

| Video Production | | Grades 9-12 | |
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| Standards | | Benchmarks | Activities/Examples |
| 1. Students will develop an understanding of the characteristics and scope of technology. | K | The rate of technological development and diffusion is increasing rapidly. | Explain the meaning of Video communications with Intro to Video Lecture (Chapter 1 and 2). |
| 2. Students will develop an understanding of the core concepts of technology. | W | Systems thinking applies logic and creativity with appropriate compromises in complex real-life problems. | Students create public service announcement and evaluation that follows, such as don't drink and drive. |
| 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study. | I | Technological ideas are sometimes protected through the process of patenting. | All student projects fall under the copyright laws. |
| | J | Technological progress promotes the advancement of science and mathematics. | Students use time code in their video editing to establish location of video clips in a timeline. Hours, Minutes, Seconds and Frames. |
| 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology. | H | Changes caused by the use of technology can range from gradual to rapid and from subtle to obvious. | The Rate of technology doubles exponentially. Our equipment is always changing and being upgraded to keep up with the changing technology. |
| | K | The transfer of a technology from one society to another can cause cultural, social, economic, and political changes affecting both societies to varying degrees. | Class discussions of how Sex, Drugs and Violence in media may change a cultural attitude. |
| 5. Students will develop an understanding of the effects of technology on the environment. | G | Humans can devise technologies to conserve water, soil, and energy through such techniques as reusing, reducing, and recycling. | Students make commercials and Public Service Announcements project that promotes recycling and conserving. |
| 6. Students will develop an understanding of the role of society in the development and use of technology. | J | A number of different factors, such as advertising, the strength of the economy, the goals of a company, and the latest fads contribute to shaping the design of and demand for various technologies. | Students create advertising with a commercial project. |
| 7. Students will develop an understanding of the influence of technology on history. | G | Most technological development has been evolutionary, the result of a series of refinements to a basic invention. | History lesson on the changes in media formats. |
| | O | The Information Age places emphasis on the processing and exchange of information. | History lesson on the changes in media formats. |
| 8. Students will develop an understanding of the attributes of design. | H | The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, | Lecture and worksheets with evaluation on converting a 5 paragraph essay style of writing to the overall planning concepts of a video storyline. |

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| | | refining the design, creating or making it, and communicating processes and results. | |
| 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. | K | Not all problems are technological, and not every problem can be solved using technology. | Students work in groups to discuss and solve production problems. |
| 11. Students will develop the abilities to apply the design process. | R | Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. | Students use storyboards to design and refine their projects. |
| 12. Students will develop the abilities to use and maintain technological products and systems. | N | Troubleshoot, analyze, and maintain systems to ensure safe and proper function and precision. | Adjust and improve actor’s performances. |
| | P | Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. | Video editing to produce Videos for publication. |
| 17. Students will develop an understanding of and be able to select and use information and communication technologies. | M | Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. | The use of a computer server that students use to save projects and as a playback device for daily announcements. |
| | N | Information and communication systems can be used to inform, persuade, entertain, control, manage, and educate. | Students produce a daily show to inform other students of activities in our building. |
| | O | Communication systems are made up of source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination. | Students produce a daily show to inform other students of activities in our building. |
| | P | There are many ways to communicate information, such as graphic and electronic means. | Students produce a daily show to inform other students of activities in our building. |
| | Q | Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. | Students produce a daily show to inform other students of activities in our building. |