**Bringing Learning to Life with Video**

**Standards, Program Review Evidence, Motivation and Engagement,**

**and Creativity and Innovation**

**Standards:**

| [**Academic Expectations**](http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/academic+expectations) |
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| **1.11** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.  **1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.  **2.22** Students create works of art and make presentations to convey a point of view. |

| [**College and Career Readiness Anchor Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
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| **Reading**  **Integration of Knowledge and Ideas**  7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*  \*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources. |
| **Writing**  **Production and Distribution of Writing**  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **Speaking and Listening**  **Comprehension and Collaboration**  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **Presentation of Knowledge and Ideas**  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |

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| [**Kentucky’s Core Academic Standards (KCAS)**](http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/) | | |
| **Reading** | | |
|  | | RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
|  | | RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. |
|  | | RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|  | | RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
|  | | RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
|  | | RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
|  | | RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
|  | | RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
|  | | RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
|  | | RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of* *Icarus*). |
|  | | RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
|  | | RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
|  | | RI.1.7 Use the illustrations and details in a text to describe its key ideas. |
|  | | RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
|  | | RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) |
|  | | RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
|  | | RI. 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
|  | | RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|  | | RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
|  | | RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
|  | | RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
|  | | RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **Writing** | | |
|  | W.K.6 With guidance and support from adults, explore variety of digital tools to produce and publish writing, including in collaboration with peers. | |
|  | W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
|  | W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
|  | W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
|  | W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | |
|  | W.5.6 With some guidance and support from adults, use technology, including the Internet, to  produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | |
|  | W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
|  | W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
|  | W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | |
|  | W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
|  | W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
| **Speaking and Listening** | | |
| * **Comprehension and Collaboration** | | |
|  | SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | |
|  | SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | |
|  | SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | |
|  | SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | |
|  | SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study | |
|  | SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | |
|  | SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | |
|  | SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | |
| * **Presentation of Knowledge and Ideas** | | |
|  | SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
|  | SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | |
|  | SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | |
|  | SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | |
|  | SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | |
|  | SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | |
|  | SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
|  | SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | |
|  | SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | |
|  | SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
|  | SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |

| [**ISTE NETS for Students**](http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx) |
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| 2. **Communication and Collaboration**  Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:  a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.  c. develop cultural understanding and global awareness by engaging with learners of other cultures.  d. contribute to project teams to produce original works or solve problems. |

[**Program Review**](http://www.education.ky.gov/KDE/Instructional+Resources/Program+Reviews/) **Evidence:**

[**Arts and Humanities**](http://www.education.ky.gov/NR/rdonlyres/785EC445-7CFC-4CC8-B79B-6484E34E1E8A/0/ArtsRubricJune2011.pdf)

**~Curriculum and Instruction**

**Demonstrator 4. Student Performance**

*When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.*

**Distinguished**

e) Students initiate and produce their own creative projects.

**Motivation and Engagement:**

Motivation is a pre-requisite for attentiveness, involvement, learning, and performance.  In the context of a positive school climate, successful teaching mobilizes the student to engage in learning.  Lack of academic or social engagement in school is a key factor predictive of dropout (Rumberger, 2004).  According to a study conducted by UCLA, “Increasing intrinsic motivation requires focusing on students’ thoughts, feelings, and decisions.  In general the intent is to reduce negative and increase positive feelings, thoughts, and coping strategies” to enable active learning and motivated student performance (Center for Mental Health in the Schools-UCLA, p. 80-81, http://smhp.psych.ucla.edu).

 Learning environments must be perceived as caring, supportive places which offer activities that are valued and challenging, but doable.  Motivation theory and research says that learners must both value an activity and expect that they will be able to successfully complete it if they are to attempt the task and expend substantial amounts of energy and the effort often necessary for learning.  Therefore, schools must carefully consider factors like the perceived relevance of content, fear of failure in the face of rigor, cultural competence of educators, peer climate for embarrassment, learning problems, emotional distress, and other elements which affect student perceptions, values, and expectancy.  Students maintain expectations for success based on recent and historical school experience.  High teacher expectations and rigorous learning activities also require high levels of scaffolding and personalized support to enable success for all.  Protheroe suggests that “Reluctant learners must be both challenged and supported if they are to develop the self-efficacy they need to take the kind of risks required to learn and succeed” (Protheroe, N., “Motivating Reluctant Learners”, Principal, Sept-Oct 2004, [www.naesp.org](file:///C:\Documents%20and%20Settings\jeff.gray.KET\My%20Documents\Downloads\www.naesp.org)).

**Creativity and Innovation:**

**Think Creatively**

* Use a wide range of idea creation techniques (such as brainstorming)
* Create new and worthwhile ideas (both incremental and radical concepts)
* Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

**Work Creatively with Others**

* Develop, implement and communicate new ideas to others effectively
* Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
* Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
* View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovations**

* Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

The Partnership for 21st Century Skills, [www.p21.org](http://www.p21.org)