Unit Project | Computational Innovation Video

Explore a **computational innovation*** and create a 2-3 minute video explaining data and various impacts.

	✔-	✔	✔+
The computing innovation <u>includes a computer or program code</u> as an integral part of its functionality.			
Introduction to computational innovation	Innovation is not relevant to this course or student does not describe what the innovation is.	Innovation is relevant to this course, but student does not state a plausible fact about the computing innovation's intended purpose or function.	Innovation directly relates to topics in this course, student states a plausible fact about the computing innovation's intended purpose or function.
Relevance to course	Student does not describe how the media relates to computer science.	Student briefly introduces the media and vaguely ties it to computer science.	Student relates it to computer science.
Exploration of Media (at least two additional articles)	Media appears to be first result found. No "further discovery" links shared. Or less than three sources are cited.	Multiple media was explored and the best result was shared with the class. At least one additional article was shared.	Chosen media (at least 2 articles) is of high quality (teacher's discretion). At least 1 additional, high quality, resource is cited and discussed during the presentation.
Analyzing Data	Student does not address how data is consumed, produced, OR transformed.	Student briefly addresses how data is consumed, produced, OR transformed.	Student thoughtfully points out how data is consumed, produced, OR transformed.
Storage, Privacy, Security Concerns about the data	Student does not identify any storage, privacy, OR security concerns.	Student briefly identifies one storage, privacy, OR security concern.	Student thoughtfully identifies storage, privacy, OR security concerns.

Positive Social/Economical/Cultural impact	Student does not address any positive **social, economical, or cultural** impacts the topic may contribute to.	Student only addresses one positive **social, economical, or cultural** impact and/or the positive impacts are not relevant to the topic.	Student address multiple meaningful and relevant positives **social, economical, or cultural** impacts that the topic may bring.
Negative Social/Economical/Cultural impact	Student does not address any negative **social, economical, or cultural** impacts the topic may contribute to.	Student only addresses one negative **social, economical, or cultural** impact and/or the negative impacts are not relevant to the topic.	Student address multiple meaningful and relevant negative **social, economical, or cultural** impacts that the topic may bring.
Overall Presentation/ Video Production Value	Student did not seem to put much time into producing the video.	Student had all the information needed, but the video was full of errors and was not well produced.	Student clearly put thought and time into the video and was well organized.
Video Length	Video was not between 2-3 minutes long	Video was between 2 and 3 minutes long, but the content did not fill that time or contend was missing	Video was between 2 and 3 minutes long
Overall Project Quality	**Teacher's Discretion**		