GRADE LEVEL/UNIT TITLE: 11-12/Apply Foundational Concepts   Course Code: 034356 CIP Code: 11.0103

COURSE INTRODUCTION:

Course Rationale: This course addresses the technological skills required of students to create effective electronic presentations for the companies employing them. The demand for multimedia knowledge and ability to apply it will continue to expand as businesses utilize multimedia functions including graphics, audio, video, web pages, and electronic presentations.

Course Description: Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, audio, and video for presentations in various media formats.

DESE Model Curriculum

UNIT DESCRIPTION:	SUGGESTED UNIT TIMELINE: 5 days
Introduce multimedia foundational concepts essential for the creation multimedia productions.	CLASS PERIOD (50 min.): Delivered throughout entire course.

ESSENTIAL QUESTIONS:

1. What effect does typography on multimedia applications?
2. Why is safety/security important with the use of technology?
3. Why is organization and planning important in designing multimedia productions?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	NBEA	DOK
1. Develop vocabulary related to multimedia				RI.11-12.4	IT.V.2.2, M.I.A.2.1, COMM.I.C.3.6	1
2. Investigate the key principles in internet safety, security, and privacy				RI.11-12.1	IT.XVI.1-2.4, IT.XVI.1-2.2	3
3. Utilize hardware to manipulate various types of media (e.g., cameras, microphones, graphic tablets)					IT.II.1.1	2
4. Determine appropriate software application for task					IT.V.1.1, IT.V.4.4, IT.VI.1-2.1	3
5. Use organizational skills to plan multimedia products (e.g., storyboarding, outlining, scripting, task delegation)				WHST.11-12.2a	COMM.I.B.2.8, COMM.I.B.4.5	1
6. Apply design principles used in multimedia productions					COMM.IV.3.8	4

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7. Create text using typography principles					IT.V.3.5	**2**
8. Evaluate and determine hardware and software required for multimedia use					IT.II.1.1, IT.II.1.4, IT.II.1.6, IT.V.3.6	**4**

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Assessed through various other projects.

*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1, 4	1. Teacher will show examples of vocabulary squares using various software applications.
5	2. Teacher will demonstrate how to use the storyboard form and discuss the importance of planning and organizing in the creation process.
8	3. Teacher will provide the students with a list of software to be used in a multimedia project.

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1, 4	1. Students will create a vocabulary square for vocabulary related to multimedia. See *Vocabulary Requirements* pdf.
5	*2.* Students will utilize a storyboard form to organize and create a music video. See *Story Board pdf.*
8	3. Student will be given a list of software and they must research the specs required and determine the hardware requirements needed to run the software.

UNIT RESOURCES: (include internet addresses for linking)

Internet and Copyright and Legal Issues.docx

Resources@MCCE - E 10.0301 K377, The Socially Networked Classroom: Teaching in the New Media Age: William Kist, THOUSAND OAKS, CA,

CORWIN PRESS, 2010. This book demonstrates how pioneering teachers have successfully integrated screen-based literacies into their instruction. Includes: Real-world activities and lesson examples with assignment sheets, assessments, and rubrics; Ideas on fostering collaborative learning using blogs, wikis, nings, and other interactive media; Tips on Internet safety, blogging etiquette, protected blogging sites, and more; Blog entries from classroom teachers. Grades 5-12.