MEDIA PRODUCTIONS I AND II

Grade Level: 10-12

Length: 1 Semester

Period(s) Per Day: 1

Credit: 1/2

Credit Requirement Fulfilled: Vocational//Elective

Course Description:

Today, everybody is making video recordings and this video is being filmed with webcams, still cameras, tablets and mobile phones as well as traditional camera kits. But a recording is not the same as a video and in Media Productions I and II students will learn camera safety, types of camera angles and movements, and how to create, design and author storyboards. This course will begin with a didactic approach and quickly shift to the creation of a video that may be appropriate for competition. Students will complete projects through the three phases of video: pre-production, production and post-production.

Theme Samples:

1. Production-type projects to include: 30-second to one-minute public service announcement, 30-second commercial, simplified projects assigned by the teacher, documentaries for advanced students.
2. In-class discussions of textbook and teaching materials
3. Angle and film analysis of film, movies or other student-appropriate completed projects
4. Storyboard creation.

Course Objectives and Expectations:

This course will help understand the current trends of the video world and be able to summarize tasks and responsibilities in each of the three major phases of video production. They will respect "truth" and the "altered truth" in the video language and incorporate intellectual and copyright rules associated with the use of music and other video created by other artists while learning the relationship of camera angles, movements, framing, lighting, audio and purpose for an audience and depth of composition.

Student Objectives:

Students will be able to:
1. Explain the impact of video on society and assess the impact of film in a diverse global society.
2. Formulate and gain proficiencies in the creation of film and the manipulation of varied file types.

3. Formulate and gain proficiencies in basic camera system functions.
4. Formulate and access useful information on the Internet as a research tool.
5. Evaluate respectful, responsible inclusive and ethical behaviors in the digital world.
6. Summarize and use various input technologies to enter and manipulate video and audio.
7. Contrast and identify the types of angles and learn how to exploit scale, distance, position and their relationships in the video world.
8. Innovate, use, analyze techniques to create digital media.
9. *Analyze, develop and test programs created by other artists and understand how to overcome common shooting mistakes and understand how to conduct a safe, courteous shoot.*
10. *Support and use intellectual property laws, copyright laws and ethical practices when creating web/digital communications.*
11. *Appreciate the career paths available in video production.*

Alignment	Montana Standards for Career and Vocational	National Standards for Business Education	Havre Public Schools Technology Curriculum
Unit 1. About Video	M1-II-III M3-II, III	III. 1-17: VI. 1-5, 7-12	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 2. Getting Started	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 3. Video Communication	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 4. Video Space	M3-II, M4-II	1-4 VI 1-5, 7: VII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 5. Video Time	M3-II, M4-II	VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 6. Video Composition	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 7. Video Language	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 8. Video Sound	M3-II, M4-II	VI 1-5, 7: VII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 10. Program Creation	M3-II, M4-II	VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04

Unit 12. Camera Systems	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 13. Camera Operations	M3-II, M4-II	IV. 1-7: VI 1-5, 7: VII 1-4, VIII 1-14	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 15. Lighting Design	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 17. Recording Audio	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
Unit 20. Editing Operation	M3-II, M4-II	VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	10.02-10.04, 11.01-11.04 12.01-12.04
		VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	
		VI 1-5, 7: VII 1-4 VIII 1-14, XVIII 1-4	

Pacing:

    A. Unit 1: About Video
        a. Video Talents and Jobs
        b. Video Communication
        c. The Construction of Video Programs and Phases of Video Production
    B. Unit 2: Getting Started
        a. Equipment Basics and Camera Operation
        b. The Shooting Session
        c. Postproduction
    C. Unit 3: Video Communication
        a. The Video World
        b. Video Constructions: The Role of Composition and the Power of Sound
        c. Video Organization and Video Language
    D. Unit 4: Video Space
        a. The Frame
        b. Second Law of Video Space – Video Dimensions

Timeline:

Unit 1: About Video…….………	½ week to cover
Unit 2: Getting Started……….…	½ week to cover
Unit 3: Video Communication.…	1 week to cover
Unit 4: Video Space……….……	1 week to cover
Unit 5: Video Time……….…….	1 week to cover
Unit 6: Video Composition……..	1 week to cover
Unit 7: Video Language……..…..	½ week to cover
Unit 8: Video Sound…………...	½ week to cover
Unit 9: Project Development…..	2 weeks to cover
Unit 10: Program Creation……...	2 weeks to cover
Unit 12: Camera Systems………	1 week to cover
Unit 13: Camera Operation……..	1 week to cover
Unit 15: Lighting Design…..……	1 week to cover
Unit 17: Recording Audio………	1 week to cover
Unit 20: Editing Operations…….	2 weeks to cover

Career and Technical Education Pathway Articulation

Montana Career Pathway	Cluster
A/V Technology and Film Career Pathway Cluster	Cluster Course: 11051 Media Productions I and II

Montana Content Standards

Career and Vocational/Technical Education Content Standard 1
M1
Students experience various career opportunities and assess personal career pathways.

Rationale - rewarding careers and productive employment are built through exploration and an understanding of career choices.

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III (concentrators)
1. describe and demonstrate the importance of goal setting and career planning.	1. explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.	1. develop evaluate, and modify personal career plans.
2. explore and investigate career opportunities.	2. utilize local resources to research career plans.	2. experience an internship, job shadow, or work experience related to their career plan.
3. describe various lifetime roles (e.g., friend, student, leader, worker, family member).	3. recognize the interrelationships of family, community career, and leisure roles.	3. evaluate career choices and the effect on family and lifestyle.

Career and Vocational/Technical Education Content Standard 2
M2
Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).
Rationale - Students must be able to manage workplace resources in order to become successful members of society.

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III (concentrators)
1. use basic monetary skills, practice maintaining basic financial records.	1. prepare a budget and keep financial records.	1. prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records.
2. follow detailed instructions and complete assignment (e.g., project/time management).	2. prioritize, allocate time, prepare and follow schedule to complete a project.	2. select, design, complete and evaluate a project (e.g., manage multiple facets of a project)(
3. recognize time constraints (e.g., personal time).	3. apply appropriate time to task.	3. manage multiple priorities and assess effectiveness of outcomes (school, work, family).
4. recognize limitations on physical resources.	4. use physical resources wisely to accomplish a goal.	4. evaluate the use of physical resources.

Career and Vocational/Technical Education Content Standard 3
M3
Students acquire and utilize personal and leadership skills to become successful, productive citizens.

The development of positive personal qualities and leadership is a vital component in career success. This development can be achieved through a variety of methods, which may include Career and Technical Student Organizations.

Benchmark I	Benchmark II	Benchmark III
(by the end of 8th grade)	(grades 9-12)	(concentrators)
1. serve as a positive role model by following the rules, regulations, and policies of the school community.	1. demonstrate active leadership skills by participation in group activities and projects.	1. assume a leadership role (e.g., team leader, CTSO officer, committee chair).
2. identify personal and work ethics.	2. demonstrate positive personal and work ethics.	2. evaluate, compare and contrast positive personal and work ethics.
3. recognize characteristics of good citizenship.	3. demonstrate skills to be a productive citizen.	3. implement and evaluate a successful, productive citizenship activity (i.e., community service project.
4. identify methods that can increase a person's self-esteem.	4. apply self-esteem building practices.	4. select methods to constructively build esteem in others as well as self.
5. observe and recognize diversity.	5. demonstrate appreciation for diverse perspective needs and characteristics.	5. respect differences and works well with individuals from diverse backgrounds and philosophies.
6. describe several methods of communication.	6. practice several methods of effective communication.	6. utilize multiple communication methods to complete a class project.

Career and Vocational/Technical Education Content Standard 4
M4
Students acquire and demonstrate current technical skills leading to an occupation.
Rationale: In today's technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

Benchmark I	Benchmark II	Benchmark III
(by the end of 8th grade)	(grades 9-12)	(concentrators)
1. identify appropriate technical skills required for selected occupation.	1. practice technical skills and procedures required for an occupation.	1. master the technical skills required for an entry level job or advanced training.
2. practice safe and appropriate use of technology.	2. practice safe and appropriate use of technology.	2. practice safe and appropriate use of technology.
3. identify and use the appropriate tools and equipment for the task.	3. select the appropriate tools, equipment, and procedures for the task.	3. master of tools and equipment needed for an entry level job or advanced training.

4. identify and demonstrate appropriate care of technological tools.	4. manage and maintain technological tools and follow troubleshooting protocol.	4. manage and maintain technological systems and follow troubleshooting protocol.
5. follow basic technical instruction.	5. apply technical information to a variety of sources.	5. adapt technical information generated from a variety of technical sources.

Career and Vocational/Technical Education Content Standard 5
M5
Students acquire and demonstrate current technical skills leading to an occupation.
Rationale: In today's technology-driven society, students must be able to use tools, materials and processes to improve task completion and transfer technical skills within a variety of workplace settings.

Benchmark I (by the end of 8th grade)	Benchmark II (grades 9-12)	Benchmark III (concentrators)
1. apply academic and technical skills to a class project. 2. identify the concepts of entrepreneurship. 3. describe how decisions affect self and others. 4. use acceptable industry standard equipment in a school setting.	1. practice and demonstrate academic and technical skills to a workplace setting 2. apply the concepts of entrepreneurship. 3. identify possible outcomes and consequences of decisions. 4. use acceptable industry standard equipment in a school setting.	1. transfer academic an technical skills to the level of industry standards. 2. evaluate and/or design components of a business plan. 3. demonstrate decision-making and problem-solving skills. 4. use acceptable industry standard equipment in a school setting.

National Standards for Business Education

III: Digital Citizenship
Achievement Standard: Demonstrate respectful, responsible, inclusive, and ethical behavior in the digital world.
Level 1-2 Performance Expectations
1. Identify and explore basic privacy issues associated with technology.
2. Explore the risks and dangers of sharing personal information in a digital world (digital footprint, cyberbullying, cyberstalking, identity theft).
3. Explore the possibilities and periods of digital communications.
4. Discuss and apply Internet safety practices.
5. Identify how social media is used to learn across the curriculum
6. Explore how technology can be used to address bias and create more inclusive communities.

7. Discuss basic issues related to responsible use of technology and describe personal or legal consequences of inappropriate use.
8. Demonstrate respectful and responsible use and creation of media and technology.
9. Demonstrate the appropriate and legal use of intellectual property.
10. Demonstrate legal, inclusive, and ethical behaviors when using information technology.
11. Identify aspects of global connectivity and its implications.
12. Demonstrate appropriate etiquette when using information technologies.
13. Discuss the process of safely buying and selling online.
14. Review acceptable use policies for legal and ethical use of information.

Level 3-4 Performance Expectations
15. Recognize the importance of one's digital footprint and manage it professionally.
16. Recognize responsible use of digital commerce.
17. Recognize how information technology contributes to lifelong learning.

IV: Device and Components
Achievement Standard: Describe current and emerging devices and component.

Level 1: Performance Expectations
1. Identify devices appropriate for specific tasks.
2. Identify the components of devices.
3. Connect needed external components.
4. Evaluate the capabilities and limitations of devices for user needs.
5. Explain the purpose, operation, and care of devices and components.
6. Identify the examples of emerging technologies.
7. Identify storage options

Level 2: Performance Expectations
8. Describe interrelationships between device components and supportive applications.
9. Troubleshoot and diagnose applications and devices using appropriate resources.
10. Evaluate devices and features to make sound consumer decisions.
11. Compare and contrast various storage devices.

VI: Input Technologies
Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

Level 1: Performance Expectations
1. Develop proper input techniques.
2. Identify appropriate input technology for various tasks.
3. Describe ergonomic issues related to input technologies.

Level 2-4: Performance Expectations

4. Select appropriate input technology to optimize performance.
5. Apply a variety of input technologies to maximize productivity.
6. Use a variety of input technologies to optimize academic and workplace performance.
7. Create media using a variety of input technologies.

VII: Digital Media
Achievement Standard: Use, analyze, and create digital media.

Level 1-2 Performance Expectations
1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Explore the impact of digital media on society.
6. Troubleshoot digital media applications.
7. Create digital media projects collaboratively.
8. Use elements of digital and visual literacy appropriately.

Level 3-4: Performance Expectations.
9. Interpret, analyze, and determine meaning for digital media productions.
10. Create an original high-end, professional quality media production.
11. Analyze the societal impacts of digital media.
12. Analyze and select appropriate digital media formats and properties, (e.g., plug-ins, codecs, compression).
13. Analyze digital media delivery tools and their effect on business functions.
14. Evaluate and configure digital media delivery system solutions (e.g., streaming media servers, custom authored media, open media-sharing solutions).

XVIII: Information Technology Careers
Achievement Standard: Explore career opportunities in information technology.

Level 1-2 Performance Expectations
1. Identify information technologies commonly used in all careers.
2. Discuss the impact of information technology on all careers.
3. Identify common tasks performed in information technology careers.
4. Identify and explore career opportunities in information technology.

Havre Public Schools Technology Curriculum

TENTH GRADE Student Learner Goals
10.02 –Students will collaborate and communicate globally in a digital environment
1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects

a) Students will experience online communication tools with teacher assistance

b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)

2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others

a) Students will discuss and follow the district's student acceptable use policy

b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection

c) Students will discuss responsible use of digital media and explain possible consequences of misuse

d) Students will collaborate and communicate legally, ethically, safely, and responsibly

3. Students will synthesize and communicate the results of research and learning with others using various digital tools

a) Students will observe and discuss digital presentations

4. Students will use technology that supports collaboration, learning, and productivity in a global environment

a) Students will compare collaborative digital tools

b) Students will select the appropriate tool for collaborating with others

c) Students will participate in a global learning collaboration by communicating with others outside the classroom

10.03 –Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes

a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose

b) Students will develop a timeline for a project

c) Students will gather and discuss available materials, resources, and digital tools

d) Students will select at least two digital tools for use in the project

e) Students will create a project by presenting ideas through at least two mediums to suit audience and purpose

2. Students will evaluate and employ a variety of digital tools to effectively produce an original work

a) Students will define a task, consider approaches to the task, and select the approach that will suit audience and purpose

b) Students will develop a timeline for a project

c) Students will gather and consider available materials, resources, and digital tools

d) Students will select at least two digital tools for use in the original work

e) Students will create an original work by combining at least two mediums

3. Students will use models and simulations to identify trends, predict outcomes, and investigate information

a) Students will evaluate benefits and limitations of models and simulations

b) Students will evaluate the usefulness of a model/simulation for analyzing a given task

c) Students will use model/simulation to investigate a given task

d) Students will discuss results of the investigation

4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media

a) Students will explore the various legal protections for digital works

b) Students will choose an appropriate legal protection

c) Students will apply chosen legal protection to students' original works with guidance

d) Students will follow copyright and intellectual property regulations

e) Students will cite sources appropriately

5. Students will use digital tools and skills to construct new personal understandings

a) Students will define and clarify the limitations of various media resources of the Fair Use Guidelines of the US Copyright Law as it pertains to student projects

b) Students will compare and contrast student options and choices regarding copyright of digital media

10.04 – Students will possess a functional understanding of technology concepts and operations.

1. Students will apply and refine the skills needed to communicate information using processing technologies

a) Students will click on icons, buttons and menus to produce a desired outcome

b) Students will locate and correctly use parts of various digital devices

c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)

2. Students will use appropriate terminology when communicating about current technology3. Students will use existing knowledge to explore and implement new technologies as appropriate

ELEVENTH GRADE Student Learner Goals

11.01 – Students will use digital tools and resources for problem solving and decision-making.

1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions

a) Students will discuss a problem from multiple perspectives

b) Students will investigate using multiple approaches with digital tools

c) Students will propose alternative solutions

2. Students will collect relevant data and information on a subject from a variety of digital resources

a) Students will compare and contrast options for digital resources

b) Students will use a variety of digital resources

c) Students will collect data and/or information on a specific subject

3. Students will select from an array of digital tools to organize and analyze data from a variety of resources

a) Students will select and use a variety of appropriate digital tools

b) Students will compare and contrast options for organizing and analyzing using digital tools

4. Students will evaluate and synthesize data and information
   a) Students will compare/contrast data/information for relevance and logic
   b) Students will analyze data using digital tools
   c) Students will compare/contrast results of analysis for relevance and logic
   d) Students will compare/contrast a variety of possible solutions and make recommendation

5. Students will share data and information ethically and appropriately cite sources
   a) Students will present solutions in an ethical manner, with guidance
   b) Students will cite sources with appropriate formatting
   c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

11.02 –Students will collaborate and communicate globally in a digital environment

1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
   a) Students will experience online communication tools with teacher assistance
   b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)

2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others
   a) Students will discuss and follow the district's student acceptable use policy
   b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
   c) Students will discuss responsible use of digital media and explain possible consequences of misused) Students will collaborate and communicate legally, ethically, safely, and responsibly

3. Students will synthesize and communicate the results of research and learning with others using various digital tools
   a) Students will observe and discuss digital presentations4. Students will use technology that supports collaboration, learning, and productivity in a global environment
   a) Students will evaluate collaborative digital tools
   b) Students will select tools for collaborating with others to suit audience and purpose
   c) Students will participate in a global learning collaboration by communicating with others outside the classroom

11.03 –Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes

a) Students will define a task, evaluate multiple approaches and select an appropriate approach to suit audience and purpose

b) Students will develop a timeline for a project

c) Students will gather materials, resources

d) Students will consider various combinations of media

e) Students will select the most appropriate combination for the task

f) Students will create a project by presenting ideas through at least two mediums to suit audience and purpose

2. Students will evaluate and employ a variety of digital tools to effectively produce an original work

a) Students will define a task, evaluate multiple approaches to the task, and select the approach that will suit audience and purpose

b) Students will develop a timeline for a project

c) Students will gather materials and resources and engage prior knowledge of tools available

d) Students will consider various combinations of media and select the most appropriate combination for the original work

e) Students will create an original work by combining multiple digital tools to best suit intended result

3. Students will use models and simulations to identify trends, predict outcomes, and investigate information

a) Students will determine whether using a model/simulation would be beneficial in evaluating a situation

b) Students will justify the use of a model/simulation for evaluating a situation

c) Students will evaluate available models/simulations and select the best tool for analyzing a situation

d) Students will use model/simulation to identify trends, predict outcomes, and investigate information

e) Students will evaluate results of model/simulation in terms of benefits and limitations of the model/simulation

4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media

a) Students will compare/contrast the various legal protections for digital works

b) Students will explain the use of chosen appropriate legal protection

c) Students will apply chosen legal protection to students' original works

d) Students will follow copyright and intellectual property regulations

e) Students will cite sources appropriately

5. Students will use digital tools and skills to construct new personal understandings

a) Students will evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools)

b) Students will demonstrate ability to work effectively with diverse teams

c) Students will assume shared responsibility for collaborative work while using digital tools

d) Students will develop a new personal understanding individually and collaboratively using digital tools

11.04 –Students will possess a functional understanding of technology concepts and operations.

 1. Students will apply and refine the skills needed to communicate information using processing technologies

  a) Students will click on icons, buttons and menus to produce a desired outcome

  b) Students will locate and correctly use parts of various digital devices

  c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)

 2. Students will use appropriate terminology when communicating about current technology3. Students will transfer current knowledge to learning about new technologies as appropriate

TWELFTH GRADE Student Learner Goals

12.01 –Students will use digital tools and resources for problem solving and decision-making.

 1. Students will use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions

  a) Students will discuss a problem from multiple perspectives

  b) Students will investigate using multiple approaches with digital tools

  c) Students will critique alternative solutions

  d) Students will justify selected solutions

 2. Students will collect relevant data and information on a subject from a variety of digital resources

  a) Students will critique options for digital resources

  b) Students will use a variety of digital resources

  c) Students will collect data and/or information on a specific subject

 3. Students will select from an array of digital tools to organize and analyze data from a variety of resources

  a) Students will select and use a variety of appropriate digital tools

  b) Students will compare and contrast options for organizing and analyzing using digital tools

 4. Students will evaluate and synthesize data and information

  a) Students will critique data/information for relevance and logic

  b) Students will analyze data using digital tools

  c) Students will critique results of analysis for relevance and logic

  d) Students will critique possible solutions and justify chosen solution

 5. Students will share data and information ethically and appropriately cite sources

  a) Students will present solutions in an ethical manner, with guidance

  b) Students will cite sources with appropriate formatting

  c) Students will apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance

12.02 –Students will collaborate and communicate globally in a digital environment

 1. Students will evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects

a) Students will experience online communication tools with teacher assistance
b) Students will participate in whole class online collaboration projects (writing projects, class-to-class, and author communication)

2. Students will use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others
   a) Students will discuss and follow the district's student acceptable use policy
   b) Students will discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection
   c) Students will discuss responsible use of digital media and explain possible consequences of misused) Students will collaborate and communicate legally, ethically, safely, and responsibly

3. Students will synthesize and communicate the results of research and learning with others using various digital tools
   a) Students will observe and discuss digital presentations

4. Students will apply technology that supports collaboration, learning, and productivity in a global environment
   a) Students will evaluate collaborative digital tools
   b) Students will select tools for collaborating with others to suit audience and purpose
   c) Students will plan and implement a global collaborative project using digital tools

12.03 –Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge, and develop products and processes

1. Students will develop projects combining multiple digital tools to suit a variety of audiences and purposes
   a) Students will define a task, critique multiple approaches and justify the best approach to suit audience and purpose
   b) Students will develop a timeline for a project
   c) Students will gather materials, resources
   d) Students will engage prior knowledge of tools available
   e) Students will critique various combinations of media
   f) Students will justify the most appropriate combination for the task
   g) Students will tailor a project by combining multiple digital tools to best suit the audience and purpose

2. Students will evaluate and employ a variety of digital tools to effectively produce an original work
   a) Students will define a task, critique multiple approaches to the task and justify the best approach to suit intended result
   b) Students will develop a timeline for a project
   c) Students will gather materials and resources and engage prior knowledge of tools available
   d) Students will critique and justify the various combinations of media
   e) Students will create an original work by combining multiple digital tools to best suit intended result

3. Students will use models and simulations to identify trends, predict outcomes, and investigate information
   - a) Students will determine whether using a model/simulation would be beneficial in evaluating a situation
   - b) Students will justify the use of a model/simulation for evaluating a situation
   - c) Students will critique available models/simulations and select the best tool for analyzing a situation
   - d) Students will critique results of model/simulation in terms of benefits and limitations of the model/simulation
   - e) Students will justify the usefulness of a particular model/simulation based on the results of the analysis
4. Students will evaluate legal protections for intellectual property and apply that understanding to personally created digital media
   - a) Students will critique the various legal protections for digital works
   - b) Students will justify the use of chosen appropriate legal protection
   - c) Students will apply chosen legal protection to students' original works
   - d) Students will follow copyright and intellectual property regulations
   - e) Students will cite sources appropriately
5. Students will use digital tools and skills to construct new personal understandings
   - a) Students will evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools)
   - b) Students will demonstrate ability to work effectively with diverse teams
   - c) Students will assume shared responsibility for collaborative work while using digital tools
   - d) Students will develop a new personal understanding individually and collaboratively using digital tools

12.04 –Students will possess a functional understanding of technology concepts and operations.
1. Students will apply and refine the skills needed to communicate information using processing technologies
   - a) Students will click on icons, buttons and menus to produce a desired outcome
   - b) Students will locate and correctly use parts of various digital devices
   - c) Students will effectively use operating systems and user interfaces (file management, settings, control panel, etc.)
2. Students will use appropriate terminology when communicating about current technology
3. Students will transfer current knowledge to learning about new technologies as appropriate

<u>Resources:</u>

Havre Public Schools Technology Curriculum
     [HPS Technology Curriculum](#)

Montana Standards for Career and Vocational Technical Education Content Standards
     [OPI Career Tech Standards](#)

National Business Education Association (NBEA) Curriculum Standards
     [NBEA Curriculum Standards](#)

Common Career Technical Core (CCTC).
     [Career Tech](#)

Montana Career Pathways
     [Montana Career Pathways](#)

Flathead International CinemaFest
     [Flathead International Cinema](#)