

INTERMEDIATE DIGITAL VIDEO III

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 III
Registration Code: CTE 305/306 Preparatory
Grade Levels: 10-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester
Prerequisites: Must have met the standards of Cinematography II
Other: CE and AR Support
CIP Code: 100202
Career Cluster: Arts Audio / Video Technology Communications
Location: CHS, EHS, JHS

Video Production III will focus on producing content aimed at a wider audience. Students will be able to focus on individual interests as they continue to explore film style by applying advanced compositional elements. Projects will focus on producing content for the school broadcast. TV production and TV technology will be introduced and applied to personal projects. There will be opportunities for longer, more demanding productions as well as group projects. Emphasis will be on advanced video editing techniques and their application to better story telling. The class will also offer support and opportunities for CE projects.

COURSE UNIT OUTLINE:

<u>Unit#</u>	<u>Unit Title/Topic</u>	<u>Hours</u>
1	TV Production.....	10
2	TV/Video Technology.....	5
3	DV Camera Control.....	10
4	DV Editing.....	15
5	Audio Editing.....	10
6	Animation (Photoshop/ Flash).....	30
7	History of TV.....	10

Unit 1 TV PRODUCTION**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understand the production process from idea to output of TV production.

Be able to write for various TV styles.

Identify and know the different positions within the TV production flow.

Be able to work with a client to produce a program for TV

PERFORMANCE ASSESSMENT(S)

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

INDUSTRY STANDARDSF-2: Communications

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

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

2.03 Construct meaning from reading for information, new knowledge, technical concepts, vocabulary, and instructions.

2.04 Demonstrate writing skills necessary to convey messages through specific audio and visual media, e.g., scriptwriting, adaptations, journalism, reporting, etc.

2.05 Identify verbal, non-verbal and visual communication processes to convey messages using effective delivery styles.

2.06 Research ideas using a range of modalities to express and clarify ideas.

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

7.01 Write a plan based on format and production assignment, including script, budget, storyboard, location, number of cameras, and time restrictions.

7.02 Apply knowledge of rundown sheets and their uses.

7.03 Demonstrate announcing competence.

7.05 Exhibit awareness of production functions.

7.06 Demonstrate promoting productions.

7.09 Demonstrate understanding of the business and economic factors that influence programming content, sales, distribution and promotion.

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.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

- Develops art works and/or performances using a creative process working towards independence with teacher mentoring.

2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):

- Selects artistic resources, materials and/or repertoire to create, perform and present.

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

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

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

1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.

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

3.2.1 Proficiency in this GLE is expected at grade 7.

Communication 4.2: Sets goals for improvement.

4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 1.0 Individual Skills

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

Leadership 3.0 Community and Career Skills

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

EMPLOYABILITY SKILLS

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

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

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

1.4: Human resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

SCANS 5.0 The student works with a variety of technologies

THINKING SKILLS

<input checked="" type="checkbox"/> Observe	<input checked="" 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 type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Analysis	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Attending
<input checked="" 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 2 TV/VIDEO TECHNOLOGY**5 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

What are fields and frames
 Understand Aspect Ratios
 Understand TV standards
 Camera imaging technology (CCD, CMOS)
 What is the difference between analog and digital signals?

PERFORMANCE ASSESSMENT(S)

Written Exam
 Project set up and format conversion project.

INDUSTRY STANDARDSF- 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.

1.01 Exhibit knowledge of the types of microphones, pick up patterns, and techniques required for a variety of audio presentations.
 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.
 1.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.
 1.06 Demonstrate operation of audio and video production systems.
 1.07 Demonstrate camera operations.
 1.08 Demonstrate the use of computer-based development of audio and video production.
 1.09 Demonstrate how to troubleshoot audio-video system operations

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Reading**Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

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 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

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

2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

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

EMPLOYABILITY SKILLS

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 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

3.4: Uses computers to process information

THINKING SKILLS

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Observe | <input checked="" 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 type="checkbox"/> Sequence | <input type="checkbox"/> Point of View | <input checked="" type="checkbox"/> Reasoning | <input type="checkbox"/> Inquisitiveness |
| <input checked="" 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 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 3 DV CAMERA CONTROL**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understanding how the lens affects the input signal
 Understand how shutter speed and F-Stop changes the image.
 What is and how can you change the depth of field of a image?

PERFORMANCE ASSESSMENT(S)

Shooting exercise
 Experimental Video

INDUSTRY STANDARDSF- 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.

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

2.01 Apply knowledge of the properties and function of camera lenses.
 2.02 Apply knowledge of the principle of color to the production process.
 2.03 Apply knowledge of the parts and function of the camera and camera mounting equipment.
 2.04 Demonstrate knowledge of the parts and function viewfinder.

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.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

Leadership 1.0 Individual Skills

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

EMPLOYABILITY SKILLSSCANS 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 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team
 2.6: Works with diversity

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

THINKING SKILLS

- | | | | |
|--|---|---|---|
| <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 type="checkbox"/> Point of View | <input checked="" 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 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 4 DV EDITING**15 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

What is a Match Cut
 Understanding the Jump Cut
 What motivates a Cut (cutting on eyeline)
 Editing for TV/News

PERFORMANCE ASSESSMENT(S)

Producing a News Feature for Broadcast

INDUSTRY STANDARDSF- 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.

SP- 7: Demonstrate knowledge of editing

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

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

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

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

LEADERSHIP SKILLSLeadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

Leadership 1.0 Individual Skills

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Leadership 3.0 Community and Career Skills

3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.

EMPLOYABILITY SKILLSSCANS 1.0 The student identifies, organizes, plans and allocates resources

- 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
 1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

SCANS 5.0 The student works with a variety of technologies

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

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 5 AUDIO EDITING**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

What are the components of the Soundtrack.

Understand the relationship between dialogue, sound effects and music.

PERFORMANCE ASSESSMENT(S)

Create a new soundtrack for a popular Hollywood movie scene,

INDUSTRY STANDARDS

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.

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

7.08 Understand the distinctions between various musical forms.

SP- 5: Demonstrate the knowledge of audio to the production process.

5.01 Apply knowledge of the properties of sound

5.02 Demonstrate operation of wired microphones

5.03 Demonstrate operation of wireless microphones

5.04 Demonstrate knowledge of audio control devices

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.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

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

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 1.0 Individual Skills

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

EMPLOYABILITY SKILLS

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

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

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

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.3: Interprets and communicates information

THINKING SKILLS

- | | | | |
|---|--|---|---|
| <input checked="" 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 type="checkbox"/> Point of View | <input checked="" type="checkbox"/> Reasoning | <input checked="" type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input checked="" 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 6 ANIMATION (PHOTOSHOP/ FLASH)**30 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Understand how Photoshop can be used to create animation.
 Understand the role of Flash in animation.
 What is a Key frame and what is its function.
 What is meant by the term Rotoscope.

PERFORMANCE ASSESSMENT(S)

Create a 60 second animation using Photoshop.
 Create a 30 second animation using Flash.

INDUSTRY STANDARDSF- 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.

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

1.01 Demonstrate knowledge of the types of video production and associated jobs.
 1.03 Demonstrate the knowledge of methods to capture and hold viewer attention.
 1.04 Demonstrate knowledge of different script guidelines and storyboard techniques

SP- 9: Demonstrate knowledge of the various types of video production.

9.07 Demonstrate knowledge of video for multi-media and the Internet

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Arts**Arts 1.0 The student understands and applies arts knowledge and skills.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Presents work to others in a performance, exhibition, and/or production.

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express and present ideas and feelings.

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

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

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

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

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

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

LEADERSHIP SKILLSLeadership 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 SKILLSSCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

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

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

SCANS 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 type="checkbox"/> Observe | <input checked="" 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 checked="" type="checkbox"/> Reasoning | <input checked="" type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Analysis | <input 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 7 HISTORY OF TV**10 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Identify the important point in television history from its inception to WWII.

PERFORMANCE ASSESSMENT(S)

Create a presentation highlighting the important events in TV history.

INDUSTRY STANDARDS

F- 8: Ethics and Legal Responsibilities

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

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

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

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 SKILLSSCANS 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

3.2: Organizes and maintains information

THINKING SKILLS

- | | | | |
|--|--|--|--|
| <input 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 type="checkbox"/> Sequence | <input type="checkbox"/> Point of View | <input type="checkbox"/> Reasoning | <input type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input checked="" type="checkbox"/> Analysis | <input 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 checked="" 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 | |