Curriculum Outline

Course & Level: **Multimedia Authoring**

Department: **Computer Education/ ICT**

Teacher: **Shawn McDonough**

Grade level: **9-12**

Campbell High School
Character – Courage – Respect – Responsibility

Description of Course:
Students will learn how to capture and edit video using the Adobe Premiere Pro software application. Students will learn how to link sound, video, text and images in ways that can engage, move and/or persuade an audience. Students will also experiment with other Multimedia software applications to have a practical knowledge of variety of Multimedia Authoring software applications.
One Semester

School – Wide Expectations:
 Academic:
1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning
Civic/Social
1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

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Core Competencies and alignment with National Standards:

Where is Multimedia?
　🕮 Students will be able to <u>search and find</u> courses and careers pertaining to Multimedia Authoring and become familiar with the software applications used in the course.
ICT 3: Students will apply digital tools to gather, evaluate, and use information.

Animation
　🕮 Students will demonstrate proficiency in using software to create animations and will <u>develop, manage and modify</u> objects in an animation.
ICT 1: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Making Audio & Video Presentations
　🕮 Students will <u>create</u> written scripts, record audio file and <u>follow guidelines</u> to produce effective audio presentations. Students will prepare and edit videos in various formats along with <u>managing</u> the role of effects and transitions within the video.
ICT 2: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Suggested Texts and Media (Software, A/V, etc.):

1. The course is driven by a PowerPoint syllabus found on the Student Share Drive within the Campbell network infrastructure.

Suggested Instructional Strategies:

1. Presentation – Each Computer education class students will be shown techniques and theories using the appropriate software application and the instruction process will be enhanced through the use of the Smart Board and the LCD.

2. Hands On – Once students see the theory or techniques they will be given time in class to experiment with these theories and techniques to acquire the skill set associated with the lesson.

3. Checking for Understanding – As students take time to learn the theory and techniques the teacher will check in with students to make sure the learning process has been successful.

4. Group Work – For each software application, students are given both individual and group activities to complete. The group activities allow students to help each other and problem-solve to reach a common goal.

Suggested Assessment Strategies:

1. **Hands-On Application Assessments** – Students must show ability to use the theories and techniques that have been covered in the course. Application assessments are based on real life scenarios using the techniques and theories presented in the course.
2. **Menu and Terminology Assessments** – Students will use a pictorial and narrative summary to demonstrate an understanding of concepts, terminology and software tools that have been presented to the class.
3. **Demonstrate Understanding –** At times students will be asked to demonstrate their knowledge of theories and techniques through the use of the Smart Board technology located within the classroom.

Addendums:

1. **Multimedia Authoring Expectations and Syllabus** – At the beginning of the course students are given the Expectations and Syllabus for the course. Students access this document via the Student Share Folder and are asked to sign a document to acknowledging they have received this information.
2. **Power Point Course Syllabus** – As class begins students are given the answer to the question "What will I learn today?" via a Power Point presentation. Detailed information about the class is located within the Power Point and rubrics for projects are located on the Student Share Folder.