iCEV Technology Applications 8th Grade

Knowledge and Skill Statement	Student Expectation	Breakout	Narrative/Activity	Type of Citation (New Content/New Citation)	Lesson Title	Location
				iCEV Citation		
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem‑solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) analyze the patterns and sequences found in pseudocode and identify its variables;	(ii) identify its [pseudocode] variables	Narrative	New Content	Fundamentals of Computational Thinking	Student Handout- Algorithms & Pseudocode
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem‑solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) analyze the patterns and sequences found in pseudocode and identify its variables;	(ii) identify its [pseudocode] variables	Activity	New Content	Fundamentals of Computational Thinking	Project-Dance and Sports Play Pseudocode
(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:	(A) construct named variables with multiple data types and perform operations on their values;	(i) construct named variables with multiple data types	Activity	New Content	Fundamentals of Programming	Project-Code Your Own Career Path
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) adhere to local acceptable use policy (AUP) and practice and advocate for safe, ethical, and positive online behaviors;	(i) adhere to local acceptable use policy (AUP)	Narrative	New Content	Fundamentals of Digital Citizenship: Ethics and Laws	Slide 25
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) adhere to local acceptable use policy (AUP) and practice and advocate for safe, ethical, and positive online behaviors;	(i) adhere to local acceptable use policy (AUP)	Activity	New Content	Fundamentals of Digital Citizenship: Ethics and Laws	Activity- Ethical and Unethical Comparison Bell Ringer/Exit Ticket
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(C) create citations and cite sources for a variety of digital forms of intellectual property; and	(i) create citations for a variety of digital forms of intellectual property	Activity	New Content	Online Researching Tips	Activity- Cited!
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(C) create citations and cite sources for a variety of digital forms of intellectual property; and	(ii) cite sources for a variety of digital forms of intellectual property	Activity	New Content	Online Researching Tips	Activity- Cited!
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(i) share feedback on files in various formats, including text	Activity	New Content	Tech Apps Challenge: Public Service Announcement	Project- Public Service Announcement
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(ii) share feedback on files in various formats, including raster and vector graphics	Narrative	New Content	Fundamentals of Graphic Design	Student Handout- Seeking & Providing Creative Feedback in Graphic Design
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(iii) share feedback on files in various formats, including video	Narrative	New Content	Fundamentals of Video Production	Student Handout- Seeking & Providing Creative Feedback in Video Production
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(iii) share feedback on files in various formats, including video	Activity	New Content	Tech Apps Challenge: 100 Years of Career Documentary	Project-100 Years of Careers Documentary
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(iv) share feedback on files in various formats, audio files	Narrative	New Content	Fundamentals of Audio Production	Student Handout- Seeking & Providing Creative Feedback in Audio Production
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(vi) seek feedback on files in various formats, including raster and vector graphics	Narrative	New Content	Fundamentals of Graphic Design	Student Handout- Seeking & Providing Creative Feedback in Graphic Design
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(vii) seek feedback on files in various formats, including video	Narrative	New Content	Fundamentals of Video Production	Student Handout- Seeking & Providing Creative Feedback in Video Production
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to:	(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	(viii) seek feedback on files in various formats, audio files	Narrative	New Content	Fundamentals of Audio Production	Student Handout- Seeking & Providing Creative Feedback in Audio Production

			iCEV Citation			
Knowledge and Skill Statement	Student Expectation	Breakout	Narrative/Activity	Type of Citation (New Content/New Citation)	Lesson Title	Location
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	(D) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	(i) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques	Activity	New Content	Fundamentals of Keyboarding	Activity- Keyboarding Drill 1

Algorithms & Pseudocode

Algorithms

Algorithms help us talk about ways to solve problems. An algorithm needs to be very clear and the words used must help solve the problem.

In a way, an algorithm also describes how to do something. An algorithm for baking a batch of cookies could look like this:

1. Set oven to warm up
2. Mix the ingredients
3. Place baking paper on baking tray
4. Split mix into portions
5. Place each portion on tray, a little bit apart
6. Bake in oven
7. Take out of oven
8. Turn off oven
9. Let cookies cool on rack
10. Eat the cookies

What kind of cookie is this? We do not know. An algorithm on its own does not actually do anything, just like talking about baking cookies is not the same as baking cookies. The cookie baking algorithm does not talk about a flavor or flour– it could be about sugar cookies or chocolate chip cookies. What it really does is talk about "any cookie".

Pseudocode

Pseudocode is a way of showing algorithms or processes. Pseudocode is used in many places, so it is important to know how to read and understand it, but also to how it is created.

Programmers often use pseudocode to plan out their programs before coding them. Pseudocode is simply a regular language describing what is happening in a program.

The cookie baking algorithm was actually written in pseudocode. Here is another example, for checking the mailbox at home:

```
# Check mailbox
WHILE (mailbox not empty)
        Grab mail;
# All done!
```

The word 'pseudo' means 'fake', so pseudocode means fake-code. When practicing writing pseudocode, have someone else try and read it, then have them tell you what they think it means. This is how you make sure you did not skip something which is obvious to you but not the other person.

Algorithms & Pseudocode

Much like an architect creates blueprints to build a structure, programmers use pseudocode as their blueprints.

If you were to build a home, you would not simply start to hammer nails into boards.

First, you must design and create the blueprints. Then you would review and approve the designs so everyone fully understands what is to be made. Similarly, the programmer's pseudocode will be reviewed and approved prior to creating the program.

Each element of the program is first written down and fully explains how the program will react to the information sent. When planning the program, you will need to ask the right questions. Asking questions allows you to fully understand the program's intention and how it will react.

As you create your pseudocode, you will be starting out simple, then expand into complexity as questions are answered. This is why it is very important to get all the concepts down, before moving forward. If you miss the basics, you will be lost in the more complex coding.

When writing pseudocode, variables are used to represent data which can be manipulated or referenced in an algorithm. Variables are essential for performing operations, storing values, and making decisions. In pseudocode, variables are typically declared using a name and sometimes an initial value. Here are some common examples of pseudocode variables:

- Integer variables:
  - num, count, age, index
- Floating point variables:
  - temperature, price, average
- String variables:
  - name, message, inputString
- Boolean variables:
  - isFound, isFinished, isValid
- Array variables:
  - arr, list, data
- Character variables:
  - ch, letter, symbol
- Constant variables (often written in uppercase due to being unchangeable):
  - CONSTANT_VALUE, MAX_SIZE

When the pseudocode is written, it can be given to a programmer to create the desired program, regardless of the language he or she is writing.

Dance & Sports Play Pseudocode

Project Overview:
You have been tasked with utilizing computational thinking to write an algorithm to design a dance or a sports play pseudocode.

Directions:

1. Your instructor will divide the class into groups of two or three.

2. In your group, think about the following task and use computational thinking to create a pseudocode.
   Today we are going to put on our dancing shoes or pick up our coaching playbook. Your task is to visually represent a simple dance or a sports play of your choice. Create an pseudocode, which provides step-by-step instructions, on how to do the dance or sports play. Then, be sure to use symbols, arrows and color codes which will make sense to people following the code so they can pick it up quickly. Finally, once completed you will need to pass your pseudocode to a different group to see if they can follow it and maybe even enact it. Take their feedback on board and adjust as needed.

3. Use the information provided as you work through the computational thinking process to plan and develop a pseudocode which will give instructions to do a dance or sports play.

4. Submit both the documents and the completed pages according to your instructor's direction.

Step 1: Decomposition
- Identify the dance or sports play your group would like to represent.

- Identify the components of the dance or sports play movement. (Example: feet, hand and arm movement)

- Identify individual moves or steps. (Example: two steps to right)

Dance & Sports Play Pseudocode

Step 2: Pattern Recognition
Find and identify patterns in the process of creating a dance or sport play pseudocode

- Are there steps repeated in the dance or sports play, if what are they? (Example: two steps to the right, then left, return and repeat)

- Are all components of a dance or sports play done at the same time? List the specifics of when to complete the move. (Example: after the ball is passed to the right, move left)

- What are the variables in the pseudocode created? Identify at least three different variables.

Step 3: Abstraction
Abstraction is the process of ignoring specific details from a pattern which are not relevant to the problem.

- What can you leave out from the dance or sports play? What are unnecessary steps on the list of moves?

- How many times can you "mess up" and still reach the goal of the dance or sports play. (Example: do I have to wave my hands in the air? Will this cause the dance to not be what it is designed to be?)

Dance & Sports Play Pseudocode

Step 4: Algorithmic Design

A good pseudocode is clear and concise, and if followed exactly, the problem will always be solved.

Example: How to make tea
1. Put a teabag in a cup.
2. Boil enough water to fill the cup.
3. Carefully pour the boiling water into the cup leaving 5cm of the cup unfilled.
4. Leave for 2 minutes.
5. Remove teabag from the cup.
6. Add milk and sugar to your taste.
7. Take a spoon and stir the tea for 5 seconds.

If the pseudocode is detailed and accurate enough someone who has never made a cup of tea before should be able to follow the steps and solve the problem.

- Write step by step instructions on how to complete the dance or sports play.

Step 5: Debugging

Give your pseudocode to another group and ask them to test the pseudocode to ensure you did not miss any steps. This may look like actually doing the dance or sports play.

- Did you miss any steps? If so what were they?

- Add all missing steps to your pseudocode.

Dance & Sports Play Pseudocode

Rubric

Description	Possible Points	Your Score
Research & Organization: • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner	35	
Concept & Understanding: • Understanding of the concept is clearly evident • Effective strategies were used to achieve the end product • Logical thinking was utilized to arrive at the conclusion	35	
Creativity/Craftmanship: • End product is unique and reflects the student's or group's individuality • End product is clearly high quality	15	
Production/Effort: • Class time provided for the project was used efficiently • Time and effort are evident in the execution of the end product	15	
Total Points	100	

Additional Comments:

Code Your Own Career Path

Project Overview:
You will create an animated game for career choice options using nested loops and custom variables.

Directions:

1. You will brainstorm different career options to use in your game, using no less than five options.

2. Your game should include custom variables for your character's starting position. Label the variable "startingposition".

3. Using the coding program selected by your instructor, create or select an existing sprite (character), background and other elements you would like to include in your game.

4. Fill out the game planning sections. Consider what your obstacles and choice scenes are going to be and what your options are for moving your sprite in the game. Ensure as you are coding, you plan on using a nested loop within your game and construct at least three named variables using a variety of data types.

5. Ensure your sprite has different outcomes as it chooses the pathways. For example, if your sprite chooses not to go to college after high school, what career options are available.

6. Manipulate your code to make it efficient through proper loop use and variable manipulation.

7. Ensure your game has no less than five career options.

8. When complete, submit your work as directed by your instructor.

Code Your Own Career Path

Careers selected for game:

Obstacles and choices for career pathways:

Characters in game:

Moves planned: (ex. jumping, climbing, ducking)

Does your game meet these requirements:
- Five career options
- Obstacles and choices
- Contains nested loops
- Has one custom variable
- Contains at least three named variables in a variety of data types

Code Your Own Career Path

Rubric

Description	Possible Points	Your Score
Research & Organization: • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner	35	
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Total Points	100	

Additional Comments:

Acceptable Use Policy (AUP)

- Defines guidelines for acceptable conduct and behaviors for online users to foster a safe, ethical and positive environment
- Guideline examples to adhere to include:
  - ethical behavior
  - cyberbullying
  - privacy and security
- Can be implemented by independent organizations, AUP examples include:
  - local school district's technology policy
  - social platform

Ethical & Unethical Comparison Bell Ringer/Exit Ticket

Activity Overview:
You will list ways individuals use the internet ethically and unethically.

Directions:

1. In the T-chart, list ways individuals use the internet ethically and unethically. List three to five examples in each category.

2. Select one example from each category.

3. For the unethical example, describe a law or regulation which prohibits this action or would eliminate the action from occurring.

4. For the ethical example, write a guideline which could be listed in an Acceptable Use Policy which encourages this example as an acceptable behavior.

5. In three to five sentences, describe the importance for adhering to laws and regulations, such as an Acceptable Use Policy.

6. Turn your assignment into your instructor when you are finished.

Ethical & Unethical Comparison Bell Ringer/Exit Ticket

Ethical	Unethical

Describe the importance for adhering to laws and regulations, such as an Acceptable Use Policy.

Cited!

Activity Overview:
You will practice citing different forms of digital media to provide appropriate attribution and not infringe upon intellectual property.

Directions:

1. Locate five different forms of digital media which could be used in developing a research article focusing on "Technology Use by Middle School Students." Remember forms of digital media can include a variety of media such as photographs, graphs, scholarly articles, blogs, videos and more.

2. Evaluate each of the items you have chosen and create a citation for each which could be used in a works cited for the article.

3. Discuss with a partner the items you selected and how you cited each.

4. Follow the instructor's directions to turn in the citations.

Public Service Announcement

Project Overview:
You have been challenged to create a Public Service Announcement, PSA, encouraging students to monitor their digital footprint and provide tips for success.

Directions:

1. Utilize the checklist provided as you create your PSA based on the steps and criteria below.

2. Identify tips for monitoring digital footprints to be the focus of your PSA.

3. Begin outlining the layout of your PSA. Consider the content which needs to be covered and how you would like the information displayed. A PSA is a message in the public's interest disseminated by the media, without charge, to raise public awareness and change behavior. Remember, this PSA will provide information about monitoring your digital footprint.

4. Using the internet, library or any other available resource, research digital footprints and related tips. The PSA must include the following:
   - Title (what is the tip regarding)
   - At least three tips about reducing a digital footprint
   - At least three bullets on why each tip is important

5. After researching, begin to build your PSA by using the appropriate design application designated by your instructor. Draft the content of your PSA.

6. After drafting the PSA, in groups of three, review each other's PSA documents. Share your feedback on each group member's document by adding comments in the file. When providing feedback, look for grammar, spelling and punctuation errors. Also, be sure and identify at least one positive aspect, one area of improvement and add at least one comment to another group member's feedback.

7. Once all feedback has been received, reply to comments from your group within the file and come to an agreement on which comments will be accepted in the document.

8. Make any necessary edits and accept feedback given in the comments for edits made.

9. Preview, publish and share your PSA with your instructor.

Suggested Materials or Technology Needed:

- Computer
- Word processing application

Public Service Announcement

Introduction to the PSA Challenge

Define the Problem   **Due Date:**

Identify the digital footprint tip you will share in your PSA.

PSA Research

Complete Research   **Due Date:**

Begin with a powerful, interesting point which is central to the digital footprint topic of choice to draw listeners in. For example, if your PSA is about reducing your digital footprint when traveling, you might start with cybersecurity in hotels.

Choose three facts for your PSA. Focus on the most essential information and keep the text short and easy for viewers to read and understand quickly.

Provide three bullet points on why this tip is important to the listeners/readers

17

Public Service Announcement

PSA Development

Develop the Infographic   **Due Date:**

1. Add a title to your PSA , change the font, style and color of the title.
2. Create a text box and enter the most powerful and interesting fact about your digital footprint tip which will catch your readers attention.
3. Create more text boxes and enter the other information from your research.
4. Complex images can distract readers from what you are trying to communicate. Simple icons illustrate your PSA, while keeping your audience focused on the information.
5. Insert images or section backgrounds to add visual appeal for your reader. Once you have found an icon or image you like, insert it into your PSA.
6. Be careful to choose images which do not distract from the text. Resize images as necessary.

Public Service Announcement

Personal PSA Evaluation

Evaluate the PSA	**Due Date:**

Preview your PSA. Are there any improvements you would like to make to your PSA? If so, what are they? If not, what do you think you did well to not need to make any improvements?

PSA Improvement

Improve the PSA	**Due Date:**

Make any changes deemed necessary to the PSA such as double checking spelling of facts and text on the page and editing out mess-ups or unnecessary information. What improvements did you make to your PSA or if no improvements were made, why?

PSA Submission

Preview and/or Publish the PSA	**Due Date:**

Submit your PSA along with the research page to your instructor.

Public Service Announcement

Rubric

Description	Possible Points	Your Score
Research & Organization: • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner	35	
Concept & Understanding: • Understanding of creating a public service announcement concept is clearly evident • Effective completed and utilized a research documents and outline	35	
Creativity/Craftmanship: • End product is unique and reflects the student's individuality • End product is clearly high quality	15	
Production/Effort: • Class time provided for the project was used efficiently • Time and effort are evident in the execution of the end product	15	
Total Points	100	

Additional Comments:

Seeking & Providing Creative Feedback in Graphic Design

Feedback is a tool used in many fields to improve an end product. Feedback is information, reactions or responses about a product. Comments included in feedback can be positive or negative and serve as a means of communication to provide insight, constructive criticism, praise or suggestions for improvement. Feedback allows creators to understand how their work is perceived by others and how it can be improved upon.

To provide effective feedback, an individual should ensure their language is specific, actionable and respectful. Vague feedback such as "I don't like it" is not helpful, as it does not meet the forementioned criteria. Instead, feedback like "The contrast between the font and background makes it difficult to read" or "The file should be saved as a raster graphic", gives more clear direction for improvement.

If one is not in an environment or professional setting where feedback is required, seeking out this step may be necessary. It is essential to select a reviewer who is qualified and able to provide unbiased and professional commentary in order to receiving worthwhile feedback. When seeking feedback, ensure the appropriate audience and purpose of the created file is identified to the reviewer. For feedback to be successful an individual must be open to receiving the comments and avoid taking it personally. Therefore, it is important to understand the feedback is not a reflection of the creator's worth. Instead, feedback is an opportunity to refine work, resulting in improved products.

Feedback for graphic design files often includes comments on:
- color selection
- font decision and size
- text readability
- cohesion
- resolution
- if the messaging is appropriate for the intended audience

Seeking & Providing Creative Feedback in Graphic Design

Examples of creative feedback for graphic design are included for vector and raster
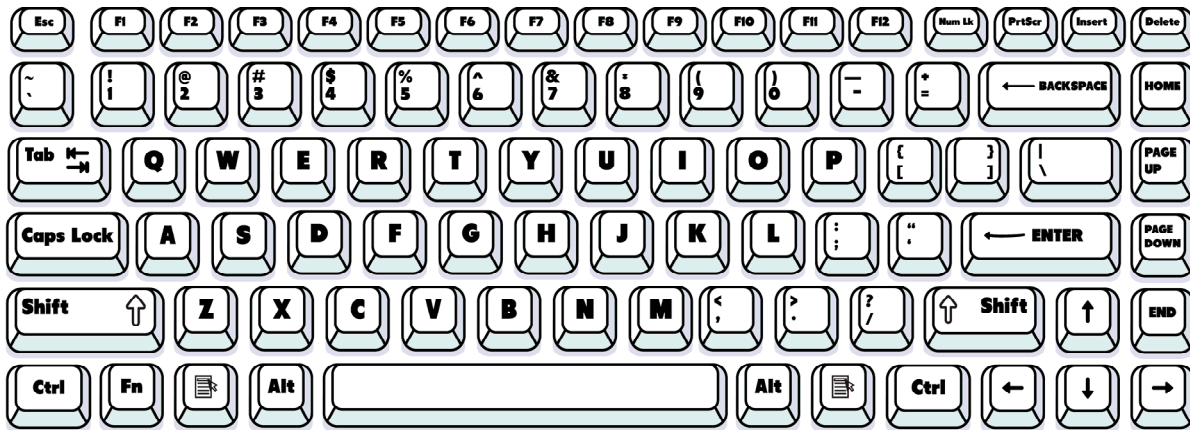
Vector
- Because the font used on the keys is thicker, some letters, symbols or words are difficult to read and a different font choice would be preferrable to increase readability
- The keys are spaced well and the graphic looks symmetrical
- Good use of 3D graphical components for the keys
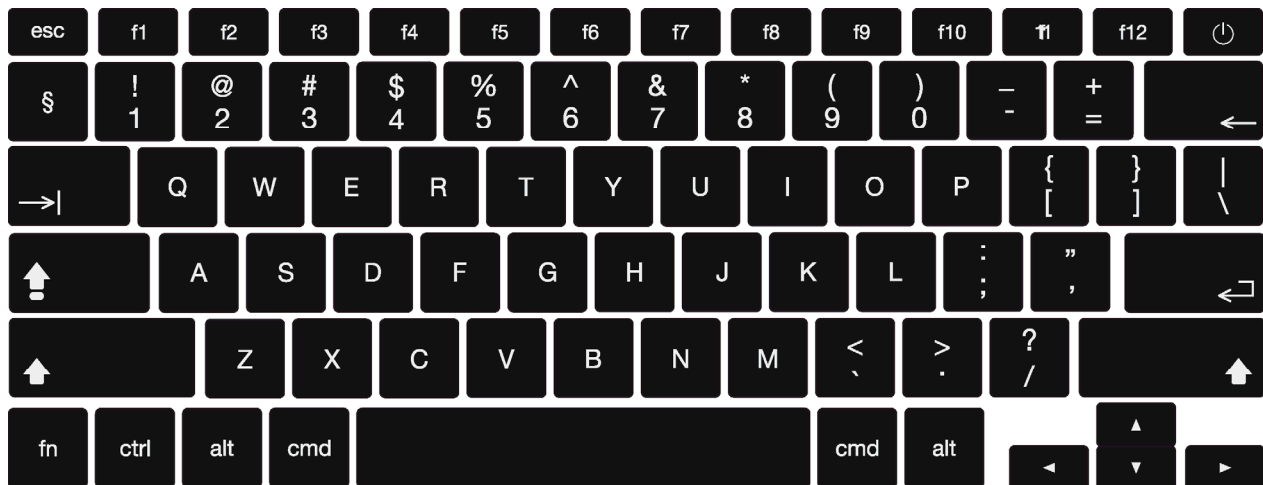
Raster
- Font choice is easily readable and matches the style of real keyboards
- The keys are spaced well and the graphic looks symmetrical
- Black and white color choice provides good contrast
- Graphic is clean and professional appearing

Seeking & Providing Creative Feedback in Video Production

Feedback is a tool used in many fields to improve an end product. Feedback is information, reactions or responses about a product. Comments included in feedback can be positive or negative and serve as a means of communication to provide insight, constructive criticism, praise or suggestions for improvement. Feedback allows creators to understand how their work is perceived by others and how it can be improved upon.

To provide effective feedback, an individual should ensure their language is specific, actionable and respectful. Vague feedback such as "I don't like it" is not helpful, as it does not meet the forementioned criteria. Instead, feedback like "The video clip of the dog in the house should be replaced with a video clip of a dog in the park", gives more clear direction for improvement.

If one is not in an environment or professional setting where feedback is required, seeking out this step may be necessary. It is essential to select a reviewer who is qualified and able to provide unbiased and professional commentary in order to receiving worthwhile feedback. When seeking feedback, ensure the appropriate audience and purpose of the created file is identified to the reviewer. For feedback to be successful an individual must be open to receiving the comments and avoid taking it personally. Therefore, it is important to understand the feedback is not a reflection of the creator's worth. Instead, feedback is an opportunity to refine work, resulting in improved products.

Feedback for video files often includes comments on:
- camera angles
- framing
- resolution of images
- transitions between scenes
- color grading matches desired mood
- effective animations and/or special effects
- aspect ratio
- accessibility (subtitles or closed captioning)
- if the messaging is appropriate for the intended audience

100 Years of Careers Documentary

Project Overview:
You have been challenged to create a documentary about a Career Cluster which interests you by highlighting some of the major changes in the past century.

Directions:

1. Utilize the checklist provided as you create your documentary based on the steps and criteria below.

2. Identify a career cluster you would like your documentary to be focused.

3. Begin outlining the layout of your documentary. Consider the content which needs to be covered and how you would like the story/concept to be played out. Documentary content may include recorded interviews, scripted content or even reenactments. Remember, this documentary will be informative, giving information about how your career cluster of interest has changed over the past 100 years.

4. Using the internet, library or any other available resource, research your career cluster. The documentary must include the following:
   - Introduction of yourself and the career cluster you have chosen to highlight
   - At least three changes which have been made over the past century in your career cluster
   - Description of your career cluster
   - How the changes have benefited the career cluster

5. After researching, adjust the outline of the documentary and begin drafting the content, such as interview questions, scripts or a detailed outline. Make sure to consider the length of the documentary when determining what content should be utilized.

6. Record the documentary using your drafts and research. Do not forget to record an introduction.

7. After recording, edit your content so the episode sounds coherent and does not have too many still screens. Be sure to add intro music to the beginning of the documentary.

8. Pair up with a partner and review each other's documentary. Share your feedback and identify at least one positive aspect and one area of improvement. Implement any necessary edits based on the feedback shared with you.

9. Submit your documentary and script to your instructor.

100 Years of Careers Documentary

Suggested Materials or Technology Needed:

- Computer
- Tripod
- Video camera

- Microphone
- Word processing application
- Video publishing platform

Introduction to the Documentary Challenge

Define the Problem	Due Date:

What is the career cluster you are choosing to highlight?

Documentary Research

Complete Research	Due Date:

Provide at least three changes which have been made over the past century in your career cluster of interest.

Provide three careers in your career cluster which interest you.

How have the changes benefited the career cluster? For example, for the *Education & Training Career Cluster*, you may wish to highlight virtual education as a change and discuss the benefits.

100 Years of Careers Documentary

Documentary Outline Development

Develop an Outline of the Documentary   **Due Date:**

Based on your research, develop an outline of how you will present information in your documentary. Be sure to develop a plan for an introduction of yourself and answer all of the research questions.

Documentary Script Writing

Write a Script   **Due Date:**

Based on your outline, develop a script for your documentary in a word processing application. The script should be able to be read word for word and answer all research questions. Be sure to save the script to submit with your documentary.

100 Years of Careers Documentary

Documentary Recording

Record the Documentary   **Due Date:**

Record your documentary using the necessary technology.

Personal Documentary Evaluation

Evaluate the Documentary   **Due Date:**

Watch your recorded documentary. Are there any improvements you would like to make to your documentary? If so, what are they? If not, what do you think you did well to not need to make any improvements?

Documentary Improvement

Improve the Documentary   **Due Date:**

Make any changes deemed necessary to the documentary such as editing out mess-ups or unnecessary information, adding in music or sound effects. What improvements did you make to your documentary or if no improvements were made, why?

Documentary Submission

Share and/or Publish the Documentary   **Due Date:**

Submit your documentary along with the script used to your instructor.

100 Years of Careers Documentary

Rubric

Description	Possible Points	Your Score
Research & Organization: • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner	35	
Concept & Understanding: • Understanding of creating a documentary concept is clearly evident • Effective completed and utilized a research documents and outline	35	
Creativity/Craftmanship: • End product is unique and reflects the student's individuality • End product is clearly high quality	15	
Production/Effort: • Class time provided for the project was used efficiently • Time and effort are evident in the execution of the end product	15	
Total Points	100	

Additional Comments:

Seeking & Providing Creative Feedback in Audio Production

Feedback is a tool used in many fields to improve an end product. Feedback is information, reactions or responses about a product. Comments included in feedback can be positive or negative and serve as a means of communication to provide insight, constructive criticism, praise or suggestions for improvement. Feedback allows creators to understand how their work is perceived by others and how it can be improved upon.

To provide effective feedback, an individual should ensure their language is specific, actionable and respectful. Vague feedback such as "I don't like it" is not helpful, as it does not meet the forementioned criteria. Instead, feedback like "The audio clip sounds muffled from 0:35-1:09 and should be re-recorded or removed", gives more clear direction for improvement.

If one is not in an environment or professional setting where feedback is required, seeking out this step may be necessary. It is essential to select a reviewer who is qualified and able to provide unbiased and professional commentary in order to receiving worthwhile feedback. When seeking feedback, ensure the appropriate audience and purpose of the created file is identified to the reviewer. For feedback to be successful an individual must be open to receiving the comments and avoid taking it personally. Therefore, it is important to understand the feedback is not a reflection of the creator's worth. Instead, feedback is an opportunity to refine work, resulting in improved products.

Feedback for audio files often includes comments on:
- sound quality including clarity, noise levels, distortion and balance
- delivery, tone and pace of the voice
- if the audio syncs with visuals consider how well the visuals relate to the audio
- if the messaging is appropriate for the intended audience

Keyboarding Drill 1

Activity Overview:
You will practice typing using proper finger placement on the home row while using correct keyboarding posture.

Directions:

1. Using a word processing application, open a new, blank document.

2. Set up the document according to the instructor's directions.

3. On the first three lines of the document, enter your name, date and class period, each on their own line. (See the sample on the following page.)

4. Obtain the typing prompt from your instructor.

5. Start a timer and type out the prompt on your own. Stop the timer once you complete the prompt.

6. Calculate your words per minute (WPM) using the following equation and record it as your "before" time.
   - (number of characters in the prompt including spaces / 5) / time taken in minutes

7. Press enter twice to skip one line and begin typing the following text on the fifth line of your document using the correct finger placement and keyboarding posture. Type the text five times and press the space bar between each series of letters and press the enter key (hard return) when you reach the end of each line.

   ffff aaaa dddd ssss aaaa ffff ssss dddd
   jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
   asdf asdf fdsa fdsa asdf fdsa
   jkl; jkl; ;lkj ;lkj jkl; ;lkj
   a;sl dkfj asdf jkl; fjdk sla;

8. After entering the text five times, press enter twice to skip a line.

Keyboarding Drill 1

9. Using the correct finger placement and keyboarding posture, enter the following text five times. Do NOT press enter at the end of the line, allowing the word processing software to wrap the words (word wrap) for you. This may result in a different location of the end of the line than what is shown below in the example.

> ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk sla; asdf jkl; ;lkj fdsa

10. Start a timer and type out the same prompt from the beginning of the activity. Stop the timer once you complete the prompt.

11. Calculate your words per minute (WPM) using the following equation and record it as your "after" time.
    - (number of characters in the prompt including spaces / 5) / time taken in minutes

12. Compare your "before" and "after" scores to determine your keyboarding progress.

13. Follow the instructor's directions to save and submit the document.

Keyboarding Drill 1

Sample:

First Name Last Name
Month Day, Year
1st Period

ffff aaaa dddd ssss aaaa ffff ssss dddd
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
a;sl dkfj asdf jkl; fjdk sla;
ffff aaaa dddd ssss aaaa ffff ssss dddd
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
a;sl dkfj asdf jkl; fjdk sla;
ffff aaaa dddd ssss aaaa ffff ssss dddd
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
a;sl dkfj asdf jkl; fjdk sla;
ffff aaaa dddd ssss aaaa ffff ssss dddd
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
a;sl dkfj asdf jkl; fjdk sla;
ffff aaaa dddd ssss aaaa ffff ssss dddd
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
a;sl dkfj asdf jkl; fjdk sla;

ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll
kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss
jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk
sla; asdf jkl; ;lkj fdsa |
 ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll
kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss
jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk
sla; asdf jkl; ;lkj fdsa
ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll
kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss
jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk
sla; asdf jkl; ;lkj fdsa
ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll
kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss
jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk
sla; asdf jkl; ;lkj fdsa
ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd jjjj ;;;; llll
kkkk jjjj kkkk llll ;;;; ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj ;;;; llll kkkk jjjj jkl; ;lkj ffff aaaa ssss dddd aaaa ffff dddd ssss
jjjj ;;;; llll kkkk jjjj kkkk llll ;;;; afsd fads fafa dsds afaf sdsd asdf fdsa ;lkj jkl; j;j; klkl ;j;j lklk jkl; ;lkj a;sl dkfj fjdk
sla; asdf jkl; ;lkj fdsa

Rubric

Description	Points	Your Score
The specified page setup was used when creating the submitted document.	15	
The student's name, date completed and class period or block appears in the specified location in the submitted document.	5	
The student utilized the appropriate keyboarding technique to enter the text into the document.	40	
The text in the document accurately reflects the text prompt provided.	40	
Total Points	100	

Comments: