



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: Introduction to Multimedia Productions

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Introduction to Multimedia Productions, Grade 8

Department: Applied Technology

Board Approval	Supervisor	Notes
August 2011	James Maliff	Born Date
December 2017	Patrick O'Neill	Update Standards
August 2019	Patrick O'Neill	Revisions
August 2021	Patrick O'Neill	Alignment to Standards
August 2024	Erin Leahy	Updated to include New State Mandates

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Township of Ocean Pacing Guide	
Week	Marking Period 1 & 3
1	AUP and Internet Safety/Social Media Use
2	AUP and Internet Safety/Social Media Use
3	Minimalist Movie Poster/Film Review
4	Minimalist Movie Poster/Film Review
5	Minimalist Movie Poster/Film Review
6	Flipbook Animation
7	Flipbook Animation
8	Flipbook Animation
9	Flipbook Animation
10	Flipbook Animation
Week	Marking Period 2 & 4
11	Photo Editing in Adobe Photoshop
12	Photo Editing in Adobe Photoshop
13	Photo Editing in Adobe Photoshop
14	Photo Editing in Adobe Photoshop
15	Photo Editing in Adobe Photoshop
16	Video Editing
17	Video Editing
18	Video Editing
19	Video Editing

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20	Video Editing
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COURSE: Introduction to Multimedia Productions

Core Instructional & Supplemental Materials including various levels of Texts

Microsoft PowerPoint, Brainpop, Federal Trade Commission's website, Soundbible.com, Youtube.com Audio Library, Pexels.com, Adobe Photoshop, Adobe Premiere Pro.

Time Frame	2 Weeks
Topic	
AUP and Internet Safety/Social Media Use	
Alignment to Standards	
CS.6-8.8.1.8.NI.4 - Explain how new security measures have been created in response to key malware events. CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format. CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process. CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time. CS.6-8.8.2.8.EC.1 - Explain ethical issues that may arise from the use of new technologies. TECH.8.1.8.A.2 - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability TECH.8.1.8.B.CS2] - Create original works as a means of personal or group expression. TECH.8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property TECH.8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks. TECH.8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the consequences for unethical and unsafe behavior when using the computer? • What are my responsibilities for using technology? • How can misuse be best prevented? • How will misuse affect not only me, but others?	

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- How can I keep my computer and identity safe from online attackers?
- What is a digital footprint and how does it relate to me?

SWBAT understand the following concepts:

- Technology can have positive or negative impacts on both users and those affected by their use.

SWBAT to "do":

- Discuss the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
- Brainstorming and discussion of ideas based upon knowledge of the proper use of the computer/network while in school.
- Show ways personal computers, laptops, and digital devices can be disrupted by malware and viruses.
- Discuss ways personal and private information can be exposed by online threats.
- Identity need for Acceptable Use Policy
- Discussion on the school's Acceptable Use Policy
- Describe the consequences for misusing school computers/networks

Assessments

Formative:

- Observational Assessments will be made.
- Digital notes submitted to the instructor at the end of the unit

Summative:

- AUP/Internet Safety Quiz

Benchmark:

- Benchmark Test will be taken prior to beginning semester, then retaken at the conclusion of the semester.

Alternative:

- Knowledge gained will lead to graded projects using rubrics.

Interdisciplinary Connections

Science

SCI.7-8.5.1.8.A.a- Students will learn about the AUP and all the concerns with the invention of the internet, personal and private information can be exposed without safe use.

Language Arts

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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Technology Integration

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- See Alignment to Standards Section Above.
- Students will use Adobe Photoshop, Adobe Premiere Pro, and Microsoft Powerpoint to create and edit posters, videos, and live animations.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Career Education

CRP2. Apply appropriate academic and technical skills.

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CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Time Frame	3 Weeks
Topic	
Minimalist Movie Poster/Film Review	
Alignment to Standards	
TECH.8.1.8.A.2 - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability TECH.8.2.8.C.2 - Explain the need for optimization in a design process	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is minimalist art? • How can someone's opinion about a particular topic affect others' decisions? • What is negative space? How can this affect a piece of art? • What is the design process? SWBAT understand the following concepts: • Visual stimuli, such as a well-constructed art piece and a persuasive essay, can impact an individual's decision making process. SWBAT to "do": • Discuss the idea and history of the minimalist art movement. • Brainstorming, discussion, and effective execution of a persuasive essay.	
Assessments	
<u>Formative:</u>	

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- Observational Assessments will be made.

Summative:

- Minimalist Poster and film review will be graded as a project

Benchmark:

-

Alternative:

- Rubric will be used to determine final project grade.

Interdisciplinary Connections

Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Visual & Performing Arts

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills and abilities.

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COURSE: Introduction to Multimedia Productions

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Technology Integration

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- See Alignment to Standards Section Above.
- Students will use Adobe Photoshop, Adobe Premiere Pro, and Microsoft Powerpoint to create and edit posters, videos, and live animations.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

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COURSE: Introduction to Multimedia Productions

Topic

Flipbook Animation (Stop-Motion)

Alignment to Standards

CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process

9.4.12.CT.1 - Identify problem-solving strategies used in the development of an innovative product or practice.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a Vector Based Graphic? How does this compare to a Raster File?
- What is storyboarding? Why is this an important part of the Design Process?
- How can simple software show animation without objects actually moving?

SWBAT understand the following concepts:

- Stop-action animation can be an useful and attention-grabbing tool in business and multimedia productions.

SWBAT to "do":

- Discuss the differences between Vector and Raster Graphics
- Demonstrate why storyboarding is important in the design process in any multimedia related career.
- Demonstrate the basic strategy of flipbook creation and stop-animation.
- Create a flipbook that follows their storyboard, complete with hyperlinks and sound.

Assessments

Formative:

- Observational Assessments will be made.

Summative:

- Flipbook animations will be handed in and graded based off of different rubrics. They will be presented to the class.

Benchmark:

-





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Alternative:

- Rubrics will be used to assess student work.

Interdisciplinary Connections

Language Arts

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

RI.CR.8.1 Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks
Topic	
Photo Editing in Adobe Photoshop	
Alignment to Standards	
CS.6-8.8.2.8.ED.7 - Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time. CS.6-8.8.2.8.ITH.5 - Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. CS.6-8.8.2.8.EC.1 - Explain ethical issues that may arise from the use of new technologies. CS.6-8.8.2.8.EC.2 - Examine the effects of ethical and unethical practices in product design and development	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are differences in online photo quality? • What is Pixlr.com? Is this the industry standard photo editing software? • What is digital photo editing? Where can one see this on a daily basis? • How can someone change the appearance of an existing photograph? • What is a watermark? How does this help prevent photo piracy? • What changes in society have caused the want/desire for body perfection in photographs. • How can someone add multiple realistic looking objects to an existing	

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photograph/environment?

- Can you compare and contrast the difference between two similar pictures.
- How are logos edited and reused in society and pop culture?
- What is copyright infringement? How can this affect you in the real world as well as the classroom?
- What is marketing? How does business marketing apply to multimedia publishing?
- How can doing work in a team setting alter the outcome of a final product?
- What is negative space?

SWBAT understand the following concepts:

- Repairing damaged photographs can be an effective way of altering a picture, though it may create unrealistic body images for society.
- New environments can be created in existing digital photographs with some simple editing skills and techniques.
- Often business marketing sales strategies focus on existing materials in order to attract a familiar and nostalgic audience.

SWBAT to "do":

- Discuss and explore the difference between different online photo quality.
- Demonstrate how easy it can be to modify an existing photograph.
- Modify multiple examples of damaged photographs and make them look like new. Include a watermark to demonstrate ownership.
- Demonstrate how to use certain tools such as the magic wand to remove backgrounds
- Demonstrate how to manipulate layers
- Demonstrate how to add drop shadows.

Assessments

Formative:

- Observational Assessments will be made.

Summative:

- Various projects will be handed in and graded based on the rubric.

Benchmark:

-

Alternative:

- Rubrics will be used to assess student work.

Interdisciplinary Connections

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Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Visual & Performing Arts

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.
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create and communicate knowledge.

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Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. .

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks
Topic	
Video Editing	
Alignment to Standards	
CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process 9.4.12.CT.1 - Identify problem-solving strategies used in the development of an innovative product or practice.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is a Foley Artist? How have they changed how modern movies are made? • How can sound be added to a video clip that contains none? • What is a song's BPM or beats per minute? SWBAT understand the following concepts:	

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- A Foley Artist can change the way a video is produced and viewed.
- A slide show, with the correct song selection and pace, can evoke an emotional response.

SWBAT to "do":

- Demonstrate how having no sound in a video clip can change the way it may be perceived.
- Discuss the role of a Foley Artist and why they are used in movies.
- Discuss the reasonings for creating unique sound effects for motion pictures.
- Discuss the reasoning for creating a digital picture slideshow.
- Create a digital picture slideshow with appropriate musical accompaniment.

Assessments

Formative:

- Observational Assessments will be made. Video edit progress will be closely monitored.

Summative:

- Projects will be handed in and graded based on the rubric.

Benchmark:

-

Alternative:

- Rubrics will be used to assess student work.

Interdisciplinary Connections

Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using

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identified criteria, and considering context and artistic goals.

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills and abilities.
- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
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Technology Integration

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Google Translate
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

Home of the Spartans!
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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: Introduction to Multimedia Productions

- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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