

Everett Public Schools Framework: Digital Photography I

Course: Commercial Photography	Total Framework Hours: 90 Hours
CIP Code: 500406	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: Friday, January 10, 2014

Resources and Standard used in Framework Development:

Standards used in this framework are from The Professional Photographers of America Test Specifications for the Certified Professional Photographer Degree, SkillsUSA Photography Blueprint, NOCTI Pathway Assessment Blueprint "Visual Arts", and 21st Century Skills as outlined in the OSPI Model Framework for 500406 Commercial Photography.

Unit 1 BASICS OF DIGITAL PHOTOGRAPHY

Hours: 15

Performance Assessment(s):

Formative
Moodle quizzes on understanding the vocabulary
Quizzes on understanding the camera concepts
Photographic preassessment

Summative:
Create project to represent the knowledge of concepts i.e. depth of field photographs, shutter speed, portraits, lighting, etc.

Leadership Alignment:

Start the process of creating portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.

Standards and Competencies

C-1: Safety
C-1.2 Understand and apply safe work practices in the studio, darkroom, and on location.
C-1.4 Demonstrate the ability to find and interpret safety information from user manuals, material safety data sheets (MSDS), regulations (WISHA), and other sources.
C-7: Camera Operation (Function of a Lens, Exposure Control, Light Meters and Exposure and Digital Camera & Photography)
C-7.1 Identify various parts and controls of a SLR camera (film and/or digital) using correct vocabulary.
C-7.2 Understand the basic principles of how to operate either a manual or automatic SLR camera
C-7.3 Identify different camera formats and their advantages and disadvantages, including film and digital SLRs.
C-7.4 Understand lens characteristics.
C-7.6 Know how to purchase camera equipment for a variety of purposes and care for it properly.
C-7.7 Understand the shutter in terms of action and exposure.
C-7.8 Three ways to control depth of field.
C-7.9 Understand the relationship between shutter, aperture and ISO to control exposure.
C-7.12 Understand how to make adjustments for white balance.
C-7.13 Understand the basic differences between various digital cameras on the market and weigh the relative advantages and disadvantages, conveniences and costs associated with their use
C-7.16 Understand and use various file formats including jpeg, tiff and camera raw.
C-7.17 Understand the care and use of memory cards.
C-8: Lighting
C-8.1 Understand the basic concepts of the characteristics of light (Direction, Diffusion, Intensity, Quality).
C-8.3 Shoot effectively with available light, including natural and artificial sources.

<p>C-8.4 Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses.</p> <p>C-8.5 Understand the purpose for using more than one lighting device, and how to position fill lights to achieve certain effects, such as studio, on camera, existing, supplemental, reflectors, etc</p> <p>C-8.8 Arrange lighting for portraits and reflective objects, and to enhance the appearance of textured surfaces</p> <p>C-8.9 Utilize traditional portrait set ups (Short, Broad, Butterfly, Rembrandt, Loop).</p> <p>WR-5.25 Identify practices used to avoid accidents</p>
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Health and Fitness
Language
Mathematics
Reading
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u></p> <p><u>Key Ideas and Details (9-10)</u></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><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><u>CC: Reading Informational Text</u></p> <p><u>Craft and Structure (9-10)</u></p> <p>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
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p><u>Production and Distribution of Writing</u></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.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 BASICS OF PHOTO EDITING		Hours: 20
Performance Assessment(s):		
Formative Photoshop Adjustments Project Restoration Summative Colorize Images		
Leadership Alignment:		
Start the process of creating portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
C-10: Digital Post Processing and Printing C-10.1 Understand the difference between various software programs and their effectiveness. C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive) C-10.5 Implement an effective image editing workflow (rotate, crop, tone, color, selected area, retouching, sharpening) C-10.6 Understand the importance of using layers and layer masks when adjusting images. C-10.7 Understand the ethics of altering images		
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> <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. <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.		

Science		
Social Studies		
Writing		
21st Century Skills		
LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <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 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 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"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" 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 3 ART ELEMENTS AND PRINCIPLES		Hours: 15
Performance Assessment(s):		
Formatives Vocabulary quiz - moodle Summative Photos projects representing elements and principles		
Leadership Alignment:		
Continue the process of creating portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.		
Standards and Competencies		
C-5: Design Elements / Principles C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity). C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography. C-5.3 Understand non-traditional composition and its use in photography. C-6: Critical Analysis C-6.1 Discuss and debate the possible intentions of various photographs using art and design concepts and techniques. C-6.3 Analyze photographs in terms of: visual/emotional impact, composition, technique and concept. C-6.4 Objectively critique the process used to create an image by determining how well technique supports the artist intent. C-6.5 Use written reflection in evaluation of your own work. C-6.12 Implement and evaluate solution(s)		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: College and Career Readiness Anchor Standards for Reading</u> <u>Integration of Knowledge and Ideas</u> 7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		

Science		
Social Studies		
Writing		
<p>CC: Writing (9-10)</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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 checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input 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 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"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" 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 type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Unit 4 HISTORY OF PHOTOGRAPHY		Hours: 10
Performance Assessment(s):		
Formative History Quiz		
Summative Presentation		
Leadership Alignment:		
Demonstration of oral, written and electronic communication and professional presentation skills and understand how to apply these skills.		
Standards and Competencies		
C-2: Survey of History of Photography		
C-2.1 Describe significant discoveries, developments, and inventions in the history of photography		
C-2.2 Understand the chronology of the development and popularization of photography		
C-2.3 Understand the significance of early documentary photography and its social, political, and scientific impact		
C-2.4 Distinguish between various movements, styles, and trends in the history of photography		
C-2.5 Identify the work of major photographers of the 19th and 20th centuries		
C-2.6 Understand and discuss how photography has shaped modern society.		
C-2.7 Understand the relationship of photography as a commercial and/or fine art endeavor		
C-2.8 Understand contemporary trends in photography.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
Science		
Social Studies		
Writing		
CC: <u>Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u>		
1 - Write arguments focused on discipline-specific content.		
1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		

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

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.

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.

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.

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

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
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Productivity and Accountability

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Leadership and Responsibility

- ☐ Guide and Lead Others
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Unit 5 PHOTOGRAPHY AS A CAREER		Hours: 15
Performance Assessment(s):		
<p>Formative WOIS - interest surveys</p> <p>Summative Career Research Project identifying job skill and education requirements, job outlook, wages, pathway to career, etc.</p>		
Leadership Alignment:		
Demonstration of oral, written and electronic communication and professional presentation skills and understand how to apply these skills.		
Standards and Competencies		
<p>C-3: Careers</p> <p>C-3.1 Assess interest areas to determine potential career pathways, including career ladders from multiple sources of research and information.</p> <p>C-3.2 Identify careers in the photography industry.</p> <p>C-3.3 Develop a career plan with alternatives</p> <p>C-3.4 Identify other careers where photography skills are required.</p> <p>C-3.9 Identify postsecondary opportunities and the requirements to establish careers in Photography.</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
Health and Fitness		
Language		
Mathematics		
Reading		
<p><u>CC: College and Career Readiness Anchor Standards for Reading</u></p> <p><u>Key Ideas and Details</u></p> <p>1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure</u></p> <p>4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		

Science		
Social Studies		
Writing		
21st Century Skills		
LEARNING AND INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Creative Thinking and Problem Solving <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 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"/> Mange Goals and Time <input checked="" 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 6 ADVANCED EDITING AND PORTFOLIOS	Hours: 15
Performance Assessment(s):	
<p>Formative Photo manipulation projects Peer reviews</p> <p>Summative Portfolio focused on the following areas: 15 photos - no more than 5 from previous assignments Correct use of exposure and focus (technical) Rule of thirds, framing, filling the frame, view point - camera angle (composition) Balance, proportion, emphasis, movement, rhythm, variety, repetition, unity (principles of art) Line, shape, form, space, color, texture, value (elements of art) Artist reflection on their growth in the understanding and use of the elements & principles.</p> <p>Portfolio Presentation</p>	
Leadership Alignment:	
Finish the process of creating portfolio and preparing entries for TSA, Scholastic, Washington State High School, PTSA Reflections, and district contests.	
Standards and Competencies	
<p>C-5: Design Elements / Principles C-5.1 Understand the elements of art (Line, Shape, Value, Form, Texture, Color, Space) and principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity). C-5.2 Understand traditional composition (Framing, Rule of Thirds, Horizon Line, Leading Lines, Perspective, Background/Foreground, Point of View, Tension) and its use in photography. C-5.3 Understand non-traditional composition and its use in photography.</p> <p>C-6: Critical Analysis C-6.3 Analyze photographs in terms of: visual/emotional impact, composition, technique and concept. C-6.4 Objectively critique the process used to create an image by determining how well technique supports the artist intent. C-6.5 Use written reflection in evaluation of your own work.</p> <p>C-10: Digital Post Processing and Printing C-10.1 Understand the difference between various software programs and their effectiveness. C-10.2 Manage and set up an efficient workspace. C-10.3 Understand file management workflow (capture, download, organize, edit, output, archive) C-10.5 Implement an effective image editing workflow (rotate, crop, tone, color, selected area, retouching, sharpening) C-10.6 Understand the importance of using layers and layer masks when adjusting images. C-10.7 Understand the ethics of altering images</p> <p>C-11: Presentation / Finishing C-11.1 Prepare/Publish images for a variety of media including internet, multi-media, and print. C-11.2 Present portfolio both digitally and printed. C-11.4 Create artist statement fine art portfolio. C-11.5 Understand how the context in which the photograph is presented alters the viewer's perception. (Galleries, Websites, Books, Display of Related Photos) C-11.6 Be able to write clear, concise and accurate text to accompany photographs (photo captions, brochures, website)</p> <p>Standard WR 3: Employability and Entrepreneurship WR-3.1 Demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p>	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Health and Fitness		
Language		
Mathematics		
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Science		
Social Studies		
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