



Multimedia I

CURRICULUM

Board Approved: [date]

Course Information

Course Description:

This course will introduce students to the basics of multimedia, covering concepts such as podcasting, video production, sound and video capture, and using different editing software. Students will be given hands-on experience with multimedia software, will develop and maintain an electronic portfolio, and learn how to manipulate text, art and graphics, audio, and video for presentations in different media formats.

Transfer Goals:

- Students will be able to independently create, customize, and publish a website, incorporating themes, banners, URLs, pages, images, embedded video and audio files, along with text elements such as project titles and descriptions, while demonstrating proficiency in republishing the site as needed.
- Students will review a podcast, import and record audio files with clear voice quality, edit audio by trimming, rearranging, adding multiple tracks with named segments, applying fade in/out effects, incorporating voice effects, and exporting completed audio projects.
- Students will be able to comprehend various file extensions, collaborate effectively with peers, record and upload video content, import both video and audio files, proficiently edit videos by trimming, rearranging, incorporating multiple tracks, text, effects, and transitions, exporting final projects, and mastering the technique of stop motion animation.

Curriculum Standards: [DESE Multimedia Standards- 2022](#)

Curriculum Resource(s): Adobe Creative Cloud

**priority standards indicated in bold*

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Unit 1: Foundational Concepts

(Copyright, Digital Portfolio, Storyboards, File Management, etc.)

Timeframe: 2 weeks

Unit Description:

Students will define types of protected assets, learn about public domains, Creative Commons, fair use, and copyright infringement.

Students will create a digital portfolio which will help students learn how to customize a site (theme, banners, url), add pages, add images, embed video and audio files, add text- title of project and description, and publish and republish their site.

Students will learn how to save documents in proper format, create folders/subfolders, and backup their project.

Students will develop storylines for their projects using a storyboard template by adding descriptions/pictures of scenes and deciding on transitions, text effects, etc.

Enduring Understandings:

- Intellectual property laws grant creators exclusive rights to their works.
- Intellectual property laws encourage innovation and creativity by protecting the rights of creators.
- A digital portfolio allows individuals to present their work, skills, and achievements in a visually appealing and organized manner.
- Using a storyboard template brings clarity, organization, and efficiency to the development process.

Essential Questions:

- How do intellectual property protection laws impact the use and distribution of original works?
- What is the purpose of a digital portfolio?
- How can the use of a storyboard template enhance the development of storylines and project presentation?

Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
FC1	I can develop vocabulary related to multimedia.
FC2	I can investigate the key principles of internet safety, security and privacy.
FC4	I can demonstrate organizational skills to plan multimedia products.
F Comm 4	I can demonstrate the ability to format written communications to include numbers and punctuation.

**priority standards indicated in bold*

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FC5	I can apply design principles used in multimedia productions.
MF2	I can develop an electronic file management system.
MF3	I can upload and download files from various sources.
EP1	I can utilize a variety of presentation software.
EP4	I can import files into a presentation.
ET1	I can utilize and create collaborative electronic tools.
ET2	I can utilize web-based technologies to publish media.
WRS1	I can compare copyright and patent laws for multimedia between educational and workplace settings.
WRS2	I can demonstrate ethical behavior when designing multimedia applications.
WRS7	I can demonstrate mastery through work samples.

**priority standards indicated in bold*

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Unit 2: Podcasting

Timeframe: 7 weeks

Unit Description:

Students will learn the basics of podcasting through voice recordings, sound effects, and music. They will review a podcast, import audio files, record audio, develop voice clarity/loudness, edit audio (trim, move audio tracks, add multiple tracks, name tracks, fade in/out, add voice effects), and export audio projects.

Enduring Understandings:

- Voice recordings, intro/outro and background music, sound effects, and voice effects can be added to enhance the overall production quality, engagement, and professionalism of a podcast.
- Voice clarity and loudness in a podcast can create a more enjoyable and effective listening experience.
- To organize a podcast within the audio recording program, you can utilize features such as track arrangement, labeling, color-coding, and folder organization.

Essential Questions:

- What components can be added to audio files to enhance a podcast?
- Why are voice clarity and loudness important in audio recordings?
- How can a podcast be organized within the audio recording program?

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Unit 1 Standards	Including standards from Unit 1: ET1, ET2 , FC1, FC2, FC4, FC5, MF3 , WRS2, WRS7.
MF1	I can acquire and import images from a variety of sources.
MF4	I can compose images using layers and selections.
A1	I can compare and contrast audio formats common size and quality.
A2	I can import and pull audio from a variety of sources.
A3	I can create original audio.
A4	I can edit audio.
A5	I can apply effects to audio.

**priority standards indicated in bold*

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A6	I can export audio files based on the delivery method.
WRS6	I can use help tools.
WRS8	I can demonstrate the ability to function as a team member.

**priority standards indicated in bold*

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Unit 3: Video Editing

Timeframe: 9 weeks

Unit Description:

Students will collaborate with others to utilize file extensions, record video, upload videos to a computer, import video and audio files, edit videos (trim, move video tracks, add multiple tracks, add text, add effects, add transitions), and export videos.

Enduring Understandings:

- Ensuring efficient workflow when creating videos includes: pre-production planning, understanding file extensions and shared platforms, recording and uploading video files, editing videos, and exporting and publishing videos.
- Editing tools and techniques that are essential in video creation include: importing and organizing footage, trimming, rearranging tracks, using transitions, adding text and titles, utilizing effects and filters, editing audio, and adding music and sound effects.
- Collaborating effectively with others is essential for successful video projects.

Essential Questions:

- What are the key steps or practices to ensure efficient workflow when creating videos?
- What is essential for editing videos?
- What are the benefits of collaborating with others when working on video projects?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Unit 1 Standards	Including standards from Unit 1: ET1, ET2 , FC1, FC2, FC4, FC5, MF3 , WRS2, WRS7.
Unit 2 Standards	Including standards from Unit 2: A1, A2, A3, A4 , A5 , MF1, MF4, WRS6, WRS8.
V2	I can apply basic filming techniques.
V3	I can access, capture and import a variety of file sources.
V4	I can arrange video clips, audio clips, titles and still images on a timeline.
V5	I can manipulate clips.
V6	I can apply special effects, transitions, key frame/motion settings, animations,

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	filters, and text.
V7	I can synchronize audio with video.

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