types and Applications - Positioning Handheld Mics - Mic Connectors - Positioning Mic Cables - Analog / Digital - Audio Levels - Audio Recording, Editing and Playback Standard 13: Post Production <ul style="list-style-type: none"> - Audio Continuity 	

Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Health and Fitness
Language
Mathematics
Reading
<p><u>CC: Reading Informational Text</u> <u>Integration of Knowledge and Ideas (9-10)</u> 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

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

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		
Leadership Alignment:		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
Standards and Competencies		
Standard 9: Technical - Focal length/Angle of View - Image Stabilization - Video Resolution - Digital Compression - Time-Code Standard 13: Post Production - Continuity Techniques - Angles Editing - Linear and Non-Linear Editing Systems - Format Delivery Protocols (internet, DVD, TV, etc.) - Titling		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
<u>CC: Mathematical Practices (MP)</u> 4 - Model with mathematics. 6 - Attend to precision. 7 - Look for and make use of structure.		
Reading		
<u>CC: Reading Informational Text</u> 5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		

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

Unit 5 THE DOCUMENTARY FILM	Hours: 20
Performance Assessment(s):	
Create a 4-12 minute documentary. Practice Interview Copyright Project	
Leadership Alignment:	
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest	
Standards and Competencies	
Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning. <ul style="list-style-type: none"> - Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; - Identify industry certification opportunities Standard 7: Ethics and Legal Responsibilities <ul style="list-style-type: none"> - Evaluate and justify decisions based on ethical reasoning. - Invasion of Privacy - Access Restrictions and Rights - Libel and Slander - Copyright - The Fair Use Act - Public Domain - Securing Rights to Music Standard 10: Creative Production <ul style="list-style-type: none"> - Form vs. Content - Video exposition - Rule of Thirds - Basic Camera Angles - Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal 	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

Science

Social Studies

Writing

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

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input 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 <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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Unit 6 INTERMEDIATE EDITING	Hours: 5
Performance Assessment(s):	
Create a music video. Intro Green Screen Project	
Leadership Alignment:	
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest	
Standards and Competencies	
Standard 8: Production Overview <ul style="list-style-type: none"> - Production overview - How Video Process Works Standard 10: Creative Production <ul style="list-style-type: none"> - Insert Shots and Cutaways - Defining Composition - Static/Dynamic Composition - Rule of Thirds - Basic Camera Angles - Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal Standard 13: Post Production <ul style="list-style-type: none"> - Continuity Editing - Acceleration Editing - Continuity Techniques - Insert Shots - Cutaways - Thematic Editing - Relational Editing - Continuity - Bridging Jumps in Action - Bridging Interview Edits - Angles Editing - Audio Continuity - Linear and Non-Linear Editing Systems 	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

- 4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Science

Social Studies

Writing

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

- 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
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LIFE AND CAREER SKILLS

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Initiative and Self-Direction

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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 7 CAREERS IN FILM		Hours: 5
Performance Assessment(s):		
Research and present a poster on a career in video/film production.		
Leadership Alignment:		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
Standards and Competencies		
<p>Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.</p> <ul style="list-style-type: none"> - Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments; - Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; - Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities. - Develop strategies to make an effective transition from school to career - Identify industry certification opportunities 		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading Informational Text</u> <u>Key Ideas and Details (9-10)</u> <u>Integration of Knowledge and Ideas (9-10)</u>		
Science		
Social Studies		
Writing		
<u>CC: Writing (9-10)</u> 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Production and Distribution of Writing</u>		

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.

Research to Build and Present Knowledge

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

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Creative Thinking and Problem Solving

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Leadership and Responsibility

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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.		
Leadership Alignment:		
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest		
Standards and Competencies		
Standard 9: Technical - Prosumer/Professional Video Formats - Digital Compression Standard 13: Post Production - Format Delivery Protocols (internet, DVD, TV, etc.) - Titling		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading for Literacy in Science and Technical Subjects</u> 3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. 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.		

Science		
Social Studies		
Writing		
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