

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: Multimedia Design I  
Curriculum Area and Grade: Technology 6-8

BOE approved 9/27/2021

Course Purpose:
<p>The Multimedia Design I curriculum introduces students to video editing, photo editing, and graphic design. Over the course of the semester, students will be taught mediums to produce multimedia that can be presented to others. Students will be introduced to new technologies and media.</p>

Major Learning Goals and Understandings:
<p>Student Learning Expectation(s):</p> <ul style="list-style-type: none"> <li>● Understand and effectively communicate an idea with an audience</li> <li>● Design and create a product using print media</li> <li>● Design and create a product via video media</li> <li>● Understand the differences between print and video communication</li> </ul>

<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Communication through Multimedia (4 weeks)	2. Graphic Design/Print Media (7 weeks)
3. Video Media (7 weeks)	4.

5.	6.
7.	8.

**Mappers/Authors: Daniel Bruno**

Date Approved: 9/27/2021

<b>Unit 1 - Communication Through Social Media</b>			
<b>Grade:</b> 6-8	<b>Subject:</b> Technology	<b>Course:</b> Multimedia Design I	<b>Length of Unit:</b> (# of weeks) 4

<ul style="list-style-type: none"> <li>• <a href="#">ISTE 1 - 1c</a></li> <li>• ISTE 2 - 2a</li> <li>• ISTE 2 - 2b</li> <li>• ISTE 3 - 3a</li> <li>• ISTE 3 - 3b</li> </ul>
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<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> <li>1. ISTE 1c: Empowered Learner</li> <li>2. ISTE 2a: Digital Citizen</li> <li>3. ISTE 2b: Digital Citizen</li> <li>4. ISTE 3a: Knowledge</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (ISTE 1c)</li> <li>2. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (ISTE 2a)</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>

<p>Constructor 5. ISTE 3b: Knowledge Constructor</p>	<p>3. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2b)</p> <p>4. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3a)</p> <p>5. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. (ISTE 3b)</p>	
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### **Big Idea and Statement of Inquiry**

- **Big Ideas**
  - Communication of product should be clear and obvious
  - Communication should be ethical and safe for all
  - How do professional advertisers communicate with the public?
  
- **Statement of Inquiry**
  - How does one effectively and ethically communicate with the public?

### **Part 3 – Common Unit Assessments**

- Formative Assessments: written quizzes, exit slips, webquests
- Self-Assessment: review/grade own work, reflections
- Peer Assessment: peer feedback/input

**Part 4 – Common/Assured Learning Experiences**

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Encourage student leadership and teaching
- Direct instruction

**Unit 2 - Graphic Design/Print Media**

<b>Grade:</b> 6-8	<b>Subject:</b> Technology	<b>Course:</b> Multimedia Design I	<b>Length of Unit:</b> 7 weeks
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ISTE Standards

- ISTE 2b
- ISTE 2c
- ISTE 4a
- ISTE 4b
- ISTE 6c
- ISTE 6d

**Part 2 – Standards**

**Key Performance Expectations (Content Knowledge and Concepts/Skills)**

<p>The students will know</p> <ol style="list-style-type: none"> <li>1. ISTE 2b - Digital Citizen</li> <li>2. ISTE 2c - Digital Citizen</li> <li>3. ISTE 4a - Innovative Designer</li> <li>4. ISTE 4b - Innovative Designer</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2b)</li> <li>2. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (ISTE 2c)</li> </ol>
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<p>5. ISTE 6c - Creative Communicator</p> <p>6. ISTE 6d - Creative Communicator</p>	<p>3. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. (ISTE 4a)</p> <p>4. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (ISTE 4b)</p> <p>5. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. (ISTE 6c)</p> <p>6. Students publish or present content that customizes the message and medium for their intended audiences. (ISTE 6d)</p>
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### **Big Idea and Statement of Inquiry**

- **Big Ideas**
  - Graphic design is an effective, local communication and advertising
  - Graphic design can be a singular product, such as a poster, or recurring over time, such as a newspaper
  - Graphic design is a way to communicate with a local community
  - Graphic design is an outlet for the creator to express themselves
- **Statement of Inquiry**
  - Graphic design and print media is a way to keep communities up to date.

### **Part 3 – Common Unit Assessments**

- Formative Assessments: warm-ups, written quizzes, mini-projects
- Self-Assessment: review/grade own work, reflections
- Peer Assessment: peer feedback/input
- Summative Assessments: digital projects
- Performance Assessment/Rubric: We will use rubrics for all assessments

### **Part 4 – Common / Assured Learning Experiences**

Students will participate in:

- Group activities
- Modeling

- Peer assessment
- Monitoring, guidance, support
- Encourage student leadership and teaching
- Direct instruction

**Unit 3 - Video Media**

<b>Grade:</b> 6-8	<b>Subject:</b> Technology	<b>Course:</b> Multimedia Design I	<b>Length of Unit:</b> 7 weeks
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- ISTE 6a
- ISTE 6d
- ISTE 7b
- ISTE 7c
- ISTE 7d

**Part 2 – Standards**

**Key Performance Expectations (Content Knowledge and Concepts / Skills)**

<p>The students will know:</p> <ol style="list-style-type: none"> <li>1. ISTE 6a - Creative Communicator</li> <li>2. ISTE 6d - Creative Communicator</li> <li>3. ISTE 7b - Global Communicator</li> <li>4. ISTE 7c - Global Communicator</li> <li>5. ISTE 7d - Global Communicator</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. (ISTE 6a)</li> <li>2. Students publish or present content that customizes the message and medium for their intended audiences. (ISTE 6b)</li> <li>3. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. (ISTE 7b)</li> <li>4. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. (ISTE 7c)</li> <li>5. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. (ISTE 7d)</li> </ol>
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**Big Idea and Statement of Inquiry**

- **Big Ideas**

- Video communication can be targeted to a broad audience and reach farther than the local community
- Video can be digested by a larger group than print media
- Video media takes teamwork and collaboration with a team
- Video can be used as an artistic outlet

**Statement of Inquiry**

- Video can reach a broad audience when needed and allow the creator artistic freedoms.

**Part 3 – Common Unit Assessments**

- Formative Assessments: warm-ups, written quizzes, mini-projects
- Self-Assessment: review/grade own work, reflections
- Peer Assessment: peer feedback/input
- Summative Assessments: digital projects
- Performance Assessment/Rubric: We will use rubrics for all assessments

#### **Part 4 – Common / Assured Learning Experiences**

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Encourage student leadership and teaching
- Direct instruction