**Science FSA Review Video Project**

**Objective**

Each student will work alone or in groups of 2-4 to research a standard that will be assessed on the upcoming 8th Grade Science FSA and communicate the findings in a 3-5 minute video. The main objectives are to communicate clear and accurate information in an engaging manner for an audience of your peers.  
*Note*. The project is evaluated on the basis of its accuracy, academic rigor, clarity, and ability to engage the viewers. The video is not assessed on the basis of its technical merits (i.e., you will not get extra points because the final product is visually impressive in a way that does not bear on effective communication). Note that sound is more important than video—if no one can hear it, no one will watch it.

**Deliverables**

There are two deliverables:  
1. The planning tools (storyboard and script)—due 5/5 (1st period + A day) & 5/6 (B day)

2. The final video—due 5/13 (A day) & 5/12 (1st period + B day)

**Required elements for the video**

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1. *Length.* Your video should be 3–5 minutes in length, *plus* time for a “credit roll” to show your references.  
2. *Style.* There are no restrictions on the style of the video (i.e. a music video, a stop motion animation (Claymation), a sock puppet show, animated graphics, a scripted scene, filmed artist drawings on paper, a combination of the above, etc.)  
3. *Title slide.* Your video should begin with a descriptive title, your name(s), the name of the school, and the year in which it was created.  
4. *Original content.* Aim to create your own resources. That means using your own drawings, pictures, music, animations, filmed scenes, and interviews. Where this is not possible, be sure that you only use material which falls under Creative Commons license (that you can use and modify without breaking copyright laws).  
5. *References*. All artifacts (images, videos, music, sound effect, etc.) used in the video which you did not create yourself must be cited at the end. You do not need to use a complete reference; simply include a brief description of the item and a web address where the item was found (e.g., Picture of kitten www.spca.com). Be sure that all are subject to a Creative Commons license. Include a separate section where you credit the sources of information you used to research your video.   
6. *Credits*. Acknowledge the people who contributed to the video, including yourself, narrators and actors, people who supported the production, and your instructor.  
7. *File format*. Your video must be submitted in one of the following file formats: *.mov, .mv4, mp4, .wmv.* Note that these are *rendered* movies, that is, files that will play on someone else’s computer. Be sure to test your finished product ahead of the deadline.

**How to Begin**

Your project will take place in three separate stages:  
1. *Planning.* This is the phase where you research your standard and envision how your video will look and sound (using planning tools such as the script and storyboard).  
2. *Production*. This means creating and collecting all the artifacts (e.g., images, videos, sounds, narration) you will need for the video.

3. *Editing.* This stage is done using video-editing software such as Power Point, iMovie, or Movie Maker, where you stitch the artifacts together and sync then in time with a narration or other sounds.

**Resources**

The website www.desktop-documentaries.com provides a wealth of information on possible storytelling techniques, basic video structure, scriptwriting advice, and more. If you are drawing a blank, consider structuring your video as you would an essay (hook, thesis statement, arguments that support your thesis, summary).

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Your video will be graded based on the following criteria:

**Good quality audio**

• Narration is clear.

• Music does not detract from or obscure narration (i.e., avoid music with singing, and the volume of the soundtrack should be low compared with the narration).

• If, for reasons that cannot be circumvented (e.g., wind at the time of recording), the sound is unclear, subtitles may help viewers make sense of the scene and remain engaged.

**Pacing**

• Slow enough to give viewers a chance to think about the information presented.

• Pause between sections of the video that present different concepts to indicate a break (it’s like starting a new paragraph on paper).

• Show images for long enough that a viewer can make sense of them but change them periodically to ensure that viewers remain attentive.

**Relevant visuals**

• Visuals match the narration.

• The narration orients the viewer to the image (e.g., the narrator says “in the left-hand corner of the circle there is a blue dot that represents electrons . . .”).

• Include subheadings or tag lines to emphasize new vocabulary or to introduce someone.

• Avoids distractors such as fancy transitions, tangents, and audio-visual overstimulation.

**Appropriate for audience**

• Targeted to an audience of peers; it is neither too technical nor too simplistic. It should help your peers learn something new.

• Go for depth rather than breadth.

• Video is respectful; it does not denigrate others, use offensive language or imagery, or inappropriate humor.

The Standards You May Choose From

**SC.6.N.2.2-** Science can change based on new evidence

**SC.6.E.7.4-** Spheres on Earth interactions

**SC.6.E.7.5-** Energy from the Sun powers the Earth

**SC.6.P.13.1-** Types of forces

**SC.6.P.13.3-** Unbalanced forces cause motion

**SC.6.L.14.1-** Organization of organisms (atoms to organisms)

**SC.6.L.14.2-** Cell Theory

**SC.6.L.14.4-** Cell structure and organelles

**SC.6.L.14.5-** Body systems and their functions

**SC.6.L.15.1-** Classification of organisms

**SC.7.N.1.2-** Replication vs. repetition of experiments

**SC.7.N.1.5-** Scientific method

**SC.7.N.3.1-** Theories vs. laws

**SC.7.E.6.2-** Rock cycle

**SC.7.E.6.4-** Earth’s surface has changed over time

**SC.7.E.6.5-** Plate tectonics

**SC.7.P.10.1-** Electromagnetic spectrum

**SC.7.P.10.3-** Properties of waves (light, sound, and others)

**SC.7.P.11.2-** Energy transformations

**SC.7.P.11.4-** Heat flows in predictable ways

**SC.7.L.15.2-** Evolution of organisms through natural selection

**SC.7.L.16.1-** All organisms require DNA

**SC.7.L.17.2-** Relationships between species (symbiosis)

**SC.8.N.1.1-** How to carry out an experiment

**SC.8.E.5.3-** Organization of space

**SC.8.E.5.5-** Properties of stars

**SC.8.E.5.7-** Properties of objects in space

**SC.8.E.5.9-** Causes of seasons, tides, eclipses and moon phases

**SC.8.P.8.4-** Physical properties of matter

**SC.8.P.8.5-** Atoms and elements as building blocks

**SC.8.P.9.2-** Physical vs. Chemical changes

**SC.8.L.18.4-** Laws of Conservation of Mass and Energy