

## Everett Public Schools Framework: Digital Video Production IV

<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 WRITING FOR TV

**Hours: 10**

#### Performance Assessment(s):

Write and produce a news story for school broadcast.  
Write a 10 minute sitcom.

#### 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

- Video Production careers
- Crew Positions
- Production overview
- Program Proposals and Treatments
- Scriptwriting
- How Video Process Works

#### Standard 15: Remotes

- On-Location Audio
- Single-Camera vs. Multiple-Camera Production
- Single-Camera Production
- Film-Style Dramatic Production

#### Standard 16: Production Styles

- ENG and EFP
- Video Journalists
- News Producer
- On-Location News Interview
- Newsworthiness
- Documentary Production
- Short Film Production

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Health and Fitness

### Language

### Mathematics

### Reading

### Science

### Social Studies

### Writing

CC: Writing (9-10)

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.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

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.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

## 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

<b>Unit 2 HISTORY OF TV</b>	<b>Hours: 5</b>
<b>Performance Assessment(s):</b>	
Create a presentation highlighting the important events in TV history.	
<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>	
<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"> <li>- Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;</li> <li>- Identify industry certification opportunities</li> </ul> <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> <li>- World Video Standards</li> <li>- SD/HDTV Standards</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>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u> <u>Text Types and Purposes</u> 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.	

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

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.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### 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**

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

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

Unit 3 GRAPHICS FOR TV AND DIGTIAL FILM (AFTER EFFECTS)		Hours: 20
<b>Performance Assessment(s):</b>		
Design a animated logo for the school broadcast. Recreaate opening title sequence form popular movie.		
<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. - Identify industry certification opportunities Standard 9: Technical - Frame Rate - Action/Title Standard 13: Post Production - Titling Standard 14: Studio Productions - Studio Crew Positions		
<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>		
<u>CC: Reading for Literacy in Science and Technical Subjects</u> <u>Key Ideas and Details (9-10)</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. <u>Craft and Structure (9-10)</u> 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. <u>Integration of Knowledge and Ideas (9-10)</u>		

- 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

- ☒ Think Creatively
- ☐ Work Creatively with Others
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##### 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 4 INTO TO LIGHTING	Hours: 25
<b>Performance Assessment(s):</b>	
Recreate the lighting from a Hollywood style movie and shoot one scene. Shoot and edit a short drama with emphasis on lightning. Use lightning techniques in your broadcast productions.	
<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. - Identify industry certification opportunities Standard 8: Production Overview - Crew Positions Standard 11: Lighting - Hard/Soft Light - Color Temperature - Types of Lamps - Lighting Instruments - Three Point Lighting-Key/Fill/Back Light - Area Lighting - Existing (Natural) Light - Drawing A Lighting Plot - Lighting Positions	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> <u>Comprehension and Collaboration</u> 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

<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>Key Ideas and Details (9-10)</u></p> <p>1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>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.</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>

Science		
Social Studies		
Writing		
21st Century Skills		
<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 checked="" 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 checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Mange 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 checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

<b>Unit 5 DIRECTING</b>	<b>Hours: 10</b>
<b>Performance Assessment(s):</b>	
Direct one episode of school broadcast.	
<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>	
<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>- Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</li> </ul> <p>Standard 8: Production Overview</p> <ul style="list-style-type: none"> <li>- Video Production careers</li> <li>- Program Proposals and Treatments</li> <li>- How Video Process Works</li> </ul> <p>Standard 16: Production Styles</p> <ul style="list-style-type: none"> <li>- ENG and EFP</li> <li>- Video Journalists</li> <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>	
<p><u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p>1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</p> <p><u>Text Types and Purposes</u></p> <p>1 - Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>

## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input checked="" type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgements and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input checked="" type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mange Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>
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Unit 6 MUSIC/AUDIO PRODUCTION		Hours: 20
<b>Performance Assessment(s):</b>		
Record one live performance for school broadcast. Replace the dialogue track from one scene of a Hollywood film. Use a advanced level audio editor to correct a bad recording.		
<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. - Develop strategies to make an effective transition from school to career - Identify industry certification opportunities Standard 13: Post Production - Audio Continuity Standard 14: Studio Productions - Equipment and Facilities - Studio Crew Positions Standard 15: Remotes - On-Location Audio		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> <u>Comprehension and Collaboration</u> 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Presentation of Knowledge and Ideas</u> 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
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<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 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 checked="" 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 checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others