

## CTE/ROP Multimedia Productions I

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

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|--|---|
| <b>Course Length:</b> 1 Year (2 Semesters)   | <b>Classroom Instruction:</b> 180 hours   |
| <b>SUHSD Course Number:</b> 97147  | <b>Grade Level:</b> 9, 10, 11, 12   |
| <b>SDCOE Course Number:</b> 573004   | <b>SDCOE Total Hours:</b> 540 hours   |
| <b>CBEDS Number/Title:</b> 5730/Multimedia Production  | <b>Year of Implementation:</b> 2011   |
| <b>Course Pre-requisites:</b> None   | <b>Articulation (school/credits):</b> Southwestern College/Up to 3 units  |
| <b>CTE Industry Sector:</b> Arts, Media and Entertainment  | <b>CTE Pathway(s):</b> Media and Design Arts; Production & Managerial Arts, Information Technology, Manufacturing and Product Development |
| <b>Job Titles:</b> Multimedia Artists and Animators, Audio and Video Equipment Technicians, Film and Video Editors, Graphic Designers, Video Game Designers, Computer and Telecommunications Specialists, Audio and Visual Collection Specialists, Fine Artists, Network Systems and Data Communications Analysts  |   |
| <b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment   |   |
| <b>Required Textbooks:</b> None  |   |
| <p><b>Course Description:</b> This course provides entry-level training in media production and technology. Employment possibilities are media production specialist, Web page designer, animator, video production specialist/assistant, graphic designer and desktop publisher. The skills learned in this course also enhance existing careers such as photographers, computer programmers, and content developers for the expanding market on the World Wide Web. Self-employment opportunities also exist in the areas of video production, animation, Web site creation and multimedia creation through the use of CD-ROM and DVD. Instruction covers the following areas: Computer graphics, desktop publishing, Web page design, multimedia authoring and presentations, computer animation with an emphasis on careers in multimedia. Students use state-of-the-art multimedia equipment including digital cameras, computers, scanners, printers, current software used in multimedia creation includes Adobe Photoshop 7, Premier 6, Flash MX, Illustrator 10, and Studio MX. Approximately 360 hours of attendance are needed to complete the course, although completion depends upon the student's entry-level skills and rate of progress in the class.</p> |   |

# CTE/ROP Multimedia Productions I

## **Semester 1**

- Unit 1: Introduction/Basic Knowledge and Skills
- Unit 2: Basic Safety
- Unit 3: Introduction to Computer Operation
- Unit 4: Electronic Communication
- Unit 5: Career Development
- Unit 6: The Creative Process
- Unit 7: Desktop Publishing
- Unit 8: Interactive Multimedia Production
- Unit 9: Digital Imaging
- Unit 10: Computer Graphics
- Unit 11: Media Careers
- Unit 12: Educational Opportunities

## **Semester 2**

- Unit 13: Media Production Management
- Unit 14: Digital Audio Production
- Unit 15: Video Production
- Unit 16: Video Techniques
- Unit 17: Video Post-Production
- Unit 18: Computer Animation
- Unit 19: Media Careers
- Unit 20: Business Skills

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| <u>Semester 1 - Unit 1 - Introduction/Basic Production Knowledge and Skills (2 hours)</u>  |   |  |  |   |
|--|---|--|--|---|
| Competencies   | Standards   | Suggested Pacing   | Essential Vocabulary   | Resources/Materials   |
| <p><b>1A</b> - Demonstrates appropriate human relations skills.</p> <p><b>1B</b> - Demonstrates language and math skills inherent in media production.</p> <p><b>1C</b> - Has an understanding of media production terminology.</p> <p><b>1D</b> - Demonstrates care in the handling of media production hardware and software.</p> <p><b>1E</b> - Has knowledge of and concern for production values.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*IT/TKS/</b><br/> <b>10.2</b> Understand the information technology components of major business functions (e.g., marketing, accounting, and human resource management) and their interrelationships.<br/> <b>*AME/PMA/</b><br/> <b>C2.1</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.<br/> <b><u>Core Academic:</u></b><br/> <b>*IT/C/2.2W/WS/G9-10/</b><br/> <b>(1.3)</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.<br/> <b>(1.6)</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.<br/> <b>(2.5a-d)</b> Write business letters.<br/> <b>*AME/C/1.1M/NS/G7/</b><br/> <b>(2.3)</b> Multiply, divide, and simplify rational numbers by using exponent rules.</p> | <p><b>1A – 20 minutes:</b><br/>Appropriate human relations skills</p> <p><b>1B – 20 minutes:</b><br/>Languages and math skills internet in media production</p> <p><b>1C – 20 minutes:</b><br/>Media production terminology</p> <p><b>1D – 40 minutes:</b><br/>Handling of media production hardware and software</p> <p><b>1E – 20 minutes:</b><br/>Production values</p> | <p>Audio</p> <p>Computer</p> <p>Data</p> <p>Fair use</p> <p>File Extension</p> <p>File Name</p> <p>File sharing</p> <p>Freeware</p> <p>Hacker</p> <p>Icon</p> <p>Infringement</p> <p>Intellectual property</p> <p>Interactive</p> <p>Interface</p> <p>License agreement</p> <p>Media</p> <p>Memory</p> | <p><b><u>Teacher Resources::</u></b><br/> <a href="http://www.vark-learn.com">http://www.vark-learn.com</a><br/> <a href="http://www.cyberbee.com/copyrt.html">http://www.cyberbee.com/copyrt.html</a></p> <p>Also refer to websites listed in Suggestions/ Assessments section</p> <p><b><u>Student Resources:</u></b><br/> <a href="http://www.vark-learn.com">http://www.vark-learn.com</a><br/> <a href="http://www.cyberbee.com/cb_copyright.swf">http://www.cyberbee.com/cb_copyright.swf</a></p> |

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|  |  |  |  | <p>Model release</p> <p>Multimedia</p> <p>Operating System</p> <p>Patent</p> <p>Peer to peer (P2P)</p> <p>Production</p> <p>Program</p> <p>Public domain</p> <p>Shareware</p> <p>Statute of limitations</p> <p>Storage</p> <p>Trade secret</p> <p>Trademark</p> <p>Video</p> |
|--|--|--|--|--|

**Suggestions/Assessments:**

Learning Styles Assessment

- Explain to students that personality, teamwork, and leadership abilities are integral components for creating a healthy learning community.
- Have students take a learning styles inventory (<http://www.vark-learn.com>) to determine student learning styles. Explain to students that it is important to know they learn. Have students divide into groups based on learning styles and make a multimedia presentation (e.g. MS PowerPoint) and present to the class.
- Have students summarize the information from the learning style and personality inventory and their presentation and start it with “How I learn best....”

Copyright

1. Describe legal implications related to the computer industry to include software copyright issues, software licensing, and Internet ethics and policies.

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- Using a multimedia presentation, discuss copyright issues. Use the following prompts to facilitate discussion:
  - Have you ever visited a file-sharing Web site such as Lime wire?
  - Have you ever downloaded a song from one of these sites? If you did, did you pay for it? If not, did you purchase the CD that particular song was on?
  - Do you think people should be allowed to copy items such as songs, movies, and pieces of work without paying for them? Why? Explain.
  - Do you own a CD burner?
  - Have you ever copied a CD that a friend purchased?
  - What does the symbol © mean?
- Have students brainstorm by completing a KWL chart copyright violations they might have committed, such as copying and distributing compact discs to others or downloading songs from the Internet. Then have students visit and read information on the following Web sites:
  - 10 Big Myths About Copyright Explained <http://www.templetons.com/brad/copymyths.html>
  - Copyright Q&A [http://www.cyberbee.com/cb\\_copyright.swf](http://www.cyberbee.com/cb_copyright.swf)
  - Royalty Free Music for Schools <http://www.soundzabound.com>
  - Citing sources [http://www.cyberbee.com/citing\\_sites.htm](http://www.cyberbee.com/citing_sites.htm)
- Have students revisit the KWL chart and list information that they learned from their readings.
- Divide students into groups of two, and have them use the Internet to research current news events related to such violations and then present their findings.
- Discuss Internet ethics and policies and the local Internet policy. Have students sign agreements for Internet usage.
- Have students list concerns they have about legal implications, and re-teach as necessary.
- The teacher will assess student presentations of news events related to copyright issues.

2. Use a multimedia presentation to discuss the terms related to copyrighting and have students create a document that describes and has a picture of each vocabulary word. Vocabulary words may include the following:

- Fair use
- Statute of limitations
- Shareware
- Freeware
- Infringement
- Model release
- Patent
- Trademark
- Trade secret
- Public domain
- Peer to peer (P2P)
- File sharing
- Hacker
- Intellectual property
- License agreement

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- Assess each student's copyrighting/ethical knowledge with a quiz.

3. Demonstrate to students how to get permission and give credit to an author for his or her work.

### Comments:

- Use information from the Learning Styles inventory throughout the year when assigning group work.
- Make a document that students can access that have a list of copyright free sites that they can use for images for course projects.
  - <http://gimp-savvy.com/PHOTO-ARCHIVE/>
  - <http://www.karenswhimsy.com/copyright-free-images.htm>
  - <http://www.publicdomainpictures.net>
  - <http://www.morguefile.com>
  - <http://www.pics4learning.com>
  - <http://www.freefoto.com>
  - <http://www.incompetech.com/m/c/royalty-free/> (Royalty-free music)

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| <u>Semester 1 - Unit 2 - Basic Safety (2 hours)</u>  |   |  |   |   |
|--|---|--|---|---|
| Competencies   | Standards   | Suggested Pacing   | Essential Vocabulary  | Resources/Materials   |
| <p><b>2A</b> - Demonstrates safe production practices and equipment operation.</p> <p><b>2B</b> - Demonstrates safe production practices and equipment operation. Demonstrates safe equipment operation.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/HS/</b><br/> <b>6.1</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.<br/> <b>*AME/HS/</b><br/> <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> | <p><b>2A – 1 hour:</b> Safe production environment</p> <p><b>2B – 1 hour:</b> Safe equipment operation</p> | <p>Cables</p> <p>Computer</p> <p>Computer posture</p> <p>Computer program</p> <p>Copyright</p> <p>Desktop</p> <p>Download</p> <p>Fair use</p> <p>File sharing</p> <p>Fire extinguisher</p> <p>Freeware</p> <p>Hacker</p> <p>Infringement</p> <p>Install</p> <p>Intellectual property</p> <p>Internet</p> <p>Keyboard</p> <p>License agreement</p> | <p><b><u>Teacher Resources::</u></b><br/>           Computer Lab Safety and Ethics Quiz and Key</p> <p><b><u>Student Resources:</u></b><br/>           Technology Update Newsletter Template</p> <p>Computer Lab Safety and Ethics Quiz</p> |

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|   |  |  | Model release<br>Mouse<br>Patent<br>Peer to peer (P2P)<br>Power cords<br>Public domain<br>Screensaver<br>Shareware<br>Statute of limitations<br>Surge protectors<br>Trade secret<br>Trademark<br>Virus |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Discuss lab and equipment safety procedures. Pre-assess student knowledge of workplace safety by asking students to describe potential computer-related health problems and workplace safety issues.</li> <li>• Present a multimedia presentation on Computer Lab safety rules, responsibilities, practices, equipment operations and ethics.</li> <li>• Have students create a Technology Update Newsletter where they display their knowledge of Computer Lab Safety and Ethics.</li> <li>• The teacher will assess each student's safety knowledge with the Technology Update Newsletter and Computer Lab Safety and Ethics Quiz.</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• Have students and their parents or guardians sign the ROP Computer Class Internet Access and return to teacher. Also check with your school site policy on student Internet use and if there is another form that must be signed by students and parent/guardian.</li> </ul> |  |  |  |



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| <u>Semester 1 - Unit 3 - Introduction to Computer Operation (3 hours)</u>   |  |   |  |  |
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| Competencies  | Standards  | Suggested Pacing  | Essential Vocabulary   | Resources/Materials  |
| <p><b>3A</b> - Demonstrates basic computer operation and terminology.</p> <p><b>3B</b> - Understands a variety of computer operating systems, file structures and formats, peripheral devices and applications.</p> <p><b>3C</b> - Demonstrates knowledge of local area networks.</p> <p><b>3D</b> - Understands distributed computer processing.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/TC/</b><br/> <b>4.7</b> Understand how technology can reinforce, enhance, or alter products and performances.<br/> <b>*IT/MSSVP/</b><br/> <b>B2.1</b> Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.<br/> <b>B3.1</b> Understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.<br/> <b>B3.2</b> Know how to identify and integrate various types of peripherals and hardware to meet project requirements.<br/> <b>B3.4</b> Understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.<br/> <b>*IT/NC/</b><br/> <b>C2.1</b> Know the types of networks and their features and applications.<br/> <b>C4.2</b> Understand the processes used in managing and maintaining various types of electronic networks.</p> | <p><b>3A - 1 hour:</b> Basic computer skills</p> <p><b>3B - 1 hour:</b> Computer systems</p> <p><b>3C – 30 minutes:</b> Networks</p> <p><b>3D – 30 minutes:</b> Computer processing</p> | <p>Bluetooth</p> <p>Central processing unit (CPU)</p> <p>Computer</p> <p>Computer graphics</p> <p>Computer Operating System</p> <p>Domain</p> <p>Ethernet</p> <p>File Extension</p> <p>File Name</p> <p>File sharing</p> <p>Hard drive</p> <p>Hardware</p> <p>Input device</p> <p>Internet</p> <p>Internet service providers (ISPs)</p> <p>LAN</p> | <p><b><u>Teacher Resources::</u></b></p> <p><b><u>Student Resources:</u></b></p> |

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|  |  |  | Memory<br>Memory (RAM)<br>Output device<br>Port<br>Random Access<br>Read Only<br>Memory (ROM)<br>Software<br>WAN |
|--|--|--|--|

**Suggestions/Assessments:**

Computer terminology

- Essential Questions
  - What are the types, purposes, and functions of a computer?
  - How are hardware and software different?
  - What are the internal components of a computer, and what are their functions?
  - What are system resources, and what services do they provide a system?
  - What are the peripheral components of a computer, and what are their functions?
- Identify and describe computer types, purposes, and functions.
- Use a multimedia presentation to illustrate different types of computers, purposes, and functions.
- Have student define Essential Vocabulary Terms

Networks

- Enduring Understandings
  - A network is a group of computers and other devices connected by some type of transmission media.
  - Networks enable multiple users to share data and devices.
  - Two fundamental network models exist: Peer-to-peer and client-server.
  - Protocols allow for communication between network devices.
  - A network's topology describes the physical layout of the network.
  - A wide area network (WAN) connects small networks (LANs) with other networks.

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- The Internet is a WAN that connects users via Internet service providers (ISPs) using dial-up, broadband, and wireless connections.
- WANs are typically made up of point-to-point links between smaller networks using dedicated circuits.
- Use multimedia presentation equipment to introduce terminology related to networking and discuss a typical network and the advantages of using a network.

**Comments:**

- Have students create a folder to save all their documents for the course. Also have them use subfolders.

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| <u>Semester 1 - Unit 4 – Electronic Communication (2 hours)</u>   |  |  |  |   |
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| Competencies  | Standards  | Suggested Pacing   | Essential Vocabulary   | Resources/Materials   |
| <p><b>17A</b> - Understands the basic terminology, techniques, software and hardware related to electronic communication.</p> <p><b>17B</b> - Has knowledge of local area networks, modems and remote access techniques.</p> <p><b>17C</b> - Has knowledge of video transmission systems such as satellite, cable television, closed-circuit television and computer networks.</p> <p><b>17D</b> - Has knowledge of basic terminology, techniques, software and hardware, and social networking related to Internet-communications.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*IT/NCP/</b><br/> <b>C1.1</b> Evaluate emerging products, services, and business models in relation to the creation, setup, and management of network communication products and services.<br/> <b>C5.1</b> Know the appropriate uses of communication services, products, and applications.<br/> <b>C2.1</b> Know the types of networks and their features and applications.<br/> <b>C5.2</b> Use a variety of online services (e.g., purchasing, selling, tracking, communicating, banking, investing).<br/> <b>*IT/MSSVP/</b><br/> <b>B2.3</b> Use multiple online search techniques and resources to acquire information.<br/> <b><u>Core Academic:</u></b><br/> <b>*IT/C/2.1R/</b><br/> <b>(2.1)</b> Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> | <p><b>17A – 20 minutes:</b><br/>Terminology and techniques</p> <p><b>17B – 20 minutes:</b><br/>Projection Systems</p> <p><b>17C – 20 minutes:</b><br/>Video transmission systems</p> <p><b>17D – 1 hour:</b><br/>Emerging technologies</p> | <p>Acronyms</p> <p>Address</p> <p>Anti-virus Protection</p> <p>Attachment</p> <p>BCC</p> <p>CC</p> <p>Compose</p> <p>Email</p> <p>Flame</p> <p>Forward</p> <p>LAN</p> <p>Listserv</p> <p>Modem</p> <p>Networks</p> <p>Netiquette</p> <p>Password</p> <p>Remote access</p> <p>Reply</p> <p>Shouting</p> <p>Signature</p> <p>SMTP server</p> <p>Spam</p> <p>Spellchecker</p> <p>Username</p> | <p><b><u>Teacher Resources:</u></b><br/> <a href="http://mail.google.com/">http://mail.google.com/</a></p> <p><b><u>Student Resources:</u></b><br/> <a href="http://mail.google.com/">http://mail.google.com/</a></p> |

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|   |  |  | Virus<br>WAN<br>Webmail Service |  |
| <b>Suggestions/Assessments:</b> <ul style="list-style-type: none"><li>• Have students create a professional email account, (e.g. Gmail)</li><li>• Have students understand and produce an assignment using Google Documents.</li><li>• Demonstrate other aspects of Gmail and/or another webmail service.</li><li>• Discuss social networking sites and their advantages, warnings about them, etc.</li></ul> <b>Comments:</b> <ul style="list-style-type: none"><li>• Have students use the professional email account that they created for class assignments, sharing documents for the class, doing career development documents.</li></ul> |  |  |                                 |  |

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| <u>Semester 1 - Unit 5 - Career Development (10 hours)</u>  |   |   |  |   |
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| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary   | Resources/Materials   |
| <p><b>A</b> - Completes an appropriate resume and job application.</p> <p><b>B</b> - Acquires job interview techniques.</p> <p><b>C</b> - Attains awareness of advanced career and educational opportunities.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/CPM/</b><br/> <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.<br/> <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.<br/> <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b><br/> <b>*AME/A/1.4VPA/VA/ADV/G9-12/</b><br/> <b>(5.3)</b> Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).<br/> <b>*AME/C/2.2W/WSA/G11-12/</b><br/> <b>(2.5)</b> Write job applications and résumés:<br/> <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.<br/> <b>b.</b> Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.<br/> <b>c.</b> Modify the tone to fit the purpose and audience.<br/> <b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats,</p> | <p><b>A - 3 hours:</b> Resume and <b>2 hours:</b> Job Application</p> <p><b>B – 2.5 hours:</b> Job interviews</p> <p><b>C - 2.5 hours:</b> Career awareness</p> | <p>Career</p> <p>Characteristics</p> <p>Convicted</p> <p>Description</p> <p>Disability</p> <p>Extracurricular</p> <p>Interview skills</p> <p>Job Application</p> <p>Job Interview</p> <p>Labor Laws</p> <p>Limitations</p> <p>Objective</p> <p>Position</p> <p>Portfolio</p> <p>Previous/Former</p> <p>Reference</p> <p>Referred</p> <p>Resume</p> <p>Salary</p> | <p><b><u>Teacher Resources:</u></b><br/>           Job Finder’s Guide</p> <p>Employability Skills Handbook (lesson plan examples)<br/> <a href="http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm">http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm</a></p> <p><b><u>Student Resources:</u></b><br/>           Master Application<br/>           Job Finder’s Guide<br/> <a href="http://www.snagajob.com">www.snagajob.com</a><br/> <a href="http://www.monster.com">www.monster.com</a><br/> <a href="http://www.ca.gov/Job/s/">http://www.ca.gov/Job/s/</a></p> |

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|   | <p>fonts, and spacing that contribute to the readability and impact of the document.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/ (1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>*AME/C/2.2W/WSA/G11-12/ (1.6)</b> Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> |  | <p>Skills</p> <p>Strengths</p> |  |
| <p><b>Suggestions/Assessments:</b></p> <p><u>Resume/Job Application/Letters</u></p> <ul style="list-style-type: none"> <li>• Have students start by writing a Personal Statement (See Job Finder's Guide)</li> <li>• Have students properly request a job application in person, and/or print one from the Internet. Students should fill out and complete the application. Also have students complete an online job application for a company.</li> <li>• Use technology to show students exemplary and poor-quality examples of resumes, cover letters, and follow-up letters. Identify the components of business letters and a resume. Have students identify errors in the examples.</li> <li>• Show Resume PowerPoint presentation and have students fill out a Resume Worksheet with all the information they will need to type in their Resume in order to best prepare and complete the Resume Document.</li> <li>• Have students prepare a Cover Letter Document, References Document, and Thank you letter Document.</li> </ul> <p><u>Job Interviews</u></p> <ul style="list-style-type: none"> <li>• Have students type up responses to interview questions. Have students practice with a partner, then present in front of the class.</li> <li>• Have students participate in mock interviews.</li> </ul> <p><u>Career Awareness</u></p> <ul style="list-style-type: none"> <li>• Have students visit selected college and university Web sites to discover what courses are taught and what majors are offered in the field of information technology.</li> <li>• Have students share their findings with the class using electronic presentation software.</li> <li>• Have students use the online <i>Occupational Outlook Handbook</i> (<a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a>) to select an area of occupational interest. Have them research salary and educational requirements for the chosen career and then prepare a one-page summary of the information using word processing software or do a multimedia presentation using presentation software, such as Microsoft PowerPoint.</li> <li>• Have students understand:             <ul style="list-style-type: none"> <li>○ Keeping informed of the job market will ensure that you have every opportunity to obtain the best jobs available.</li> <li>○ Well-prepared job candidates perform much better in the job application and interview process and are more likely to be hired for desirable positions.</li> </ul> </li> <li>• Have students conduct a job search.</li> <li>• Guest Speakers: College representatives, Professional in the Industry</li> </ul> |   |  |                                |  |

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- The teacher will assess the Resume, Cover Letter, References Page and Thank you letter documents, and mock interviews.

**Comments:**

- At the beginning of the unit, use the **KWL Chart** to determine what students Know and what they Want to know about careers and emerging technologies in the industry. At the end of the unit, use K-W-L to review by having students recall what they have learned.



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| <u>Semester 1 - Unit 6 - The Creative Process (2 hours)</u>  |  |   |   |   |
|--|--|---|---|---|
| Competencies   | Standards  | Suggested Pacing  | Essential Vocabulary  | Resources/Materials   |
| <p><b>4A</b> - Demonstrates knowledge of art aesthetics.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/A1.1/ADV/G9-12/</b><br/> <b>(1.1)</b> Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p><b><u>Core Academic:</u></b><br/> <b>*VAPA/VA/ADV/4.0AV/</b><br/> <b>4.1</b> Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.<br/> <b>4.2</b> Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.<br/> <b>4.3</b> Analyze and articulate how society influences the interpretation and message of a work of art.</p> | <p><b>4A - 1 hour:</b><br/>Brainstorming</p> <p><b>4A – 30 minutes:</b><br/>Visualization</p> <p><b>4A – 30 minutes:</b><br/>Social consciousness</p> | <p>Color</p> <p>Contrast</p> <p>Dynamic</p> <p>Focal Point</p> <p>Intensity</p> <p>Line</p> <p>Pattern</p> <p>Perspective</p> <p>Rhythm</p> <p>Scale &amp; Proportion</p> <p>Shape</p> <p>Space</p> <p>Symmetry &amp; Asymmetry</p> <p>Texture</p> <p>Unity &amp; Variety</p> | <p><b><u>Teacher Resources:</u></b><br/>           Elements of Design Worksheet:<br/> <a href="file://localhost/Users/user/Desktop/Elements of Art.pdf">file://localhost/Users/user/Desktop/Elements of Art.pdf</a></p> <p><b><u>Student Resources:</u></b><br/>           Elements of Design Worksheet:<br/> <a href="file://localhost/Users/user/Desktop/Elements of Art.pdf">file://localhost/Users/user/Desktop/Elements of Art.pdf</a></p> |

## CTE/ROP Multimedia Productions I

### **Suggestions/Assessments:**

- Have students understand and have basic knowledge of the rules and principles of art
  - The building blocks or ingredients of art: Line, Color, Value, Form, Space, and Texture.
  - What we use to organize the Elements of Art, or tools to make art: Balance, Emphasis, Contrast, Rhythm, Pattern and Repetition.
- Demonstrate and have students practice brainstorming, visualization and social consciousness so they have the knowledge for projects during the course.
  - Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.
  - Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

### **Comments:**

## CTE/ROP Multimedia Productions I

| <u>Semester 1 – Unit 7 - Desktop Publishing (15 hours)</u>  |  |  |   |   |
|---|--|--|---|---|
| Competencies  | Standards  | Suggested Pacing   | Essential Vocabulary  | Resources/Materials   |
| <p><b>7A</b> -Knows basic terminology, techniques, software and hardware related to desktop publishing.</p> <p><b>7B</b> - Understands a variety of software utilized in the production of desktop publishing projects.</p> <p><b>7C</b> - Knows a variety of hardware, such as CD-ROM drives, scanners and printers, utilized in the production of desktop publishing projects.</p> <p><b>7D</b> - Understands the production of a variety of desktop publishing projects, such as newsletters, flyers, brochures or business cards, utilizing.</p> <p><b>7E</b> - Demonstrates basic typography techniques.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/</b><br/> <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.<br/> <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.<br/> <b>A2.5</b> Know the writing processes, formats, and conventions used for various media.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.<br/> <b>B1.7</b> Use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.<br/> <b>B3.1</b> Understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.<br/> <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> | <p><b>7A - 3 hours:</b> Basic skills and techniques</p> <p><b>7B - 2 hours:</b> Software</p> <p><b>7C – 2 hours:</b> Hardware</p> <p><b>7D - 5 hours:</b> Projects</p> <p><b>7E – 3 hours:</b> Typography techniques</p> | <p>Alignment</p> <p>CD</p> <p>CD-ROM drives</p> <p>Clip Art</p> <p>Cut</p> <p>Edit</p> <p>Format</p> <p>Grids</p> <p>Guides</p> <p>Image</p> <p>Interface</p> <p>Paste</p> <p>Printer</p> <p>Scanner</p> <p>Table</p> <p>Text Wrap</p> <p>Toolbox</p> <p>Type</p> | <p><b><u>Teacher Resources:</u></b><br/> Microsoft Word<br/> Microsoft Publisher<br/> Adobe Illustrator<br/> Adobe InDesign</p> <p><a href="http://tv.adobe.com/">http://tv.adobe.com/</a></p> <p><i>*Textbooks:</i><br/> 1. Thomson Del Mar Learning: Exploring InDesign CS3 by Terry Rydberg</p> <p>InDesign Lessons Plans:<br/> <a href="#">file:InDesign Lesson Plans/Chapter 01.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 02.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 03.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 04.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 05.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 06.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 07.pdf</a><br/> <a href="#">file:InDesign Lesson Plans/Chapter 08.pdf</a></p> <p><b><u>Student Resources:</u></b><br/> Microsoft Word<br/> Microsoft Publisher<br/> Adobe Illustrator</p> |

## CTE/ROP Multimedia Productions I

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|--|--|--|------------|---|
|  |  |  | Typography | Adobe InDesign<br><br><a href="http://tv.adobe.com/">http://tv.adobe.com/</a><br><br><i>*Textbooks:</i><br>1. Thomson Del Mar Learning: Exploring InDesign CS3 by Terry Rydberg |
| <p><b>Suggestions/Assessments:</b></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> <li>• Working with Documents</li> <li>• Working with Text</li> <li>• Formatting Pages</li> <li>• Working with Objects</li> <li>• Enhancing Publications</li> <li>• Publishing a Document</li> </ul> <p><u>Exercises</u></p> <ul style="list-style-type: none"> <li>• Thomson Book: Exploring InDesign CS3             <ul style="list-style-type: none"> <li>○ Chapter Lessons</li> </ul> </li> </ul> <p><u>Projects</u></p> <ul style="list-style-type: none"> <li>• Flyer             <ul style="list-style-type: none"> <li>○ About me, Advertise an event, company, etc.</li> </ul> </li> <li>• Brochure (Business brochure)             <ul style="list-style-type: none"> <li>○ Business brochure vocabulary, Planning Sheet, Brochure Template</li> </ul> </li> <li>• Newsletter</li> <li>• Business card</li> </ul> <p><b>Comments:</b></p> |  |  |            |   |

## CTE/ROP Multimedia Productions I

| <u>Semester 1 - Unit 8 - Interactive Multimedia Production (10 hours)</u>   |   |   |   |   |
|---|---|---|---|---|
| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary  | Resources/Materials   |
| <p><b>12A</b> - Understands the basic terminology, techniques, software and hardware related to interactive multimedia.</p> <p><b>12B</b> - Demonstrates the ability to produce a computer-based presentation utilizing standard business presentation software.</p> <p><b>12C</b> - Understands the knowledge of multimedia authoring tools and techniques.</p> <p><b>12D</b> - Demonstrates the ability to produce a basic computer-based multimedia production incorporating graphics, sound, digital video and interactivity.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/</b><br/> <b>A2.1</b> Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.<br/> <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.<br/> <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.<br/> <b>A2.5</b> Know the writing processes, formats, and conventions used for various media.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>B2.4</b> Know the appropriate ways to validate and cite Internet resources.<br/> <b><u>Core Academic:</u></b><br/> <b>*AME/C/2.2W/WA/G11-12/</b><br/> <b>(1.1)</b> Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.<br/> <b>(1.2)</b> Use point of view,</p> | <p><b>12A - 2 hours:</b> Skills and techniques</p> <p><b>12B – 3 hours:</b> Standard business presentation</p> <p><b>12C – 2 hours:</b> Multimedia authoring tools and techniques</p> <p><b>12D – 3 hours:</b> Computer-based multimedia production</p> | <p>Graphic</p> <p>Effect</p> <p>Interactivity</p> <p>Interface</p> <p>Motion</p> <p>Music</p> <p>Sound</p> <p>Transition</p> <p>Video</p> | <p><b><u>Teacher Resources:</u></b><br/> Microsoft PowerPoint<br/> Adobe Dreamweaver<br/> Adobe Flash</p> <p><a href="http://tv.adobe.com/">http://tv.adobe.com/</a><br/> <a href="http://www.blogger.com">www.blogger.com</a><br/> <a href="http://www.wikispaces.com">www.wikispaces.com</a></p> <p><a href="#">Steps for Comparing-Venn Diagram.ppt</a></p> <p><b><u>Student Resources:</u></b><br/> Microsoft PowerPoint<br/> Adobe Dreamweaver<br/> Adobe Flash</p> <p><a href="http://tv.adobe.com/">http://tv.adobe.com/</a><br/> <a href="http://www.blogger.com">www.blogger.com</a><br/> <a href="http://www.wikispaces.com">www.wikispaces.com</a></p> <p><i>*Tutorials:</i><br/> MS PowerPoint<br/> <a href="http://www.actden.com/pp/">http://www.actden.com/pp/</a></p> |

## CTE/ROP Multimedia Productions I

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|  | <p>characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p><b>*AME/C/2.4LS/G11-12/</b><br/> <b>(2.4)</b> Deliver multimedia presentations:</p> <p><b>a.</b> Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p><b>b.</b> Select an appropriate medium for each element of the presentation.</p> <p><b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p><b>d.</b> Test the audience's response and revise the presentation accordingly.</p> <p><b>*IT/C/2.1R/G9-10/</b><br/> <b>(2.4)</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> |  |  |
|--|--|--|--|

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| <p><b>Suggestions/Assessments:</b></p> <p><u>Overview</u></p> <ul style="list-style-type: none"> <li>• Working with Presentations</li> <li>• Enhancing a Presentation</li> <li>• Working with Graphic Objects</li> <li>• Working with Movies, Animation, and Sound</li> <li>• Creating Support Materials</li> <li>• Prepare and Deliver a Presentation</li> </ul> <p><u>Projects</u></p> <ul style="list-style-type: none"> <li>• Have students start out by doing a short project where they need to compare and contrast two things and make a short PowerPoint presentation. See <a href="#">Steps for Comparing-Venn Diagram.ppt</a></li> <li>• Autobiography Presentation or Webpage(s)</li> </ul> |  |  |  |
|---|--|--|--|

## CTE/ROP Multimedia Productions I

- Career Search “My Career” Presentation or Webpage(s)
- Interviewing Tips Presentation (Use Job Finder’s Guide, Internet research)
- Business webpage/website

**Comments:**

- Group and individual projects work best and make sure to have students present and interpret their project(s) to the class.

## CTE/ROP Multimedia Productions I

| <u>Semester 1 - Unit 9 - Digital Imaging (20 hours)</u>  |   |   |   |  |
|--|---|---|---|--|
| Competencies   | Standards   | Suggested Pacing  | Essential Vocabulary  | Resources/Materials  |
| <p><b>6A</b> - Has an understanding of basic terminology, techniques, software and hardware related to digital imaging.</p> <p><b>6B</b> - Has the knowledge of a variety of digital acquisition hardware, such as scanners, videotape, video cameras, digital cameras and CD-ROM.</p> <p><b>6C</b> - Has the ability to produce digital images utilizing a variety of photo manipulation software.</p> <p><b>6D</b> - Has the knowledge of a variety of output devices, such as computer monitors, videotape, gray scale laser printers and color ink-jet printers.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/A1.2/VA/PR/</b><br/> <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).<br/> <b>*AME/MDAP/VA/ADV/</b><br/> <b>(2.1)</b> Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.<br/> <b>(2.2)</b> Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.<br/> <b>(2.4)</b> Review and refine observational drawing skills.<br/> <b>*AME/MDAP/A1.1/ADV/G9-12/</b><br/> <b>(1.5)</b> Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>*IT/MSSVP/</b><br/> <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> | <p><b>6A - 4 hours:</b><br/>Software and Hardware</p> <p><b>6B - 2 hours:</b> Digital acquisition hardware</p> <p><b>6C - 12 hours:</b> Design Considerations</p> <p><b>6D - 2 hours:</b> Output Considerations</p> | <p>Angle of view<br/>Aperture<br/>Arrangement<br/>Autofocus<br/>Balance<br/>Batteries<br/>Battery compartment<br/>Byte<br/>Camera body<br/>Cloning<br/>Close-ups<br/>Depth of field<br/>Digital<br/>Digital Camera<br/>Digital Image<br/>Digital Imaging Software<br/>Digital Photography<br/>Emphasis<br/>File compression<br/>File Extension<br/>File Sizes<br/>Filter<br/>Filters<br/>Flash (camera flash)<br/>Flash Memory<br/>Focal length<br/>Focusing ring<br/>Framing<br/>ISO rating<br/>Landscape<br/>Laser and Ink Jet Printers<br/>Layers<br/>LCD display<br/>Lens</p> | <p><b><u>Teacher Resources:</u></b><br/>Adobe Photoshop<br/>Adobe Illustrator</p> <p><i>*Tutorials:</i><br/> <a href="http://photoshopesentials.com/">http://photoshopesentials.com/</a><br/> <a href="http://simplephotoshop.com/">http://simplephotoshop.com/</a><br/> <a href="http://tv.adobe.com/">http://tv.adobe.com/</a></p> <p><i>*Textbooks:</i><br/>           1. Cengage Course Tech. Book: Exploring Photoshop CS3 by Annesa Hartman, Ken Sholar<br/>           2. Cengage Course Tech. Exploring Illustrator CS3 by Annesa Hartman, Ken Sholar</p> <p><b><u>Student Resources:</u></b><br/>Adobe Photoshop<br/>Adobe Illustrator</p> <p><i>*Tutorials:</i><br/> <a href="http://photoshopesentials.com/">http://photoshopesentials.com/</a><br/> <a href="http://simplephotoshop.com/">http://simplephotoshop.com/</a><br/> <a href="http://tv.adobe.com/">http://tv.adobe.com/</a></p> <p><i>*Textbooks:</i><br/>           1. Cengage Course Tech. Book: Exploring</p> |



## CTE/ROP Multimedia Productions I

|   |  |  |   |
|---|--|--|---|
|   |  |  | <p>Macro<br/>         Manipulation<br/>         Mask<br/>         Megapixel<br/>         Memory card<br/>         Noise<br/>         Photo Ink<br/>         Photo Paper<br/>         Pixel<br/>         Portrait<br/>         Program settings<br/>         Resolution<br/>         Rule of thirds<br/>         Scanner<br/>         SD card<br/>         Sharpening<br/>         Shutter release<br/>         Shutter speed<br/>         Tone &amp; sharpness<br/>         Toolbox<br/>         Tripod<br/>         USB<br/>         Video camera<br/>         Viewfinder<br/>         White balance<br/>         Zoom lens<br/>         Zoom ring</p> |
| <p><b>Suggestions/Assessments:</b></p> <p><u>Exercises</u></p> <ul style="list-style-type: none"> <li>• Photoshop Toolbox Worksheet and Quiz</li> <li>• Cengage Book: Exploring Photoshop CS3 Textbook             <ul style="list-style-type: none"> <li>○ Chapter Lessons</li> </ul> </li> <li>• Online Tutorials (see Resources above)</li> </ul> <p><u>Projects</u></p> <ul style="list-style-type: none"> <li>• Themed Collage</li> <li>• Self-Portrait</li> <li>• Changing backgrounds</li> <li>• CD Cover (Cengage Book: Exploring Photoshop CS3 – Chapter 9)</li> </ul> <p><u>Photography</u></p> <ul style="list-style-type: none"> <li>• Suggested Enduring Understandings             <ul style="list-style-type: none"> <li>○ Professional images are so perfect looking. How do I make my images look professional?</li> </ul> </li> </ul> |  |  |   |

## CTE/ROP Multimedia Productions I

- Discuss proper handling and safety rules when using a digital camera.
- Review the dos and don'ts of digital camera care.
  - Do...**
    - Regularly clean the camera.
    - Lens care: To take care of the lens, make sure that you never, ever touch it directly with your fingers and that you put on the lens cap when not shooting pictures.
    - Handle all moving parts of the camera with care.
    - Turn off the camera before removing or disconnecting the power source or a cable or removing the battery or memory card.
    - Keep your camera dry and free from condensation.
    - Store your camera correctly if it is not going to be used for a long time.
    - When storing your digital camera, you need to keep it away from magnets of any form. Magnets will affect the circuitry of your digital camera and should not be placed near it.
    - Another point to note is to use silica gel to combat condensation. Many electronic products come with silica gel capsules. Keep these, and put them in your digital camera storage box. It will prevent condensation.
    - Batteries can have corrosive leaks over time. Therefore, the batteries of the camera should also be removed if you intend to store the camera away for a long time.
    - Store your digital camera in a cool, dry place away from windows, furnaces, and damp basements.
  - Don't...**
    - Subject your camera to knocks, vibration, magnetic fields, smoke, water, steam, sand, or chemicals.
    - Store or use your camera in humid, dusty, or dirty places.
    - Subject your camera to extreme hot or cold temperatures.
    - Place your camera in direct sunlight for prolonged times or in a car when it is hot.
    - Scratch the camera with hard or sharp objects.
    - Drop your camera in water. It may be damaged beyond repair.
    - Use canned air. Most consumer digital cameras are not airtight, and canned air may blow dust into the inside of the lens.
- Demonstrate basic digital camera skills such as how to operate the camera and save and download files. Give a performance-based assessment on how to take a picture and how to transfer that image to the computer.

### Adobe Photoshop

- Discuss and demonstrate the following techniques to help students make their pictures the best they can be for their projects:
  - Assessing color: Use the histogram to determine whether to use the levels, curves, and brightness sliders to adjust color in a photograph.
  - Adjusting color: Use the auto color-correction tools.
  - Retouching: Use the Clone Stamp to remove unwanted elements, use the Spot Healing Brush to touch up small areas, or use the Red Eye tool to remove red eye.
  - Selecting: Use selection tools such as the Lasso and Magic Wand tools to correct a blemish, or use selection tools to select a certain element of an image to copy and paste into a collage.
  - Cropping and straightening: Use the Crop tool to remove unwanted elements of a photograph.
  - Resizing: Use the Image and Canvas Size tools to adjust the size of the image.
  - Resolution: Use Resolution Check to prepare the collage for printing on the designated size of paper. (Minimum for printing for 8-in. by 10-in. is 1600x1200 pixels.)
  - Experimenting: Experiment and keep track of your changes by using the History palette, and remove unwanted steps with the

## CTE/ROP Multimedia Productions I

- Undo palette.
- Merging photos: Use Photomerge to create panoramic images.
- Transforming photos: Use Transform tools to scale, rotate, or skew a selection.
- Apply the following tools of photo editing software:
  - Histogram
  - Levels
  - Curves
  - Brightness
  - Auto color correction
  - Clone stamp
  - Lasso
  - Magic wand
  - Crop
  - Image
  - Canvas size
  - Transform

### Comments:

- Have students practice their skills in the chapters of the Photoshop textbook and/or Photoshop tutorials online before they begin any projects in Photoshop.
- Projects are essential in mastering the skills of digital imaging.
- Emphasize to students the importance of using editing and manipulation tools thoughtfully so they do not change the original intent of the photographs. Explain that being able to make changes means they should be careful about what they are creating.

## CTE/ROP Multimedia Productions I

| Semester 1 - Unit 10 - Computer Graphics (20 hours)   |   |  |                      |   |
|---|---|--|----------------------|---|
| Competencies  | Standards   | Suggested Pacing   | Essential Vocabulary | Resources/Materials   |
| <p><b>5A</b> - Demonstrates an understanding of basic terminology, techniques, software and hardware related to computer graphics.</p> <p><b>5B</b> - Demonstrates an understanding of computer graphic design considerations.</p> <p><b>5C</b> - Produces two-dimensional computer graphic images utilizing a variety of graphic applications and output devices.</p> <p><b>5D</b> - Produces three-dimensional computer graphic images utilizing a variety of graphic applications and output devices.</p> <p><b>5E</b> - Demonstrates knowledge of the skills needed to act as art director on a multimedia project.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/A1.2/VA/PR/</b><br/> <b>(2.2)</b> Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.<br/> <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).<br/> <b>*AME/MDAP/A1.2/VA/ADV/</b><br/> <b>(2.1)</b> Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.<br/> <b>(2.2)</b> Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.<br/> <b>(2.4)</b> Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.1</b> Know the basic functions of media design software, such as keyframe animation, two-dimensional design, and three-dimensional design.<br/> <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>B3.3</b> Use various types of audio and</p> | <p><b>5A – 2.5 hours:</b> Basic skills and techniques</p> <p><b>5B – 5 hours:</b> Graphic design considerations</p> <p><b>5C – 5 hours:</b> Two-dimensional computer graphic images</p> <p><b>5D – 5 hours:</b> Three-dimensional computer graphic images</p> <p><b>5E – 2.5 hours:</b> Multimedia Project Art Director skills</p> |                      | <p><b><u>Teacher Resources:</u></b><br/>           Adobe Illustrator<br/>           Adobe Flash</p> <p><i>*Textbooks:</i><br/>           1. Cengage Course Tech. Exploring Illustrator CS3<br/>           2. Adobe Flash CS3 Revealed by Jim Shuman</p> <p><b><u>Student Resources:</u></b><br/>           Adobe Illustrator<br/>           Adobe Flash</p> <p><i>*Textbooks:</i><br/>           1. Cengage Course Tech. Exploring Illustrator CS3<br/>           2. Adobe Flash CS3 Revealed by Jim Shuman</p> |

## CTE/ROP Multimedia Productions I

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> <p><b><u>Core Academic:</u></b><br/> <b>*AME/A/1.4VPA/TH/G9-12/</b><br/> <b>(5.3)</b> Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> |  |  |  |
| <p><b>Suggestions/Assessments:</b></p> <p><u>Exercises</u></p> <ul style="list-style-type: none"> <li>• Cengage Book: Exploring Illustrator CS3 Textbook             <ul style="list-style-type: none"> <li>▪ Chapter lessons</li> </ul> </li> </ul> <p><u>Projects</u></p> <ul style="list-style-type: none"> <li>• Brochure             <ul style="list-style-type: none"> <li>○ Business brochure</li> </ul> </li> <li>• Poster             <ul style="list-style-type: none"> <li>○ Movie</li> <li>○ Event</li> </ul> </li> <li>• Logo Design             <ul style="list-style-type: none"> <li>○ Major Topics                 <ul style="list-style-type: none"> <li>▪ History of logos</li> <li>▪ Purpose of logos</li> <li>▪ Logo types</li> <li>▪ Text-based logos</li> <li>▪ Graphic based logos</li> </ul> </li> <li>○ Instructional Objectives                 <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Create and present logos.</li> <li>▪ Make revisions based on feedback.</li> <li>▪ Complete a written critique of a peer's design.</li> <li>▪ Develop an essay describing and justifying design revisions.</li> </ul> </li> <li>○ Methods and Activities                 <ul style="list-style-type: none"> <li>▪ Create a series of logo designs for a company.</li> <li>▪ Complete each step of the design process.</li> </ul> </li> </ul> </li> </ul> |   |  |  |  |

## CTE/ROP Multimedia Productions I

- Present five comps to company Board of Directors.
- Revise comps based on feedback from Directors.
- Develop a written critique of a peer's design
- Advertisement Layout
  - Major topics
    - Magazine
      - Balance, unity, emphasis
      - Photo manipulation
      - Cropping, resizing, color enhancement
      - Electronic page layout on Adobe Illustrator
  - Instructional Objectives
    - Students will be able to:
      - Create a well-balanced, unified design.
      - Develop a promotional campaign idea.
      - Apply design steps in creation of design.
      - Use Adobe Photoshop to crop, resize, and enhance colors.
  - Methods and Activities
    - Create travel advertisement for a travel company
    - Complete steps of the design process.

### Comments:

- Have students work on a few lessons in Illustrator textbook before the begin any projects.

## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 11 - Media Careers (3 hours)</u>      |   |  |  |   |
|--|---|--|--|---|
| Competencies   | Standards   | Suggested Pacing   | Essential Vocabulary   | Resources/Materials   |
| <p><b>19C</b> - Prepares a portfolio of original work.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/CPM/</b><br/> <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b><br/> <b>*AME/A/1.4VPA/VA/ADV/</b><br/> <b>(5.3)</b> Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b><br/> <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>*AME/C/2.2W/WA/G11-12/</b><br/> <b>(2.5)</b> Write documents related to career development, including simple business letters and job applications:<br/> <b>a.</b> Present information purposefully and succinctly and meet the needs of the intended audience.<br/> <b>b.</b> Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b><br/> <b>(2.5)</b> Write job applications and résumés:<br/> <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.<br/> <b>b.</b> Use varied levels, patterns, and types of language to achieve intended</p> | <p><b>19C - 3 hours:</b><br/>                     Portfolio of original work</p> | <p>Exhibition<br/>                     Interview skills<br/>                     Portfolio<br/>                     Presentation<br/>                     Resume</p> | <p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b><br/>                     Adobe Acrobat Professional<br/>                     Microsoft PowerPoint<br/> <a href="http://www.blogger.com">www.blogger.com</a><br/> <a href="http://www.wikispaces.com">www.wikispaces.com</a></p> |

## CTE/ROP Multimedia Productions I

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|   | <p>effects and aid comprehension.</p> <p><b>c.</b> Modify the tone to fit the purpose and audience.</p> <p><b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> |  |  |  |
| <p><b>Suggestions/Assessments:</b></p> <p><u>Portfolio Development</u></p> <ul style="list-style-type: none"> <li>• Major Topics             <ul style="list-style-type: none"> <li>○ Selecting work</li> <li>○ Resume</li> <li>○ Artist statements</li> <li>○ Presentation skills</li> </ul> </li> <li>• Instructional Objectives             <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Select work for a professional portfolio.</li> <li>○ Write coherent, well-developed artists' statements.</li> <li>○ Use professional presentation and interview skills.</li> </ul> </li> <li>• Methods and Activities             <ul style="list-style-type: none"> <li>○ Select from the semester's work, works of art to place into a portfolio.</li> <li>○ Refine projects</li> <li>○ Develop and/or refine resume.</li> <li>○ Develop an artist's statement that describes one's personal development of design styles.</li> <li>○ Presentation of work and interview.</li> </ul> </li> </ul> <p><b>Comments:</b></p> |   |  |  |  |



## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 12 – Educational Opportunities (1 hour)</u>  |   |   |                      |   |
|---|---|---|----------------------|---|
| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary | Resources/Materials   |
| <p><b>18A</b> - Applies and demonstrates knowledge of resources available for continuing education related to media production technology.</p>  | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/CPM/</b><br/> <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.<br/> <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.<br/> <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> | <p><b>18A - 1 hour:</b><br/>                     Community Colleges and Universities, Trade Schools, Other (Trade organizations, user groups, vendor)</p> |                      | <p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b><br/> <i>Occupational Outlook Handbook</i><br/> <a href="http://www.bls.gov/oco">http://www.bls.gov/oco</a><br/><br/> <a href="http://www.careerbuilder.com">www.careerbuilder.com</a></p> |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Have students visit selected college and university Web sites to discover what courses are taught and what majors are offered in the field of information technology.</li> <li>• Have students share their findings with the class using electronic presentation software.</li> <li>• Have students use the online <i>Occupational Outlook Handbook</i> (<a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a>) to select an area of occupational interest. Have them research salary and educational requirements for the chosen career and then prepare a one-page summary of the information using word processing software or do a multimedia presentation using presentation software, such as Microsoft PowerPoint.</li> <li>• Guest Speakers: College representatives, Professional in the Industry</li> </ul> <p><b>Comments:</b></p> |   |   |                      |   |

## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 13 - Media Production Management (6 hours)</u>   |   |  |  |   |
|---|---|--|--|---|
| Competencies  | Standards   | Suggested Pacing   | Essential Vocabulary   | Resources/Materials   |
| <p><b>11A</b> - Understands basic terminology, techniques, software and hardware related to producing a video/multimedia production.</p> <p><b>11B</b> - Understands basic terminology, techniques, software and hardware related to producing a video/multimedia budgeting and scheduling.</p> <p><b>11C</b> - Demonstrates the skills needed to act as project manager on a video/multimedia project.</p> <p><b>11D</b> - Demonstrates skills needed to act as director on a video/multimedia production.</p> <p><b>11E</b> - Demonstrates skills needed to act as producer on a video/multimedia production.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/CPM/</b><br/> <b>3.8</b> Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.</p> <p><b>*AME/PMA/</b><br/> <b>C1.1</b> Understand technical support functions in the arts industry.<br/> <b>C1.2</b> Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.<br/> <b>C1.3</b> Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.<br/> <b>C1.4</b> Know the elements involved in creating a media or performing arts production for video or electronic presentation.<br/> <b>C2.1</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.<br/> <b>C2.2</b> Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.<br/> <b>C2.3</b> Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.</p> | <p><b>11A - 2 hours:</b> Basic skills and techniques</p> <p><b>11B – 1 hour:</b> Video/Multimedia budgeting and scheduling</p> <p><b>11C – 1 hour:</b> Video/Multimedia Project manager skills</p> <p><b>11D – 1 hour:</b> Video/Multimedia Director skills</p> <p><b>11E – 1 hour:</b> Video/Multimedia Producer skills</p> | <p>Advertising</p> <p>Audition Process</p> <p>Budget</p> <p>Business Plan</p> <p>Contract</p> <p>Crew</p> <p>Director</p> <p>Equipment</p> <p>Independent Contractor</p> <p>Marketing</p> <p>Postproduction</p> <p>Preproduction</p> <p>Producer</p> <p>Production</p> <p>Project Manager</p> <p>Project Planning</p> <p>Review Process</p> <p>Schedule</p> <p>Technical Support</p> <p>Timeline</p> | <p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p> |

## CTE/ROP Multimedia Productions I

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|  | <p><b>C2.4</b> Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.</p> <p><b>C2.5</b> Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.</p> <p><b>C2.6</b> Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.</p> <p><b>C2.7</b> Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.</p> <p><b>*IT/MSSVP/</b></p> <p><b>B1.5</b> Understand the development and management process of a show (e.g., television programs, musicals, radio programs).</p> <p><b>B4.1</b> Use a logical and structured approach to isolate and identify the source of problems and to resolve problems.</p> <p><b>B4.2</b> Know the available resources for identifying and resolving problems.</p> <p><b>B4.3</b> Use technical writing and communication skills to work effectively with diverse groups of people.</p> <p><b>B4.4</b> Understand the principles of a customer-oriented service approach to users.</p> |  |  |  |
|--|--|--|--|--|

## CTE/ROP Multimedia Productions I

### **Suggestions/Assessments:**

#### Project

- Teacher will set the stage for a mock video production to take place
- Have students in groups be Management Companies and develop and/or act out the following:
  - Vision, goals, and objectives
  - Managerial responsibilities
  - Problem solving and decision making
  - Team member
  - Leadership within an organization
  - Staging for productions

#### **Comments:**

## CTE/ROP Multimedia Productions I

| Semester 2 - Unit 14 - Digital Audio Production (10 hours)   |  |   |   |   |
|--|--|---|---|---|
| Competencies   | Standards  | Suggested Pacing  | Essential Vocabulary  | Resources/Materials   |
| <p><b>9A</b> - Understands basic terminology, techniques and equipment related to basic audio production.</p> <p><b>9B</b> - Knows a variety of audio production equipment, including compact disc players, microphones, mixers, and related equipment.</p> <p><b>9C</b> - Understands terminology, techniques and equipment related to advanced multi-track recording.</p> <p><b>9D</b> - Knows a variety of advanced audio production equipment, including multi-track mixers, microphones, effects processors and MIDI instruments.</p> <p><b>9E</b> - Knows how to multi-track digital audio recording utilizing a computer and audio production software.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/</b><br/> <b>A2.1</b> Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.<br/> <b>A2.2</b> Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.<br/> <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> | <p><b>9A - 1 hour:</b><br/>Equipment operation</p> <p><b>9B - 1 hour:</b> Types of equipment</p> <p><b>9C - 2 hours:</b><br/>Advanced multi-track recording</p> <p><b>9D - 2 hours:</b><br/>Advanced audio production equipment</p> <p><b>9E - 4 hours:</b><br/>Production of multi-track digital audio recording</p> | <p>Arpeggios</p> <p>Auxiliary In and Outs</p> <p>Busses</p> <p>Editing</p> <p>Effects</p> <p>Effects processors</p> <p>Equalization</p> <p>Gain Structure</p> <p>History</p> <p>Instruments</p> <p>Keyboard</p> <p>Performance</p> <p>Line Inputs</p> <p>Mastering</p> <p>Microphones</p> <p>Microphones</p> <p>MIDI instruments</p> <p>Mixers</p> <p>Mixing</p> <p>Multi-track mixers</p> <p>Multi-track recording</p> <p>Preproduction</p> <p>Recording</p> <p>Rhythm</p> | <p><b><u>Teacher Resources:</u></b><br/>           Protools<br/>           Logic Studio<br/>           Reason<br/>           Sound Forge<br/>           Garageband<br/>           Audacity - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a></p> <p><b><u>Student Resources:</u></b><br/>           Protools<br/>           Logic Studio<br/>           Reason<br/>           Sound Forge<br/>           Garageband<br/>           Audacity - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a></p> |

## CTE/ROP Multimedia Productions I

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|  |  |  | Scales<br>Session Back-ups<br>Speakers and<br>Headphones<br>Time |  |
| <b>Suggestions/Assessments:</b><br><u>Projects</u> <ul style="list-style-type: none"><li>• Soundtrack song</li><li>• Jingle for a commercial</li><li>• Song 30-60 seconds long with student's own voice and/or their own software instrument loops.</li></ul> <b>Comments:</b> |  |  |  |  |

## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 15 - Video Production (20 hours)</u>   |   |   |   |   |
|---|---|---|---|---|
| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary  | Resources/Materials   |
| <p><b>14A</b> - Understands the basic terminology, techniques and hardware related to producing quality video, audio and lighting of a single-camera video production.</p> <p><b>14B</b> - Understands basic terminology, techniques, software and hardware relating to producing video/multimedia scripts and storyboards.</p> <p><b>14C</b> - Demonstrates the ability to produce a short single-camera video production.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/A1.2/</b><br/> <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).<br/> <b>*AME/MDAP/A1.7/</b><br/> <b>(2.3)</b> Write reflective compositions:<br/> <b>a.</b> Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).<br/> <b>*AME/PMA/</b><br/> <b>C1.4</b> Know the elements involved in creating a media or performing arts production for video or electronic presentation.<br/> <b>C2.4</b> Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.<br/> <b>*AME/PAP/TH/PR/G9-12 B2.3/</b><br/> <b>(2.2)</b> Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.<br/> <b>*IT/MSSVP/</b><br/> <b>B1.3</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web</p> | <p><b>14A - 6 hours:</b><br/>           Camera video production process<br/>           1. Preproduction<br/>           2. Production<br/>           3. Post production</p> <p><b>14B - 7 hours:</b><br/>           Scriptwriting and Storyboarding<br/>           1. Proposal<br/>           2. Treatment<br/>           3. Sequence outline and storyboard<br/>           4. Production script<br/>           5. Writing narration</p> <p><b>14C - 7 hours:</b> Short single-camera video production</p> | 180-degree angle<br>Actor<br>Audio<br>Camera angle<br>Close-up<br>Commercial<br>Advertisement<br>Cut-in<br>Cutaway<br>Cutaway shot<br>Cuts<br>Dollying<br>Establishing shot<br>Extra Long shot<br>Eye-level shot<br>High-angle shot<br>Lighting<br>Long shot<br>Low angle shot<br>Medium Long shot<br>Medium shot<br>Narration<br>Noddy shot<br>Panning | <p><b><u>Teacher Resources:</u></b><br/>           Final Cut Pro<br/>           Final Cut Express<br/>           Adobe Premiere<br/>           Elements<br/>           iMovie</p> <p><a href="#">Camera-Shots-Lesson-Kit.pdf</a></p> <p><b><u>Student Resources:</u></b><br/>           Final Cut Pro<br/>           Final Cut Express<br/>           Adobe Premiere<br/>           Elements<br/>           iMovie</p> <p><a href="#">Camera Shots Worksheet.doc</a></p> <p><a href="#">StoryboardTemplate.pdf</a></p> <p><a href="#">Video Production Planning Sheet.doc</a></p> <p><a href="http://www.mediacollege.com/video/shots/">http://www.mediacollege.com/video/shots/</a></p> <p><a href="http://www.mediacollege.com/video/camera/angles/">http://www.mediacollege.com/video/camera/angles/</a></p> |

## CTE/ROP Multimedia Productions I

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|  | <p>cams, CD and DVD recorders), as appropriate, for different projects.</p> <p><b><u>Core Academic:</u></b><br/> <b>*AME/C/2.1R/LRA/G8</b><br/> <b>(3.2)</b> Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.<br/> <b>*AME/C/2.2W/VO/G11-12</b><br/> <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.<br/> <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> |  | <p>Point-of-view shot<br/>         Production Schedule<br/>         Reverse angle shot<br/>         Scene descriptions<br/>         Script<br/>         Storyboard<br/>         Theme<br/>         Tilting<br/>         Tracking<br/>         Transitions<br/>         Weather shot<br/>         Wide shot</p> |  |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Camera Shots Worksheet/Quiz</li> <li>• Storyboard Worksheet for project pre-production</li> <li>• Video Production Planning Sheet</li> </ul> <p><b>Projects</b></p> <p>1. Commercial Assignment</p> <ul style="list-style-type: none"> <li>• Goal: Students will create an original 30-second commercial that tells a story by utilizing one form of visual commercial advertisement (bandwagon, testimonial, narrative, compare and contrast, etc.).</li> <li>• Objectives:             <ul style="list-style-type: none"> <li>○ Students will compare and contrast different types of commercials advertisement, and choose one to use for their commercial.</li> <li>○ Students will construct a video commercial story by relating camera angles, lighting, and audio to express the principle message.</li> <li>○ Students will demonstrate their knowledge of film editing by utilizing <i>Final Cut Pro</i> software.</li> <li>○ They will display skills of audio production by creating an original narration to coordinate with the film sequence.</li> <li>○ Students will evaluate their commercials and those of other students through a self-assessment and a class critique.</li> </ul> </li> </ul> <p>2. Visual Story-Cartoon Storyboard Sequence</p> <ul style="list-style-type: none"> <li>• Goal: Students will take a minimum four-column cartoon from a newspaper and create a written scripted storyboard detailing the images and develop a story that will be interpreted as a short 30-second film sequence.</li> <li>• Objectives:             <ul style="list-style-type: none"> <li>○ Students will interpret visual art by developing an original script that conveys a specific tone.</li> <li>○ Students will exhibit their skill of the English language by writing a script that is purposeful to an audience or a specific genre of film.</li> <li>○ Students will construct the video story by relating camera angles to express the meanings of their scripted scenes.</li> </ul> </li> </ul> |   |  |  |  |



## CTE/ROP Multimedia Productions I

- Students will demonstrate their knowledge of cinematography and Final Cut Pro in the final product.
- Students will assess each other's work in a class critique.

### 3. Values Video Project

- Have students create a TV commercial like the ones that are featured on the website, [www.values.com](http://www.values.com)
- Students must pick a value and base their commercial on the value.

#### **Comments:**

- Sometimes it works better to have a group of 3 or 4 students for pre-production and production. For post-production students edit their videos individually or in pairs.

## CTE/ROP Multimedia Productions I

| <u>Semester 2 – Unit 16 - Video Techniques (10 hours)</u>   |   |  |   |  |
|---|---|--|---|--|
| Competencies  | Standards   | Suggested Pacing   | Essential Vocabulary  | Resources/Materials  |
| <p><b>16A</b> - Demonstrates basic equipment handling techniques.</p> <p><b>16B</b> - Demonstrates basic media systems wiring diagrams.</p> <p><b>16C</b> - Has knowledge to construct and repair a variety of cables and connectors required for media production.</p> <p><b>16D</b> - Demonstrates basic preventative maintenance techniques.</p> <p><b>16E</b> - Demonstrates basic equipment repair techniques.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/</b><br/> <b>A2.3</b> Use technology to create a variety of audio, visual, written, and electronic products and presentations.<br/> <b>A2.6</b> Understand technical support related to various media and design arts.</p> | <p><b>16A – 2 hours:</b><br/>Equipment handling</p> <p><b>16B – 2 hours:</b> Media system wiring diagrams</p> <p><b>16C – 2 hours:</b><br/>Repairing cables and connectors</p> <p><b>16D – 2 hours:</b> Basic preventative maintenance</p> <p><b>16E – 2 hours:</b> Basic equipment repair</p> | <p>Cables</p> <p>Camera movement</p> <p>Compositions</p> <p>Connectors</p> <p>Lens Operation</p> <p>Lighting</p> <p>Microphones</p> <p>Shot descriptions</p> <p>Sound Lighting</p> <p>Subject movement</p> <p>Tripod</p> <p>Video camcorder</p> | <p><b><u>Teacher Resources:</u></b></p><br><p><b><u>Student Resources:</u></b></p> |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Discuss proper handling and safety rules when using video equipment.</li> <li>• Review the dos and don'ts of digital camera care.</li> <li>• Have students practice using equipment in the classroom with short exercises.</li> </ul> <p><b>Comments:</b></p>   |   |  |   |  |

## CTE/ROP Multimedia Productions I

| <u>Semester 2 – Unit 17 - Video Post-Production (10 hours)</u>   |  |  |  |   |
|--|--|--|--|---|
| Competencies   | Standards  | Suggested Pacing   | Essential Vocabulary   | Resources/Materials   |
| <p><b>15A</b> - Understands the basic terminology, techniques, software and hardware related to digital video post-production processes.</p> <p><b>15B</b> - Demonstrates the knowledge of off-line/on-line video post-production processes and techniques.</p> <p><b>15C</b> - Demonstrates the knowledge of cuts-only video post-production processes and techniques.</p>  | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/MDAP/A1.1/VA/ADV/</b><br/> <b>(1.5)</b> Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.<br/> <b>*AME/MDAP/A1.2/VA/PR/</b><br/> <b>(2.3)</b> Develop and refine skill in the manipulation of digital imagery (either still or video).<br/> <b>*IT/MSSVP/</b><br/> <b>B1.3</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>B3.3</b> Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> | <p><b>15A - 2 hours:</b> Basic skills and techniques of video post-production processes</p> <p><b>15B - 4 hours:</b> Off-line/on-line processes</p> <p><b>15C - 4 hours:</b> Cuts-only video processes</p> | <p>Color correction</p> <p>Editing</p> <p>Exporting</p> <p>Exposure correction</p> <p>Graphics</p> <p>Importing</p> <p>Music</p> <p>Re-shooting</p> <p>Rendering</p> <p>Saving</p> <p>Sound effects</p> <p>Soundtrack</p> <p>Special effects</p> <p>Titles</p> <p>Transitions</p> <p>Video footage</p> | <p><b><u>Teacher Resources:</u></b><br/>                     Final Cut Pro<br/>                     Final Cut Express<br/>                     Adobe Premiere<br/>                     Elements<br/>                     iMovie</p> <p><b><u>Student Resources:</u></b><br/>                     Final Cut Pro<br/>                     Final Cut Express<br/>                     Adobe Premiere<br/>                     Elements<br/>                     iMovie</p> |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students will edit, add effects, add sound effects, music, titles, transitions, etc. to their video projects.</li> <li>• Students will refer to their storyboard while editing.</li> <li>• Students will export and save their finished video.</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• Sometimes it works better to have a group of 3 or 4 students for pre-production and production. For post-production students edit their videos individually or in pairs.</li> </ul> |  |  |  |   |

## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 18 - Computer Animation (20 hours)</u>   |   |   |  |   |
|---|---|---|--|---|
| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary   | Resources/Materials   |
| <p><b>8A</b> - Demonstrates an understanding of basic terminology, techniques, software and hardware related to computer animation.</p> <p><b>8B</b> - Demonstrates knowledge of two-dimensional computer animation software and techniques.</p> <p><b>8C</b> - Demonstrates the knowledge of three-dimensional computer animation software and techniques.</p> <p><b>8D</b> - Has the ability to produce computer animations for a variety of video and multimedia applications.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*IT/MSSVP/</b><br/> <b>B1.1</b> Know the basic functions of media design software, such as keyframe animation, two-dimensional design, and three-dimensional design.<br/> <b>B1.2</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.<br/> <b>B1.6</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.<br/> <b>*AME/MDAP/A1.2/VA/PR/</b><br/> <b>(2.2)</b> Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p> | <p><b>8A - 4 hours:</b> Skills and techniques</p> <p><b>8B – 4 hours:</b> 2D animation</p> <p><b>8C - 4 hours:</b> 3D animation</p> <p><b>8D – 8 hours:</b> Computer animation production</p> | <p>Actions<br/>           Bounce effect<br/>           Camera angles<br/>           Cross fades<br/>           Edit bar<br/>           Flash document<br/>           Frame<br/>           Frames<br/>           Instance<br/>           Keyframe<br/>           Layers<br/>           Layers<br/>           Library<br/>           Movie<br/>           Pan<br/>           Panels<br/>           Panels<br/>           Property inspector<br/>           Scene<br/>           Scenes<br/>           Sounds<br/>           Stage<br/>           Symbol<br/>           The stage<br/>           Tilt<br/>           Timeline<br/>           Timeline<br/>           Tools<br/>           Tools panel<br/>           Transitions<br/>           Tweening<br/>           Zoom effect</p> | <p><b><u>Teacher Resources:</u></b><br/> <i>*Textbooks:</i><br/>           1. Adobe Flash CS3 Revealed by Jim Shuman</p> <p><b><u>Student Resources:</u></b><br/> <i>*Textbooks:</i><br/>           1. Adobe Flash CS3 Revealed by Jim Shuman</p> |

## CTE/ROP Multimedia Productions I

### **Suggestions/Assessments:**

#### Overview

- Creating Animations
- Enhancing Animations
- Publishing an Animation
- Creating Animations

#### Exercises

- Adobe Flash CS3 Revealed by Jim Shuman Textbook
  - Chapter lessons

#### 2-D Animation

- In small groups, students will produce a 30 second 2-D animated film.
- Lecture and discussion on the process.
- Analyze clips of animated films and documentary clips on creating animated films.
- Students outline the ideas behind their proposed films and complete the preproduction process.
- Students complete a script for their cartoon.
- Following instructor approval, students will prepare 2-D cartoons on drawing paper.
- Students will adapt each succeeding drawing slightly to allow for movement in their film creating pencil drawings.
- Students will scan their completed work on the computer systems, which can be colorized using software such as Adobe Photoshop.
- Students will compile the colored drawings together in on the timeline in video production software, aligning with the script and sound that they have created.
- Students will produce their cartoons.
- Peer editors will critique the cartoons at various stages in the process.

#### Adobe Flash

- Using a slide presentation, introduce students to the Flash interface. Explain and demonstrate the following elements:
  - **Flash document:** Where you create your Flash content. You save a Flash document as a file with a .fla extension.
  - **Tools panel:** Tools for drawing, painting, writing, selecting, moving, modifying, viewing, and coloring
  - **Panels:** Additional tools for modifying and creating objects
  - **Property inspector:** Where you set or change the most commonly used attributes of objects in a Flash document
  - **Movie:** A published Flash document. Explain the difference between FLA and SWF files.
  - **Stage:** Where you compose the content of a Flash document
  - **Timeline:** Where you organize and control the content of a Flash document over time, using layers and frames
  - **Frame:** A single picture in a series that forms the content of a Flash document
  - **Keyframe:** A frame in which you define a change in what is displayed on the stage or include frame actions to modify action on the stage
  - **Layers:** Where you organize the various content elements in a Flash document
  - **Scene:** Each document can contain multiple scenes, each with its own timeline and stage. Scenes can be placed within other scenes.
  - **Edit bar:** Indicates the current scene. On the right side, you can select the scene to open on the stage or change the magnification for viewing the stage.
  - **Symbol:** An element stored in a library for reuse in a Flash document

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- **Instance:** A copy of a symbol when it is on the stage. Each instance references the complete information stored in the corresponding library symbol, without duplicating that information. The use of instances minimizes the file size of a Flash movie.
- **Library:** Where you store and organize symbols
- **Tweening:** An automated way to create smooth movement and changes over time
- **Sounds:** Music loops or sound effects that play during the movie or are triggered by an action
- **Actions:** ActionScript statements that control an object or the timeline when a movie is played
- Essential Question
  - What effects and transitions can I use to make my story more effective?
- Examine online examples that use various Adobe Flash CS3 techniques.
  - Introduce techniques for creating filming and transition effects; show students some sites that use these techniques, such as [www.becominghuman.org](http://www.becominghuman.org) and [www.usolympicteam.com/kids/toons/index.shtml](http://www.usolympicteam.com/kids/toons/index.shtml).
  - Explain that certain filmmaking techniques can be incorporated into motion, shape, and text tweens to enhance the narrative capabilities of Flash. You might discuss the following:
    - **Pan, tilt, and zoom effect:** Moving the camera horizontally across a scene is called a pan. Moving the camera up or down across a scene is called a tilt. Moving the camera away from or toward a subject in a scene is called a zoom.
    - **Camera angles:** The rule of thirds and adjusting the viewing angle can help emphasize a certain aspect of the subject.
    - **Cross fades:** A transitional effect for moving from one image to another. This technique appears to fade in one image while another fades out. Another version of the cross fade is a color fade—dissolving between different color instances of the same object.
    - **Bounce effect:** A moving object rebounds before stopping. This technique grabs attention and can focus the visitor on an area of the screen.
    - **Transitions:** Multiple techniques (such as flipping, fading, and color fading) used to move from one section of a digital narrative to another
- Work with custom colors and gradients in Flash
- Develop transition effects built through motion, shape, and text tweening in preparation for enhancing a narrative.
- Plan and design a narrative to effectively communicate a message.
- Introduce areas where digital storytelling is used. You might look at different types of online narratives: Documentaries, personal opinions, and cartoons and animations. You might also look at non-Web narratives such as commercials. Some places to find online narratives include the following:
  - Arizona State University and the Institute of Human Origins created this documentary: [www.becominghuman.org](http://www.becominghuman.org)
  - Second Story's site contains links to a variety of Web sites with interactive features on subjects ranging from the visual arts, architecture, and music to history, geography, and the sciences: [www.secondstory.com](http://www.secondstory.com)
  - USA Olympics kids' site contains cartoons: [www.usolympicteam.com/kids/toons/index.shtml](http://www.usolympicteam.com/kids/toons/index.shtml)

### Adobe Flash Projects

1. Have students write a short narrative for a Web site and indicate the goals, audience, and message of the narrative, the length of time it will take to view the narrative, and the delivery requirements for the narrative (such as download speed, screen resolution, and Internet connection speed). You might present the following criteria to help contain the project:
  - The audio recording for the narrative does not exceed 45 seconds.
  - The length of the movie does not exceed 1 minute.
  - The number of written and spoken words is not more than 50.

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- The narrative contains at least one transition effect.
- The narrative contains at least one filmmaking technique.
- The narrative contains no more than five different filmmaking and transition techniques.
- Allow peer evaluation of students' work
- Create an animation storyboard
- Introduce animation storyboards and flowcharts by showing students examples of storyboards used to create cartoons, films, or other narratives. You might highlight the following ideas:
  - Import optimized images and self-recorded audio into Adobe Flash CS3.
  - Produce a digital narrative from a flowchart and animation storyboard.
  - Conduct a peer review of a digital narrative.
  - Incorporate peer-suggested changes into a digital narrative.
  - Publish a digital narrative as an HTML document.
- 2. Have students create an animation of a Character
  - Record a sound
  - Add a button so that when you click on the button, the animation and sound plays.
- 3. Have students create an interactive game
  - Performance-based assessments that includes the use of rich media to include the following:
    - Audio
    - Animation

**Comments:**

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| <u>Semester 2 - Unit 19 - Media Careers (11 hours)</u>   |  |   |  |   |
|--|--|---|--|---|
| Competencies   | Standards  | Suggested Pacing  | Essential Vocabulary   | Resources/Materials   |
| <p><b>19A</b> - Conducts a job search.<br/> <b>19B</b> - Prepares a resume.<br/> <b>19C</b> - Prepares a portfolio of original work.</p> | <p><b><u>Career Technical Education:</u></b><br/> <b>*AME/CPM/</b><br/> <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.<br/> <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.<br/> <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.<br/> <b><u>Core Academic:</u></b><br/> <b>*AME/A/1.4VPA/VA/ADV/</b><br/> <b>(5.3)</b> Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).<br/> <b>*AME/C/2.3WO/ELC/G11-12/</b><br/> <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.<br/> <b>*AME/C/2.2W/WA/G11-12/</b><br/> <b>(2.5)</b> Write documents related to career development, including simple business letters and job applications:<br/> <b>a.</b> Present information purposefully and succinctly and meet the needs of the intended audience.<br/> <b>b.</b> Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p> | <p><b>19A - 2 hours:</b> Job search<br/><br/> <b>19B - 3 hours:</b> Resume<br/><br/> <b>19C - 6 hours:</b> Portfolio of original work</p> | <p>Career<br/><br/> Characteristics<br/><br/> Follow-through<br/><br/> Interview skills<br/><br/> Job Description<br/><br/> Job Interview<br/><br/> Organization<br/><br/> Objective<br/><br/> Planning<br/><br/> Position<br/><br/> Portfolio<br/><br/> Reference<br/><br/> Referred<br/><br/> Resume<br/><br/> Salary<br/><br/> Skills<br/><br/> Strengths</p> | <p><b><u>Teacher Resources:</u></b><br/> Job Finder's Guide<br/><br/> Employability Skills Handbook (lesson plan examples)<br/> <a href="http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm">http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm</a><br/><br/> <a href="http://www.careerbuilder.com">www.careerbuilder.com</a><br/><br/> <b><u>Student Resources:</u></b><br/> Job Finder's Guide<br/><br/> <a href="http://www.careerbuilder.com">www.careerbuilder.com</a><br/> <a href="http://www.snagajob.com">www.snagajob.com</a><br/> <a href="http://www.monster.com">www.monster.com</a><br/> <a href="http://www.ca.gov/Jobs/">http://www.ca.gov/Jobs/</a></p> |



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|   |   |  |  |  |
|---|---|--|--|--|
|   | <p><b>*AME/C/2.2W/WSA/G11-12/</b><br/> <b>(2.5)</b> Write job applications and résumés:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</b> Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p> <p><b>c.</b> Modify the tone to fit the purpose and audience.</p> <p><b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> |  |  |  |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher will demonstrate how to conduct a job search on the internet and also discuss other ways of job hunting.</li> <li>• Students will conduct a job search:             <ul style="list-style-type: none"> <li>○ Identify potential employers and create a record of contacts and follow-up dates.</li> <li>○ Find a job description and write an objective based on the job description.</li> </ul> </li> <li>• Students will revise Resume from first semester.</li> <li>• Students will add, edit, revise and finalize portfolio from first semester.</li> </ul> <p><b>Comments:</b></p> |   |  |  |  |

## CTE/ROP Multimedia Productions I

| <u>Semester 2 - Unit 20 – Business Skills (3 hours)</u>   |   |   |  |  |
|---|---|---|--|--|
| Competencies  | Standards   | Suggested Pacing  | Essential Vocabulary   | Resources/Materials  |
| <p><b>20A</b> - Performs and demonstrates an understanding of basic terminology, techniques, software and hardware related to starting, managing and promoting a media production company.</p> <p><b>20B</b> - Performs and develops a business plan for a multimedia company.</p>  | <p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/PSCT/</b><br/> <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b>*AME/CPM/</b><br/> <b>3.8</b> Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.</p> <p><b>*IT/MSSVP/</b><br/> <b>B1.7</b> Use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.</p> <p><b>B2.1</b> Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.</p> | <p><b>20A - 1 hours:</b> Media production company</p> <ol style="list-style-type: none"> <li>1. Startup</li> <li>2. Management</li> <li>3. Promotion</li> </ol> <p><b>20B - 2 hours:</b><br/>                     Business Plan</p> | Advertising<br>Budget<br>Business Plan<br>Competitive Analysis<br>Contract<br>Executive Summary<br>Financial Plan<br>Independent Contractor<br>Industry<br>Management Plan<br>Market Analysis<br>Marketing Plan<br>Operating Plan<br>Partnership<br>Timeline | <p><b><u>Teacher Resources:</u></b></p><br><p><b><u>Student Resources:</u></b></p> |
| <p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Have students in groups understand, create and present a Business Plan through a multimedia presentation:                             <ul style="list-style-type: none"> <li>○ Executive Summary</li> <li>○ Industry</li> <li>○ Market Analysis</li> <li>○ Competitive Analysis</li> <li>○ Marketing Plan</li> <li>○ Management Plan</li> <li>○ Operating Plan</li> <li>○ Financial Plan</li> </ul> </li> </ul> |   |   |  |  |
| <p><b>Comments:</b></p>   |   |   |  |  |