

<b>Advanced Video Production</b>		<b>Grades 9-12</b>	
<b>Standards</b>		<b>Benchmarks</b>	<b>Activities/Examples</b>
1. Students will develop an understanding of the characteristics and scope of technology.	K	The rate of technological development and diffusion is increasing rapidly.	Students enter their vide creations in Public contest relating to a specific story idea.
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.
	X	Systems, which are the building blocks of technology, are embedded within larger technological, social, and environmental systems.	Students create public service announcement and evaluation that follows, such as don't drink and drive.
	Y	The stability of a technological system is influenced by all of the components in the system, especially those in the feedback loop.	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.
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.
	H	Different cultures develop their own technologies to satisfy their individual and shared needs, wants, and values.	Class discussion on how in USA we use NTSC video format and in Europe they use PAL Video format.

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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, refining the design, creating or making it, and communicating processes and results.	Lecture and worksheets with evaluation on converting a 5 paragraph essay style of writing to the overall planning concepts of a video storyline. Students create story boards.
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 create graphics to display information during our live broadcast. Students use storyboards to design and refine their projects.
	O	Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Students create graphics to display information during our live broadcast. Students use storyboards to design and refine their projects.
12. Students will develop the abilities to use and maintain technological products and systems.	L	Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.	Students create a live TV show to a large audience, providing information about sport teams and club activities.
	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.

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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.	Students use computer editing systems to make videos. A computer server is used to save projects and used 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.