SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Multimedia 1**	7. **Action** X New Course ▫ Course Revision ▫ Title Change Only
2. **Date Submitted:**	8. **Grade Level**(s) ▫ 6 ▫9 ▫11 ▫ 7 X 10 ▫12 ▫ 8
3. **Transcript Title/Abbreviation(s)**	9. **Prerequisites** (Please list.) X Required: Concurrent enrolment in SLAM English and Social Science courses. This course integrates English and Social studies assignments into media projects. ▫ Recommended
4. **Transcript Course Code/Course Number :**	10. **Seeking Program Distinction?** ▫ YES (Check one below.) X NO ▫Honors ▫ AP ▫Other
5. **Subject Area** Multimedia	11. **Is this a CTE course?** X YES ▫ NO **If YES, complete Section C**
6. **Department** CTE	12. **Previously approved by UC?** ▫ YES X NO ▫ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▫ NA for 6th-8th ▫**YES** X NO **a**▫ **b**▫ **c**▫ **d**▫ **e**▫ **f**▫ **g**▫ **Proposing eligibility?**▫ NA for 6th-8th **X YES** ▫**NO** **a**▫ **b**▫ **c**▫ **d**▫ **e**▫ **f**▫ **g X** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▫ 0.5 (semester or half-year X 1.0 (one year equivalent) ▫ 2.0 (two-year equivalent) ▫ Other
15. School Contact: Name: Anthony Farley Phone: 510 599-2958 Email: afarley@slusd.us Position: **Teacher**	
16. Signatures: Department Chair	**DISTRICT OFFICE USE ONLY**

Principal:	Date approved by Board Curriculum Committee 4/5/14 Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

Multimedia 1 will introduce students to web publishing, graphics, digital photography, sound editing, 3D graphics, 3D printing, 3D animation, computer programming, video editing, lighting, and special effects. These skills will be learned and put into practice by creating media rich projects for English and Social Studies classes.

18. Course Goals and/or Major Student Outcomes

Students will develop and maintain a website showcasing all projects completed and skills developed in the multimedia class as well as their English and Social Studies Class. Students will create a media rich presentations with graphics and sound based on a motif they are exploring in english and social studies.

19. Course Objectives (standards)

ELA Grade 10 Standards.
Social Studies Grade 10 Standards

California Career Technical Model Curricular Standards for the Design, Visual, and Media Arts Pathway:

A: Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.

A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

A2.4 Use visual metaphors in creating an artistic product.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.

A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.

A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.

A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.

A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A4.1 Develop written consumer assessment rubrics for separate, industry-specific art products.

A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).

A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

A4.6 Create an artistic product for a specific industry and modify that product to accommo- date a different aesthetic perspective.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.

A5.2 Explore the role of art and design across various industry sectors and content areas.

A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.

A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.

A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.

A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallel ism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.

A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.5 Differentiate writing processes, formats, and conventions used for various media.

A8.6 Analyze and assess technical support options related to various media and design arts.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

20. Course Outline

Unit 1: Publication

Students begin their portfolio website and blogs for their English, Social Studies, and Multimedia class. Students will be introduced to current industry standard software and learn basic tasks such as opening and saving files in correct formats, optimizing resolution for print vs. web, inserting/importing images and text. Students learn and apply the fundamentals of visual composition using technical media, such as lighting, framing, and setting, to establish a mood or tone as well as composition, spacing, and typography. This unit prepares students for producing videos in later units by introducing them to the basic composition skills needed for developing photos, graphics, storyboards and shooting video scenes.

The instructor will model the task of creating pages for the Book of Law assignment in their Social Studies class by emphasizing principles of design such as balance and laying out text on a grid. Students will compile a digital government policy book for their school that demonstrates a thorough understanding of law development.

Students will be introduced to images used to communicate abstract ideas, and the design principle of movement/rhythm to create a digital infographic which uses at least four images to quickly and clearly visually represent the thoughts and ideas behind the influential philosophers studied in assignment 2 of their Social Studies class. In addition to communicating the philosopher's ideas, they will display a likeness or visual depiction of the philosopher and demonstrate knowledge of the copyright law of imagery by giving credit to the original artist and the book or website where it was found. The final product will incorporate a variety of digital media including illustration, graphic, collage, vector art, etc. created using current industrial standard software such as Adobe Photoshop or using a web-based program such as www.creately.com. Final infographics will be displayed in a gallery walk, PowerPoint slideshow or other class presentation.

Students will design a 3 - 4 page Political Pamphlet incorporating ideas and concepts from their persuasive essay in English class with images and good typography. Using industry standard desktop publishing or layout software students apply the Elements and Principles of design to execute the final project as an interactive application or print publication(Print Pamphlet, PDF, Interactive PDF, iBook). Students will properly cite information, quote and photo sources using knowledge of copyright and fair use.

Unit 2: Pre-production, Design, and Layout

Continuing with the concept of planning via storyboarding students will learn how to incorporate video/sound editing, script formatting, presentation or animation computer software into their work. By exploring roles associated with film and video production, students develop collaboration skills and an understanding of the pre-production

process. Students will create posters and flow-charts of pieces they are reading in English and Social Studies utilizing propaganda techniques, comic strips, and storyboards.

Students will reinforce their personal stance on imperialism in their Social Studies class, by creating a mandala using industry approved software programs that visually represents their position as to whether or not imperialism is/was beneficial or detrimental to given countries. This facilitates their continued examination of their position, and allows students to continue to consider and analyze historical evidence and primary sources for a new purpose. Students create a graphic representation of the nation/region at the center of their mandala, and should embellish the radial design with key sensory and descriptive words that describe their stance. These keywords will vary in size in accordance to what the student has identified is most relevant and important. Large words are dominant giving them more importance and highlight the design principle of emphasis. The final product will be a collage of images and descriptive words in a variety of size, shapes, spacing and text style.

Students will create a layered map that demonstrates the significant geopolitical changes throughout this imperialist period. This graphically instructive, digital document, will distinguish these five content elements in separate layers:

➔ 1900 Political boundaries (pre-war)
➔ 1914 Alliances emerge (road to war)
➔ 1914-1918 Fronts and Battles (course of the war)
➔ 1919 European political boundaries after the Treaty of Versailles (post-war) ➔ 1920 Cultural groupings: language and religion

Students will utilize their design and layout skills from previous units to create these layers using industry appropriate software such as Adobe InDesign, Illustrator, or Photoshop. Each layer will include a key with symbols to represent the boundaries, alliances, fronts, battles and include annotated captions.

Partner Propaganda Poster
In this activity, students will practice using the skills and elements of design used in propaganda media by governments learned from the previous activity to demonstrate their understanding of the methods of persuasion and the causes of the war. Students will pair up to conceptualize, brainstorm, sketch and revise a propaganda poster idea in order to produce an original 11" x 17" color poster that is persuasive in nature and that promotes one of three wartime necessities: enlistment, conservation or workforce/monetary contribution. In doing so, students will continue to explore the various aspects of the creative design process, specifically as it applies to creation of a propaganda poster. The refinement of their concept will then be transferred into a digital format using appropriate software. The completion of this assignment will demonstrate the student application of propaganda design elements of the time period to communicate a historical necessity during WWI.

Unit 3: Campaign Videos

Students will produce a two minute political campaign commercial. In the commercial, students will role play and provide conceptual clarification of the political, economic and social conditions pertaining to a totalitarian country and ruler they studied and link it to a character in *Animal Farm.*

Visual Digital Battle Fronts
By utilizing emerging mapping technologies, students will produce an electronic product outlining geographical locations and dates of specific battle fronts. Specifically, students will create interactive maps depicting the changing Eastern and Western fronts and should utilize barcodes and QR codes as a means to present certain pieces of historical information or provide editorial commentary, and to reinforce creativity and use of current technology. Working from outline map templates, the students will manipulate digital shapes, color and text to visually describe movement and fluctuation of territories on specific fronts and illustrate how geography could help or hinder allied and axis advances. Suggested programs:www.padlet.com, www.statsilk.com, Red Laser, QR reader, Dipity, Google Earth, Powerpoint, Illustrator, Photoshop, http://www.the-qrcode-generator.com/#/

Unit 4: PSA
Students research an issue of representation and discrimination such as bullying, the three strikes law, or deportation of immigrants, and produce a 30-60 second public service announcement (PSA) that uses visual metaphors and demonstrates skills in storyboarding, scriptwriting, designing artistic compositions, and editing. This PSA project introduces students to a new and common genre in video production.

Unit 5: Documentary
Students collaborate to produce a 5-minute video documentary on an influential community member who embodies heroic qualities. By careful consideration of POV, post-production techniques, and editing, students demonstrate how a producer creates powerful messages and the illusion of objectivity by making explicit content choices. Students discover their ethical choices reflected in the final documentary film.

Final Timeline Portfolio and Resume
Students will be expected to select their best work and create a thematic portfolio graphically displaying a timeline of world history. The body of selected work will be assembled into a format consistent with industry standards and could be used in conjunction with professional documents for the purpose of gaining employment. The portfolio must exist digitally and will be developed, shared and critiqued by the instructor and the students' peers as evidence of their learning throughout their Social Studies class.

For the end of the course portfolio assignment students should place a link/image of their best work from each unit into their Timeline Portfolio. In addition to the Final Portfolio timeline with their best work, the last link should be a personal resume that is suitable for printing that includes references.

21. Instructional Materials:

Board approved English and Social Studies texts.

Supplementary materials

Software:
Adobe Creative Cloud Software, Final Cut Pro, Slides, Storyboard Pro, StoryboardThat.

22. Instructional Methods and/or Strategies: Instruction will be differentiated to support a diverse learning needs. Course will support 21st century competencies of critical thinking, collaboration, creativity and communication.
(Key Assignments)

Unit 1: Getting the Word Out

1. **Website Development:** students will create the beginning of what will become their website portfolio using an online web platform such as Wordpress, Google Sites, etc.
2. **Blogging:** Students will set up their blogs for all their coursework in English, Social Studies, and Media.
3. **Composition, Focus, and Light in Photography:** Students will learn the basics of Composition, Focus, and Light and will demonstrate their learning by taking a photograph exhibiting all three.
4. **Graphics for website and blog:** Students will learn to create appealing graphics for their websites and future assignments using programs such as Photoshop.
5. **Storyboarding:** Students will learn how to storyboard their ideas and plans using a storyboarding application such as Slides, Storyboard Pro, or StoryboardThat.
6. **Book of Law**: Students will compile a digital government policy book for their school that demonstrates a thorough understanding of law development.
7. **Infographic:** Students will create an infographic incorporating a variety of digital mediums including illustration, graphic, collage, vector art, etc..
8. **Political Pamphlet:** Students will design a 3 - 4 page Political Pamphlet.

Unit 2: Pre-production and Presentation

1. **Movie Poster:** students will create a Movie Poster for a text they are reading in English Class.
2. **Imperialism Mandala**: students will create a collage of images and descriptive words in a variety of size, shapes, spacing and text style describing their personal stance on imperialism.
3. **Geopolitical Changes Map**: students will create a layered map that demonstrates the significant geopolitical changes throughout the imperialist period studied in their Social Studies class.
4. **Propaganda Poster**: students will pair up to produce an original 11" x 17" color poster that is persuasive in nature and that promotes one of three wartime necessities: enlistment, conservation or workforce/monetary contribution

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23. Assessment Methods and/or Tools

Unit projects will be assessed and will be graded on a rubric. Assessment will be rubric based with digital badges awarded for mastery. Digital badges are earned by demonstration of mastery of content and are linked to evidence of that mastery

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.

SECTION C

25. Context for Course

REQUIRED FOR CTE COURSES

This course combines and replaces the SLAM Intro to Computer Science and Digital Photography course. The two courses have served as the academy's introduction to multimedia in an ad hoc way. This multimedia course is required to further the District effort to better articulate the media arts pathway.

The California Career Pathways Trust is supporting students throughout the state to develop pathways to academic and career success. This grant is supporting schools to "develop and integrate standards-based academics with a career-relevant, sequenced curriculum" as well as "provide articulated pathways to postsecondary education." San Leandro High School is developing and supporting a Digital Media Pathway.