

WGSD Curriculum  
Business Department

Course: Multimedia Design  
Grade Level: 9-12  
LG 1 Origins of the Industry

**High Priority Standards**

**National Business Education Standards**

**Information Technology**

I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

**TILS: Create**

- Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

**Learning Goal**

Students will be able to understand the evolution and nature of the technology industry.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Explaining the origin of the PC industry and its impact on today's society.
- Understanding the connection between pre-1990 technology and modern technology.
- Explaining the significance of key individuals and their impact on the

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	<p>personal computer industry.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: Altair, Alto, Binary code, CD, Circuit, Computer, Computer kit, CPU, Eniac, Enigma, I/O devices, Intel, microprocessor, MITS, Nerd, Peripheral, Programming language, Punch card, RAM, Silicon, Transistor, Vacuum tube, VCR, VHS, and VisiCalc.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Outlining the evolution of the personal computer.</li><li>○ Describing how modern technology companies arose to their current status as technology leaders.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Identify hardware and software companies.</li><li>• Describe how the earliest computers functioned.</li></ul>	

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**Learning Design**

9. History of the Computer by the History Channel (video)
10. Triumph of the Nerds Vol. I
11. Triumph of the Nerds Vol. II
12. Triumph of the Nerds Vol. III

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LG 2 Animations

**High Priority Standards**

NBEA Standards

Communication

**Foundations of Communication**

**Achievement Standard:** Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

Informational Technology

**VI. Interactive Media**

**Achievement Standard:** Use multimedia software to create media rich projects.

**Learning Goal**

Students will be able to create digital animations.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Generating advanced animations using guide-to-motions layers.
- Sequencing an animation using frames and keyframes.
- Detecting potential animation errors and making alternative decisions.
- Generating a shockwave animation for use in a website.
- Critiquing an animation and identifying new areas where ActionScripts could help enhance the animation.
- Editing a given animation and generating corrected ActionScripts.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: actionscript, align, animation, bitmap, blank keyframe, canvas, flash, font, frame, frames per second, function/method, guide-to-motion, layer, motion tween, playback, scene, shockwave, symbol, timeline, workspace.
- Performing processes such as:
  - Identifying key frame and animation errors.
  - Differentiating between various drawing tools.
  - Illustrating scenes of an animation using drawing tools.
  - Illustrating scenes of an animation using pen and paper.
  - Outlining and planning an animation.
  - Conceptualizing a scene by planning frame-by-frame.
  - Summarizing various ActionScript functions.
  - Describing the process of applying ActionScripts to Flash objects.
  - Identify how ActionScripts can help enhance an animation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Create with Adobe Flash.
- Write scripts.
- Enhance Flash animations.

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**Learning Design**

1. Motion Tween Animation Project.
2. Guide-to-Motion Animation Project.
3. Animated Webpage Banner Project.
4. Making a Basic Webpage Project.
5. Animation with Sounds Project.

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LG 3 Editing and Composing Digital Images

**High Priority Standards**

NBEA Standards

Informational Technology

**III. Operating Systems and Utilities**

**Achievement Standard:** Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

**VI. Interactive Media**

**Achievement Standard:** Use multimedia software to create media rich projects.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create and perfect digital images.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Applying filters to image layers and justifying the purpose and impact such filter would have on an image.</li><li>• Applying the process of selecting components within layers.</li><li>• Justifying the reason for cropping an image.</li><li>• Generating images with transparent backgrounds.</li><li>• Connecting images with transparent backgrounds with visual appeal on webpages.</li><li>• Demonstrating how a color range can be identified and/or applied to an image.</li></ul>

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: background layer, baseline, blending, CMYK, color range, composition, copyright, crop, drop shadow, effect, fastening points, filter, flatten, font, gradient, grayscale, kern, layer, marquee, mask, menu bar, opacity, panel, picker, RGB, selection, swatch, toolbox, tracking, transparency, vignette, workspace,
- Performing processes such as:
  - Modeling layer selection techniques.
  - Summarizing the functionality of tools in the toolbox, such as healing brush, selection tool, magic lasso.
  - Summarizing the functionality of Photoshop filters and effects, such as sharpen, blur, artistic effects.
  - Producing text and summarizing various font and text properties.
  - Describing how gradients can be applied to shapes.
  - Describing the process of making an image transparent.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Use Adobe Photoshop to edit and compose images.
- Organize media using Adobe Bridge.



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- Use Creative Commons as a source of media.

**Learning Design**

1. Creative Commons Copyright Tutorial
2. Skills Review: Rafting
3. Skills Review: Zenith Design
4. Project Builder 2: Cooking
5. Skills Review: Allegro Music Store
6. Project Builder 1: Combat Fraud
7. Project Builder 2: Giraffe Promotion
8. Design Project: Coffee Cover

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LG 4 Movie Making and Camera Technique

<b>High Priority Standards</b>	
<p>NBEA Standards Informational Technology <b>VI. Interactive Media</b> <b>Achievement Standard:</b> Use multimedia software to create media rich projects. <b>IV. Technological Communication</b> <b>Achievement Standard:</b> Use technology to enhance the effectiveness of communication.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to create with a digital movie camera.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Applying film techniques to produce a short video.</li> <li>• Detecting and correcting movie clip composition errors in Adobe Premiere and/or MovieMaker.</li> <li>• Applying various camera angles and explaining the purpose of each.</li> <li>• Applying green screening techniques to a short video.</li> <li>• Organizing scenes within a short film.</li> <li>• Diagnosing the lighting situation while filming and correcting for it.</li> <li>• Judging a short video for clarity of message being communicated.</li> </ul>

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- Differentiating between scenes that would benefit from green screening and scenes that would not.
- Applying the process of layering video and audio together to compose a short video clip.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: camera angle, clip, close up, crossing the line, cutaway, duration, dutch tilt, extreme wide shot, frame, framing, green screening, layer, marker, medium close up, mid shot, monitor, overlay, pan, render, scene, sequence, snapshot, source, standard, timeline, title, transitions, tripod, visual effects, weather shot, wide shot, widescreen, zoom.
- Performing processes such as:
  - Identifying video editing errors and making corrections.
  - Identifying common green screen errors.
  - Identifying adequate lighting during filming.
  - Differentiating between various camera angles.
  - Outlining the scenes of a short movie using a storyboard template.
  - Depicting various camera angles as indicated on a storyboard template.
  - Understanding the process of using a green screen for capturing foreground video.
  - Summarizing the processing of clipping or editing video to remove unwanted parts or rearrange video components.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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**Learning Targets**

**Students know how to:**

- Use Adobe Premiere and Microsoft MovieMaker software.
- Compose with the camera.

**Learning Design**

1. Teach A Lesson Video Project.
2. Interviewing a Celebrity Video Project.
3. Green Screening Video Project.