Energy Final Project

High School Physics I

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Overview	Students will create a short video about one of the types of energy discussed in class explaining how the energy works and where we can see it and then use Kaltura to edit the videos together to make one video that reviews all the types of energy.
Objective	- Students will write their own script and, if necessary, make their own visual aids. - Students will be able to explain where their type of energy comes from. - Students will think critically about different applications of their energy
Materials	- Computer with webcam - Internet Access - Poster supplies as needed
Procedure	1. Write a description of their energy type 2. Film their group's video 3. Use Kaltura to edit the video (e.g. delete certain segments that are not needed, merge different parts of the video together, etc.) 4. Use Kaltura to merge their group's video to the class's video (which will start with a teacher introduction that the first group can merge to.)

Evaluation	Evaluation will be based on the information in the students' videos and the accuracy of that information, with class participation points for completing the parts of the assignment on time. (e.g. Finished the script on Monday, Done filming by Wednesday.)
Standards	Applies to ISTE standards 1 and 2B • **Facilitate and Inspire Student Learning and Creativity** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers: **a.** promote, support, and model creative and innovative thinking and inventiveness **b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources **c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. • 2B: Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.