



STOCK VIDEO : B ROLL PROJECT

Communications Technology
TGJ4M
Grade 12
June 2020

A grey silhouette of a hand is shown pointing towards the right. In the background, there are several overlapping circular arrows, suggesting a cycle or a digital interface.

**ONLINE
RESOURCE**



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Introduction

Course Code: TGJ4M

Broad base Technology: Communications Technology

Destination: College or University

Grade Level: 12

Prerequisite: TGJ3M

Online Project Name: Stock Video / B Roll Project

Project Outline

This assignment will provide the learner with an opportunity to understand the role of a stock videographer.

The learner will analyze concepts and terms associated with aspect ratio, resolution, color correction, and file type.

The learner will demonstrate their knowledge by creating stock video footage that could be uploaded to their collaborative classroom site or stock video site.

Prior Knowledge

Prior Knowledge Helpful for performing the Project:

The learner will have demonstrated prior knowledge of types of shots, composition, lighting, ingesting video, and basic editing techniques in the TGJ 3M course.

Teachers are encouraged to [review copyright laws in Canada](#) prior to starting this lesson and assignment. Examples of royalty-free and creative commons image sites that can be used in student work are:

- [Pexels](#)
- [Pixabay](#)
- [Videezy](#)
- [Videvo](#)
- [Vidsplay](#)

It may be helpful for students to understand how to download images from the internet or create screen captures:

- Windows: Snipping Tool or Snip and Sketch
- macOS: Command+Shift+3 or Command+Shift+4
- Android: Power + Volume Down
- iPhone OS: Side Button + Volume Up Button

Students would benefit from:

- an understanding of linear measurement,
- some experience accessing online resources, creating and downloading files, and submitting such files to a destination according to their teacher's direction

Student Activities

Activities and Assignment Worksheet

Activity 1 – Understanding Canadian Copyright Laws

- Prior understanding of Copyright
- Works that should be protected by Copyright
- Communicating Copyright to your peers

Activity 2 – Recognizing the importance of good B-Roll/Stock

- Finding examples of stock in a short video
- Tools to create good stock video
- Accessing footage in the public domain
- Out of Ontario stock footage
- Types of shots (e.g., ES-establishing shot)

Activity 3 – Settings for success

- Image resolution
- Determining the frame rate
- Defining what are visual distractions
- Free/Creative Commons vs. Paid stock sites
- Exporting

Activity 4 – Ingesting, Editing, and Exporting

- Using only stock footage to create a short video

Activity 5 – Create Stock Video Footage

- Shoot your own stock/B-Roll footage

Resources

PowerPoint Presentation Files

- [1 Creating Stock Video – Understanding Canadian Copyright Laws](#)
- [2 Creating Stock Video – The Importance of Good B-Roll/Stock](#)
- [3 Creating Stock Video – Setting the Stage for Success](#)
- [4 Creating Stock Video – Ingesting Editing and Exporting](#)

Worksheets and Links

- [Appendix A – Activities and Assignment Worksheet](#)
- [Appendix B – Activity 1: Understanding Canadian Copyright Laws](#)
- [Appendix C – Activity 2: The Importance of Good B-Roll/Stock](#)
- [Appendix D – Activity 3: Setting the Stage for Success](#)
- [Appendix E – Activity 4: Ingesting Editing and Exporting](#)
- [Appendix F – Assignment 1 – Create Stock Video/B-Roll](#)
- [Appendix G – TGJ4M Video Production: Watch & Learn Links and Read & Learn Links](#)

Planning Notes

The combination of lessons, activities, and assignments will take learners 1.5 weeks of 60-minute periods to complete. Accommodation of extra time may be required for some learners.

Note: These lessons, activities, and assignment has been structured in a way that permits a “deep dive” into video/video editing in Grade 12 in case the school has a focus program or SHSM

- Create a digital space for each learner to submit and receive the material (e.g., Microsoft One Drive, Google Drive, Dropbox, etc.)
- Provide each learner with the TGJ4M Stock Video worksheet. The teacher may convert to a format most familiar to their learners (e.g., convert from .docx to Google Doc) **Note:** This is a living document, for the teacher to provide ongoing feedback, and opportunities for the learner to revise their work
- Post or provide the learners with the materials at timed intervals or all at once.
- Provide timely feedback to learners. The work has been scaffolded
- Review all links prior to the start of this project, in many cases; additional learning options were posted allowing for one link to be removed if needed
- Teachers may choose to limit the options available for video editing; please review carefully beforehand.

Note: In a disrupted learning environment, it may be best to allow learners will have the opportunity to choose the tool that best suits their needs.

Tools/Equipment (optional)

- Mobile Device
- DSLR
- Camcorder
- Laptop
- Desktop
- Chromebook
- Tablet

Software

- [Hitfilm Express](#)
- [Filmic Pro](#)
- [DaVinci Resolve](#)
- [OpenShot Video Editor](#)

Journals/Magazines:

- [Adobe Create Digital Magazine](#)

Videos

- [Orange83](#)
- [Epic Tutorials for iOS & Android Filmmaking](#)
- [Cinecom.net](#)
- [Adobe for Education](#)
- [RocketJump Film School](#)
- [Richard Lackey](#)
- [iPhoneographers](#)
- [FiLMiCPro](#)

Websites for Teachers

- [Social Media Video Course Trailer | Adobe Social Media Video Course](#)
- [Adobe Education Exchange](#)

Instructional Strategies

- The lessons, activities, and assignment have been scaffolded
- The lessons, activities, and assignment have been created using different forms of media and are multidevice supported
- The learner is encouraged to revise their work using a living (collaborative) document shared with the teacher

Motivational Strategies

We are all creators! The lessons, activities, and assignments have been created to allow learners of all abilities to build on their understanding of video and create a meaningful product.

In Grade 11, students become familiar with the basics of video and video editing; this builds upon their existing knowledge allowing the learner to discover opportunities to create and potentially generate a passive income from selling stock video.

Learning Goals and Success Criteria

- Identify how stock video is used to enhance or convey a message
- Recognize the impact that stock video has in the creation of a finished product
- Discover opportunities to create stock video
- Compare different types of programs and applications, choosing the best tool for their device
- Design an original work that can be used in their school, or on a stock video site

Overall and Specific Expectations in support of Ontario Curriculum Grades 11 -12 Technological Education

Overall Expectations:

A1. Demonstrate an understanding of advanced concepts, techniques, and skills required to produce a range of communications media products and services

A3. Demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology, and apply them to the creation of media products

B3. Create products or productions that demonstrate competence in the application of creative and technical skills and incorporate current and evolving standards, processes, formats, and technologies.

D2. Demonstrate an understanding of and adhere to legal requirements and ethical practices relating to the communications technology industry

Safety Concerns and Expectations

Grade 12 students are to follow school protocols when creating stock video footage.

Applicable SAFEDocs and ToolSAFE videos

[OCTE Safe Activity Foundations in Education Document for Communications Technology.](#)

Differentiation of the Project / Activity

Lessons include visual, written, and video-based instruction. Some YouTube videos support Closed Captioning

Students may choose to complete activities using the [Google Read & Write](#) Extension

- Support for [Google Read&Write](#)
- [Quick Reference Guide](#)

Teachers may also refer to the [Differentiation Scrapbook](#) to further take into account for learner ability, multiple intelligences, exceptional students, and ESL learners.

Assessment and Evaluation

- Open-ended questions
- Living document (learner teacher collaboration and feedback)
- Assignment Rubric (see page 20)

Career and Industry Extensions

Activities 2 – 4 The learner builds on their knowledge of skills necessary to be a stock video content creator, in Assignment 1, students are encouraged to submit their work to a stock site. Industry feedback will be provided for students who choose this option.

Reflection or Design Report

Upon the conclusion of these lessons, activities, and assignment, the teacher is encouraged to reflect with their learners about:

- What went well?
- What area's need to be improved?
- At what stage were you most engaged?
- How could these lessons, activities, and assignments better next time?
- What advice would you give to someone before starting this work?
- Provide one example of something that you learned.

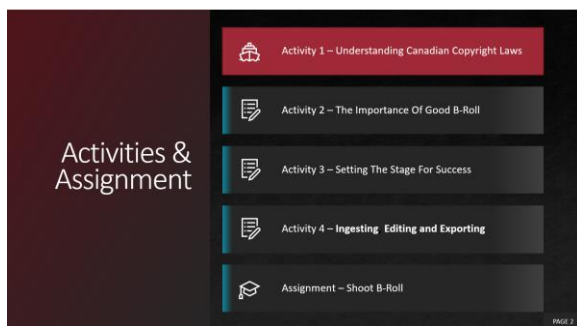
Shooting Stock Video Project



Activity 1 – Understanding Canadian Copyright Laws

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation and worksheets in the appendices:

[1 Creating Stock Video – Understanding Canadian Copyright Laws](#)



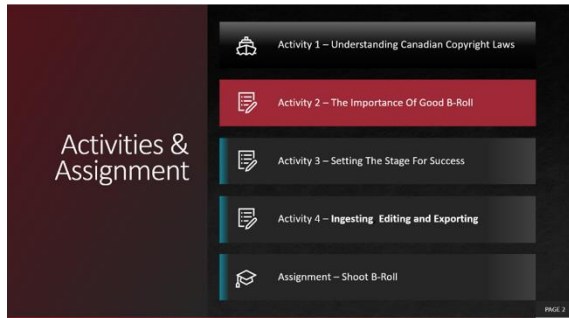
- Why Should I Care About Copyright Laws?
- Intellectual Property or Copyright, is there a difference?
- Your role in protecting Copyright
- What is Creative Commons?

Use [Appendix B – Activity 1: Understanding Canadian Copyright Laws](#) with the PowerPoint

Activity 2 – The Importance of Good B-Roll

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation and worksheets in the appendices:

[2 Creating Stock Video – The Importance of Good B-Roll/Stock](#)



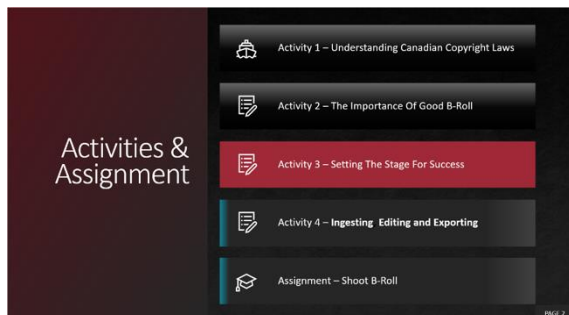
- What is stock footage?
- Importance of stock footage

Use [Appendix C – Activity 2: The Importance of Good B-Roll/Stock](#) with the PowerPoint

Activity 3 – Setting the Stage for Success

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation and worksheets in the appendices:

[3 Creating Stock Video – Setting the Stage for Success](#)



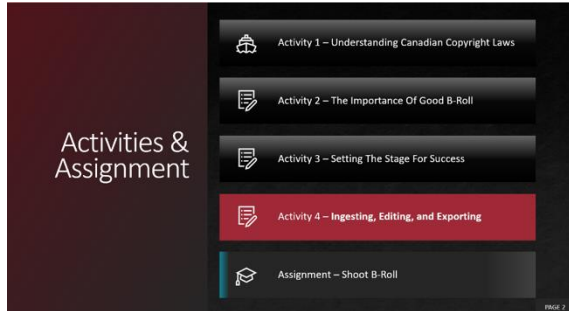
- Resolution, Aspect Ratio and Frame Rate
- Audio

Use [Appendix D – Activity 3: Setting the Stage for Success](#) with the PowerPoint

Activity 4 – Ingesting, Editing and Exporting

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation and worksheets in the appendices:

[4 Creating Stock Video – Ingesting Editing and Exporting](#)



- Video Editing
- Exporting

Use [Appendix E – Activity 4: Ingesting Editing and Exporting](#) with the PowerPoint

Assignment 1 – Create Stock Video/B-Roll

Upon completion of the activities, students will plan and create their own stock footage. Details and rubric of this assignment are available in [Appendix F – Assignment 1 – Create Stock Video/B-Roll](#)

Appendix A – Activities and Assignment Worksheet

Overview:

This worksheet has been designed as a collaborative document to be shared with your teacher. As you work your way through these activities and assignments, your teacher will provide feedback that you may choose to use in revising your work. Pay careful attention to the rubric at the bottom of this sheet, and the teacher comments as you go along.

*Helpful tip, make a backup of your work

Overall Expectations:

A1 Demonstrate an understanding of advanced concepts, techniques, and skills required to produce a range of communications media products and services

A3 Demonstrate an understanding of technical terminology, scientific concepts, and mathematical concepts used in communications technology, and apply them to the creation of media products

B3 Create products or productions that demonstrate competence in the application of creative and technical skills and incorporate current and evolving standards, processes, formats, and technologies.

D2 Demonstrate an understanding of and adhere to legal requirements and ethical practices relating to the communications technology industry

Activities:

When starting each activity, complete all readings and watch all videos before beginning.

Questions:

Depending on your previous experiences, some of the material that is covered may be a review, and for others, it may be brand new. It is expected that you will have questions as you work your way through this; ask your teacher for more direction.

Appendix B – Activity 1: Understanding Canadian Copyright Laws

Question 1.1

Prior to starting this lesson, describe your understanding of what Copyright meant to you? Post one piece of work that you have completed in the past that you are proud of and would not want someone to use without your permission.

Answer Here

Post an Image or Work Here

Question 1.2

Name six different works that should be protected by Copyright

e.g., House Music - Martin Garrix - Animals

Question 1.3

Think about what you have learned since the start of this activity. As a senior student, others look up to you, and your peers' value your opinion. How would you communicate what you have learned about Copyright and or intellectual property to others? Choose one method of communicating this knowledge to other students; this could be through a flyer, podcast, or video once you have created something that is significant include it below.

Include your work here

Appendix C – Activity 2: The Importance of Good B-Roll/Stock

Question 2.1

Visit the website Vimeo and choose any short video that is of interest to you.

Name of video and link here

What shots you feel could have been substituted with or were created using stock video

Shot	Time
Sunrise, over the city	e.g., 1:21

Question 2.2

Using your previous knowledge of the tools needed to create a video, list the tools that you feel would be necessary to shoot the provided examples.

e.g., Dolly		

Question 2.3

What are two sites that you can use to access footage that was released into the public domain?

Answer here

Question 2.4

Put yourself into the position of a person creating stock video; where are some places that you could shoot images, which typically would not be found in Ontario.

Answer here

Question 2.5

Although the video you just watch promoted specific companies' stock footage, it provided some valuable insight into the importance of good stock. Think back to grade 11 Comm Tech class, when you learned about types of shots, what are eight types of shots that you can obtain or shoot.

e.g., establishing shot	

Appendix D – Activity 3: Setting the Stage for Success

Question 3.1

The resolutions presented, have specific formats that they refer to research and provide the information for the following

4096x2304 (example)	4K 16:9 (example)
4096x2160	
3840x2160	
2048x1080	
1920x1080	
	8K
	8K 16:9

Question 3.2

The individual creating stock video must choose the appropriate frame rate, research some considerations that would go into this decision, and explain your choices for the following.

24 FPS Answer here

30 FPS Answer here

240 FPS Answer here

Question 3.3

What are some movies, TV shows, or videos that you have seen that have contained visual distractions?

Movie, TV, or Video	Visual distraction (provide context)

Question 3.4

There are hundreds of stock video sites out there that someone like you could be creating and contributing to. Research three stock video sites, two paid, and one creative commons and answer the following questions for each.

1. What is the name of the site?
2. What is the process for submitting content?
3. What type of content do they accept?
4. What are the aspect ratios they are looking for?
5. If paid the stock site pays, how much per video can you earn?
6. What are the legal requirements?

Appendix E – Activity 4: Ingesting Editing and Exporting

In TGJ3M you learned about scriptwriting and storyboarding, now you have the opportunity to use those skills to create a short video of your choice using nothing but stock video.

Task: Tell a short story using only stock video. Your account must have a definite beginning, middle, and end and can include sound effects and audio.

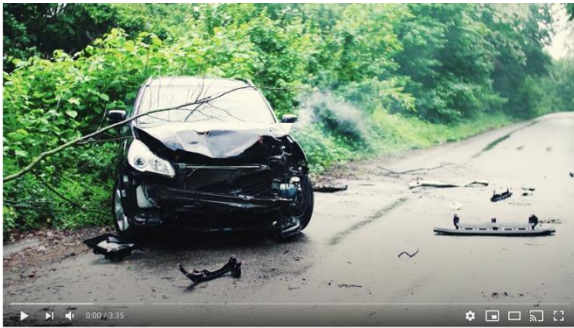
Criteria:

Time: 2 – 5 minutes

Types of Cuts: Jump Cut, Standard Cut, J-Cut, L-Cut, Cutaway, Match Cut or Montage

Format: 1080 or 720p h.264

Example: [Awake by Lovelast - Music Video Created Entirely From Stock Video Footage](https://www.youtube.com/watch?v=HLrh5XXHj7U)



<https://www.youtube.com/watch?v=HLrh5XXHj7U>

Appendix F – Assignment 1 – Create Stock Video/B-Roll

Overview

Find Inspiration from the digital world, research, and learn from online tutorials that work well for you, demonstrate evidence of your knowledge/skill development resulting in original video work. Stock video is licensed for specific uses. In this assignment, you will assume the role of a stock videographer. The subject and equipment you choose are up to you. The format and length are predetermined for submission; however, you are encouraged to test out your skills by submitting your work to a stock site. Alternatively, you will want to contribute to your school's stock site

Considerations:

- Project planning and time management is important
- Creative problem-solving to a specific target audience and technical issues encouraged
- Storyboarding with sketched diagrams and creators' notes is strongly recommended
- Location, Time of day, Lighting, Equipment (e.g., tripod), Props, Models (note: model release needed)

Evidence of Learning & Skill Development

Include any relevant links below

Vector or Graphic Design Project Components	Check	Link to evidence of completion
Inspiration(s)	✓	Functional link(s)
Tutorial(s)	✓	Functional link(s) to tutorials used for knowledge & Skill development.
Copy of Final Product exported .mp4, .mov, AVI	✓	Functional link to the final product! THANK YOU!

Time to complete: 3 hours

Number of clips: 6 (or more)

Types of Shots: variety (e.g., wide)

Storyboard/Preplanning – submit a written concept of the kind of stock video you will produce using a Google or Word Document. Submit a simple shot that describes the type of stock video to be created.

Length of clips: 20 – 60 seconds

Format: MP4

Colour Space: Flat or Neutral

Sound: None

Time-lapse: permitted (optional)

Resolution: 720p

Submission Stock Videos: Upload to online drive, share link

Safety: No video may be shot if there is any chance of injury to yourself or others. No exceptions

Note: Revision based on feedback is encouraged

Rubric Description

Description of Rubric provided on next page for final product

- The final product is an accumulation of your planning, filming, and editing skills and decisions
- Demonstrating skills developed through your tutorial work and relating to your Inspiration
- Understanding of stock video market
- The final product illustrates a clear, reliable connection to the topic and has the clarity of purpose
- Composition and technical operation of camera should display a strong understanding of tools used
- Editing should be done with an understanding and intent of needs
- Lighting should be suitable for the scene being shot. The video should not be underexposed or overexposed

Assignment 1 – Create Stock Video/B-Roll Rubric

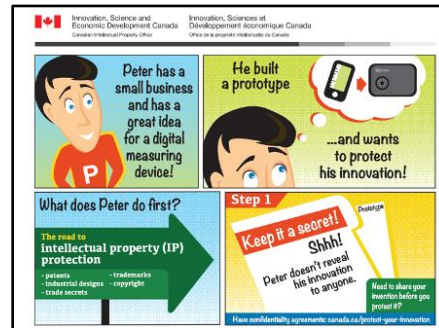
Expectation	Level 4	Level 3	Level 2	Level 1	R
Communication: define project objectives and performance criteria precisely. Overall Expectation: A1					
Written documentation about the type of stock that is about to be produced	Defines and explains project objectives, process & reflection with profound detail.	Defines and explains project objectives, process & reflection with considerable detail.	Defines and explains project objectives, process & reflection with some detail.	Did not define or explain project objectives, process & reflection.	Did not submit prior to execution of stock video
Thinking: Use a variety of planning techniques and tools when creating plans for communications technology projects. Overall Expectation: A3					
Create storyboard for each stock shot	Uses a variety of planning techniques and tools when creating plans for communications technology projects with a high degree of logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with considerable logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with some logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with limited logic.	Did not submit prior to stock video submission
Application: Produce rich media products that conform to evolving industry standards and formats. Apply software skills to integrate components for a media production. Overall Expectation: B3					
Completed stock videos, industry standards and formats.	Produces rich media products that conform to evolving industry standards and formats with a high degree of fluency.	Produces rich media products that conform to evolving industry standards and formats with considerable fluency	Produces rich media products that conform to evolving industry standards and formats with some fluency.	Produces rich media products that conform to evolving industry standards and formats with limited fluency.	Does not meet the minimum requirements, please redo, and resubmit
Completed stock videos	Applies software skills to integrate components for a media production with profound relevance.	Applies software skills to integrate components for a media production with considerable relevance.	Applies software skills to integrate components for a media production with some relevance.	Applies software skills to integrate components for a media production with limited relevance.	

Appendix G – TGJ4M Video Production: Watch & Learn Links and Read & Learn Links

Activity 1 – Understanding Canadian Copyright Laws

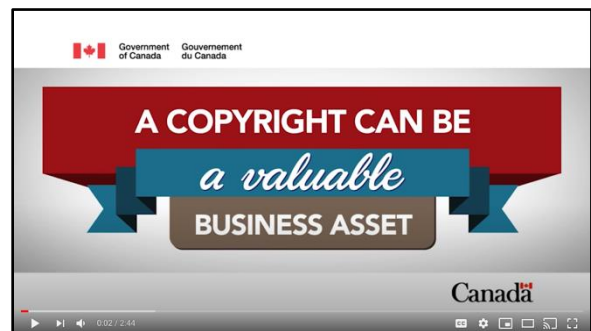
Watch & Learn – IP Peter’s Path [Protect Peter’s Innovation](#)

[https://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/vwapj/peter-comic-eng.pdf/\\$file/peter-comic-eng.pdf](https://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/vwapj/peter-comic-eng.pdf/$file/peter-comic-eng.pdf)



Watch & Learn – ISEDC [What is copyright? Canada](#)

<https://www.youtube.com/watch?v=ljNS5p3cqIs>



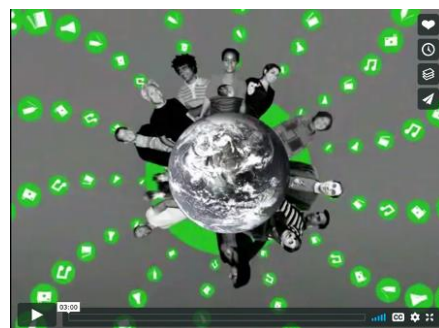
Watch & Learn – Copyright [Copyright and Creativity](#)

<https://vimeo.com/70184320>



Watch & Learn – Wanna Work Together [Creative Commons](#)

<https://vimeo.com/13590841>



Read & Learn – Wanna Work Together
[Copyright Act January 9, 2020](#)

<https://www.copibec.ca/en/nouvelle/274/what-is-the-public-domain->



Watch & Learn – YouTube Creators
[Fair Use](#)

<https://www.youtube.com/watch?v=1PvjRIkwlI8&list=PLpjK416fmKwRnRbv72ksHRYEknNSaAFkd&index=2&t=181s>



Watch & Learn – YouTube Creators
[Music and Copyright](#)

<https://www.youtube.com/watch?v=qe17meaudTI&list=PLpjK416fmKwRnRbv72ksHRYEknNSaAFkd&index=3&t=0s>



Watch & Learn – YouTube Creators
[Copyright Permissions](#)

<https://www.youtube.com/watch?v=6pgMtJHg9gg&list=PLpjK416fmKwRnRbv72ksHRYEknNSaAFkd&index=4&t=0s>



Watch & Learn – YouTube Creators
[Copyright FAQ](#)

https://www.youtube.com/watch?v=_rdUXBad_LU&list=PLpjK416fmKwRnRbv72ksHRYEknNSaAFkd&index=9&t=0s



Activity 2 – The Importance of Good B-Roll

Watch & Learn – Adobe Creative Cloud [Why Consider Stock](#)

<https://www.youtube.com/watch?v=ghINzMqSbtM>



Activity 3 – Setting the Stage for Success

Watch & Learn – Adobe Creative Cloud [How to Shoot Stock Video](#)

<https://www.youtube.com/watch?v=DzS-yEn40eA&t=293s>



Watch & Learn – Adobe Creative Cloud [Make Passive Income with Stock](#)

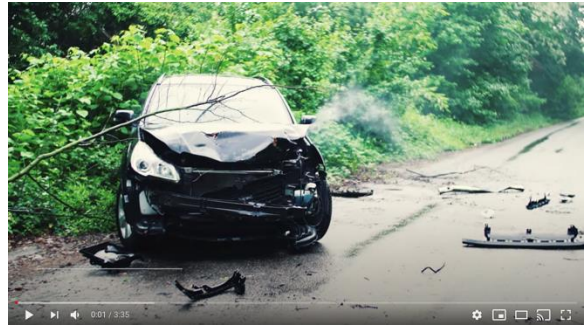
<https://www.youtube.com/watch?v=wAJrCKWG14E>



Activity 4 – Videos

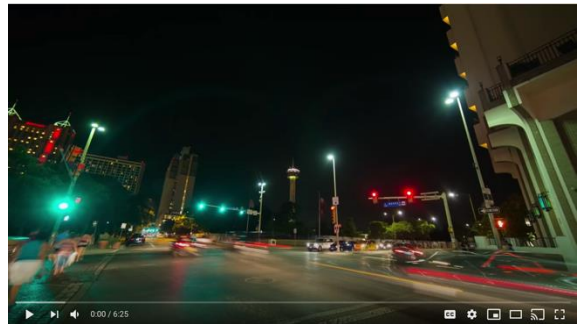
Example of Video Created from Stock Footage [Awake by Lovelast](#)

<https://www.youtube.com/watch?v=HLrh5XXHj7U>



Watch & Learn – TechGumbo [Top 5 Best FREE STOCK VIDEO](#)

<https://www.youtube.com/watch?v=RFimmzu8nTw>



Activity 4 – Ingesting, Editing, and Exporting Links

Applications and Tutorials

[Hitfilm Express](#)

<https://fxhome.com/express>

[Hitfilm Express Tutorials](#)

<https://fxhome.com/video-tutorials>

[DaVinci Resolve](#)

<https://www.blackmagicdesign.com/products/davinciresolve/>

[DaVinci Resolve Tutorials](#)

<https://www.blackmagicdesign.com/products/davinciresolve/training>

[OpenShot Video Editor](#)

<https://www.openshot.org>

[OpenShot Video Editor User Guide](#)

<https://www.openshot.org/user-guide>

[Adobe Spark](#)

<https://spark.adobe.com/>

[Creating and Editing Adobe Spark](#)

<https://adobespark.zendesk.com/hc/en-us/sections/204145698-Creating-and-Editing>

Free Stock Sites

[Pexels](#)

<https://www.pexels.com/videos/>

[Pixabay](#)

<https://pixabay.com/videos/>

[Videezy](#)

<https://www.videezy.com/>

[Videvo](#)

<https://www.videvo.net/>

[Vidsplay](#)

<https://www.vidsplay.com/>

References

21st Century Competencies: Foundation Document for Discussion. Phase 1: Towards Defining 21st Century Competencies for Ontario, Winter 2016 Edition, 2016

http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Copybec Copyright Specialists, What is the Public Domain?

<https://www.copibec.ca/en/nouvelle/274/what-is-the-public-domain->

Copyright Information for Teachers, Council of Ministers of Education, Canada website.

https://www.cmec.ca/466/Copyright_Information_for_Teachers.html

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