

The student will apply keying, typography, layout, and design skills in this course. The student will be proficient in using interactive multimedia tools to develop electronic presentations. Creative design, persuasive communications, and language arts skills are applied through research, evaluation, validation, written, and oral communication. Typography, layout, and design guidelines are applied. Copyright laws and ethical practices are reinforced in creating and formatting various presentations that require imported data/graphics, digital, audio, and video clips. Team development will also be stressed as students work on multimedia project(s). Laboratory facilities and experiences simulate those found in business and industry.

Recommended Prerequisites: Keyboarding, Computer Applications I

Grades: 11, 12

Recommended Credit: 1 Credit

Standard 1.0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

Standard 2.0

The student will demonstrate a comprehension of the terminology, materials, technologies, media, components and their working relationship utilized within the industry.

Standard 3.0

The student will research and apply knowledge of copyright within the industry.

Standard 4.0

The student will research and apply typography, layout/design, and composition concepts and guidelines for preparation of a multimedia project.

Standard 5.0

The student will organize information and communicate ideas by visualizing space configurations and movements.

Standard 6.0

The student will relate and apply artistic knowledge, skills, and techniques to the production of various projects.

Standard 7.0

The student will communicate ideas and information to a variety of audiences for a variety of purposes.

Standard: 8.0

The student will evaluate the purposes, functions, and features used in preparing digital communication.

Standard 9.0

The student will collaborate with peers, experts, and others to develop a finished interactive multimedia project.

Course Description

The student will be proficient in using interactive multimedia tools to develop digital communication presentations. Creative design, persuasive communications, and language arts skills are applied through research, evaluation, validation, written, and oral communication. Typography, layout and design guidelines are applied. Copyright laws and ethical practices are reinforced in creating and formatting various presentations that require imported data/graphics, digital, audio, and video clips. Team development will also be stressed as students work on multimedia project(s). Laboratory facilities and experiences simulate those found in business and industry. *(This course requires a computerized workstation for each student with presentation management software and tools provided.)*

Standard 1:0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

Learning Expectations

The student will:

- 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
- 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
- 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.

- 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
- 1.8 Examine the goals and principles of a professional organization. (Ex. Computer Science Club, BETA Club, FBLA)
- 1.9 Investigates online and office safety procedures and passes a written safety examination with 100% accuracy.
- 1.10 Demonstrates parliamentary procedure through office staff/chapter organizational meetings.
- 1.11 Apply appropriate typography concepts to industry documents.

Student Performance Indicator: Evidence Standard Is Met

The student:

- Develops a presentation, applying typography guidelines, that illustrates ethical and legal behavior in written and spoken portions of the presentation, and recognizes the implications of violating federal and state laws related to the use of technology and copyrighted materials.
- Models and role-plays examples of behavioral expectations in the workplace, including soft skills and team building.
- Demonstrates skills necessary for safety and environmental protection in the workplace and passes a written safety exam with 100% accuracy.
- Develops a presentation, applying typography guidelines illustrating ethical behavior in what are written, spoken or presented and legal issues recognizing the implications of violating federal and state laws including the use of technology and copyrighted materials.
- Illustrates modeling and role playing of examples of behavioral expectations in the workplace including soft skills and team building.
- Demonstrates parliamentary procedure through office staff/chapter organizational meetings.
- Participates in professional development leadership activities.
 - Creates a design and lays out a membership brochure to promote membership.
 - Creates a design and lays out a flyer to promote the local activities of the charitable organization such as the Red Cross.
- Demonstrates progress toward developing skills and behaviors through portfolios and reflection.

Sample Performance Task

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied text that does not require permission, and copied data that requires permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts.
- Use the Internet to research health and safety issues in a computer work environment.
- Compose and assemble a safety manual using appropriate typography concepts.
- Develop a presentation on right-to-know laws and any other laws required for safety.

Standard 2.0

The student will demonstrate a comprehension of the terminology materials, technologies, media, components and their working relationship utilized within the industry.

Learning Expectations

The student will

- 2.1 Define and use interactive multimedia presentation terminology.
- 2.2 Examine components, use, and evaluation of a portfolio.
- 2.3 Describe the basic components of an interactive multimedia presentation and their working relationships.
- 2.4 Analyze audio and video media.
- 2.5 Describe examples of digital media such as:
 - a. graphics
 - b. digital photography
 - c. video
 - d. sound
 - e. music
 - f. animation
 - g. motion
- 2.6 Recognize the various types of formats that can be found in a project.

Student Performance Indicators: Evidence Standard Is Met

The student:

- Starts a portfolio that includes examples of each of the components and resources used in developing an interactive multimedia presentation.

Sample Performance Task

The student will collect and identify the various types of digital media. Each example should provide the file size, file type and source of the media. Assessment will be done through the portfolio.

Standard 3.0

The student will research and apply knowledge of copyright within the industry.

Learning Expectations

The student will:

- 3.1 Apply copyright laws and their applications to text, visual art, design, music, and photography.
- 3.2 Prepares copyrighted text in a document that may be permissibly reproduced with attribution

Student Performance Indicators: Evidence Standard is Met

The student:

- Applies ethical conduct providing the proper credit to those whose ideas and content have been used in creating interactive multimedia projects.
- Applies knowledge of copyrights in seeking formal permission from copyright sources before using materials.

Sample Performance Task

- Design and produce an interactive multimedia project on legal and copyright issues that includes issues and penalties for plagiarism, copied data with permission and the process used in obtaining permission. Obtain formal permission for use of a quotations, art form, design, music, and photographs. Develop and present a total team interactive multimedia project utilizing various technology components.

Standard 4.0

The student will research and apply typography, layout/design, and composition concepts and guidelines for preparation of a multimedia project.

Learning Expectations

The student will:

- 4.1 Analyze and synthesize composition processes in the production of various projects.
- 4.2 Analyze and apply principles of typography in the production of various projects
- 4.3 Illustrate how to apply typographical commands to text.
- 4.4 Evaluate the effectiveness of typography in publications.
- 4.5 Contrast and compare, using the following criteria, the typography from at least two print sources:
 - a. composition techniques
 - b. different type styles
 - c. different types of justification
- 4.6 Analyze and apply concepts of layout/design principles using various print sources:
 - a. special affects techniques
 - b. thumbnail sketches
 - c. guides, rulers, scales, menus, pallets
 - d. text alignment, elements positioning, rules of page design for printed text
 - e. margins, gutters, tabs, letter spacing, tracking, leading, and headings
 - f. columnar grid setup
 - g. style formulation
 - h. master page construction
 - i. spot color and process color to text and graphics
 - j. continuity and form in publications
- 4.7 Illustrate gradations in shapes and blend colors.
- 4.8 Illustrate methods of importing and exporting original text and graphics.
- 4.9 Draw and edit objects through incorporating fills, borders, graphic boxes, illustrations, images, tables, charts (shapes and lines).
- 4.10 Proofread and edit projects for format, mechanics, and clarity.

Student Performance Indicators: Evidence Standard is Met

The student:

- Prepares a layout using typography specifications.
- Applies layout and design principles using original and/or imported graphics. Applies spot color to graphics and text.
- Applies typographical commands to text.
- Rotates text and graphics.
- Proofs, edits, resizes, crops, and manipulates copy and graphics
- Prints or publishes hard copy that meets publication and design standards.

Sample Performance Task

- Have students illustrate at least three font styles and appropriate application of each. Using different backgrounds contrast and compare the typography of each.
- Design and create various projects, i.e., commercial, ad campaign, public relations announcement, master slide for a legislative presentation.

Standard 5.0

The student will organize information and communicate ideas by visualizing space configurations and movements.

Learning Expectations:

The student will:

- 5.1 Demonstrate design and layouts using storyboard techniques.
- 5.2 Create simple illustrations.
- 5.3 Demonstrate development of layouts applying elements of line, shape, texture, and value to create form and space.
- 5.4 Demonstrate the ability to use computer software to identify, create, and manipulate surfaces, scale, rotation, zoom, shading, and layout.
- 5.5 Identify elements styles of animation, art, sketching, and drawing to enhance and express information and communicate ideas.
- 5.6 Demonstrate the ability to operate camera, import digital media, and manipulate the media.

Student Performance Indicators: Evidence Standard is Met

The student:

- Applies basic design techniques to illustrate print and digital applications for layout and scale.
- Applies elements of animation, art, sketching, and drawing in an interactive multimedia presentation.
- Creates, edits, copies, and manipulates dimensional layout/spreads, geometric entities, and drawings using drawing tools to comply with industry standards.
- Demonstrates how to use imaging technology to create a unique product.
- Applies proper photographic skills.

Sample Performance Tasks

- Assign teams to apply concepts of digital imaging to create a multimedia product.

Standard 6.0

The student will relate and apply artistic knowledge, skills, and techniques to the production of various projects.

Learning Expectations

The student will:

- 6.1 Analyze a variety of different media resources.
- 6.2 Develop continuity and form in multimedia.
- 6.3 Connect the various techniques utilized in software applications, such as photo editing, music sampling, graphic animation, etc.

Student Performance Indicators: Evidence Standard is Met

The student:

- Differentiates and analyze styles, color, graphics, and formatting used in various newsprint media.
- Apply concepts which emphasize continuity and form in multimedia.
- Apply concepts of image manipulation using digital tools.
- Digitally manipulates, enhances, and produces photographs or other art elements utilizing photo editing software.

Sample Performance Task

- Create a multimedia product which complies with industry standards

Standard 7.0

The student will communicate ideas and information using a multimedia presentation to target audiences for a variety of purposes.

The student will:

- 7.1 Demonstrate the ability to communicate information to a target audience for a specific purpose in print, art, and/or speech.
- 7.2 Apply concepts of persuasive communication skills to target audiences using various media.
- 7.3 Compare and contrast the power of digital communication with a traditional communication presentation.

Student Performance Indicators: Evidence standard is met

The student:

- Constructs a storyboard incorporating script, visuals, format, and sequence for presentation.
- Creates targeted (audience ancillaries to accompany presentation (handouts, outlines, etc).
- Designs, prepares, and delivers a persuasive interactive multimedia oral presentation for a target audience.

Sample Performance Task

- Students select a target audience and a topic that relates that audience. They will research information and present a multimedia presentation with accompanying oral commentary to fit the target audience. Presentation ancillaries to the commentary will be given to the audience.
- Students will create a storyboard, design a layout, develop the presentation, and practice and edit the presentation before making the final delivery of the presentation.
- Students will evaluate presentations using a rubric to evaluate planning, revisions, and presentations skills.

Standard: 8.0

The student will evaluate the purposes, functions, and features used in preparing digital communication.

Learning Expectations

The student will:

- 8.1 Compose, organize, and edit a presentation incorporating text, imaging, audio, video, and graphic software.
- 8.2 Investigate various products that can be designed and published using multimedia software.
- 8.3 Compose, organize, and edit information using keyboard, scanner, Internet, audio input device, and a digital camera.

Student Performance Indicators: Evidence Standard is Met

The student:

- Modifies a pre-designed presentation to demonstrate creativity.
- Extracts and places text, graphics, audio and/or video clips in a presentation project.

Sample Performance Task

- Utilize keyboard, scanner, Internet, audio input device and digital camera to incorporate text, imaging, audio, video, and graphics into a 30-second public service announcement.

Standard 9.0

The student will collaborate with peers, experts, and others to develop a finished interactive multimedia project.

Learning Expectations

The student will:

- 9.1 Define team roles.
- 9.2 Define team norms.
- 9.3 Identify the components of an interactive multimedia project.
- 9.4 Select a project topic
- 9.5 Design a map or storyboard for the topic/project.
- 9.6 Create or acquire the necessary graphics, digital photography or video.
- 9.7 Develop or acquire sound and/or music.
- 9.8 Create an animation.
- 9.9 Locate or create content.
- 9.10 Develop a project
- 9.11 Present the finished product to an audience.
- 9.12 Assess the finished product and evaluate team process.
- 9.13 Incorporate the use of copyright laws, including use of attribution.

Student Performance Indicators: Evidence Standard Is Met

The student:

- Collaborates with others to produce a finished multimedia project.
- Packages the final project for dissemination

Sample Performance Task

- Create a presentation for a school. The finished product should include all aspects of the school environment (teachers, students, classes, sports, extra-curricular, etc.). Team building should include the creation of areas of specialty (graphics, sound, content, etc.) and a management structure. Specific timelines should be created, posted, and monitored.

- Create a product that will introduce the planets in our solar system to a sixth grade audience. The finished product should include a review and test module and the necessary art for marketing the product. Evaluation will be determined by the successful presentation and utilization of the product.
- Design an electronic interactive portfolio that showcases examples of both creative work (music, art, etc.) as well as examples of work created in other areas of study (English essays, social studies research, etc.).