

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Introduction to Digital Media</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px;"> <p style="font-size: small; margin: 0;"> Single Subject - Industrial Technology Education / Industrial Arts In-Signature Subjects: Career Technical Education - <i>To be completed by Human Resources only: Arts, Media and Entertainment</i> </p> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> Signature Date </div> </div>	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin/Mark Synnott Site: Educational Services Date: 11/6/17		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/27/17
Asst. Superintendent of Educational Services		11/27/17
Governing Board		

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>This course explores digital media in design and communication. Students create and combine images, text, animation, and video to produce digital media projects designed to inform, educate, or entertain.</p> <p>Skills obtained in this class will provide a foundation for: Video Production Computer Science Pathway which includes the following courses: (Web Development, Video Game Programming, and AP Computer Science A)</p> <p>This course meets the need of the digital media professional seeking a career in any visual design based field. The course fulfills one of the core requirements for the Multimedia A.S. Degree and/or for the Multimedia Certificate and/or Employment Concentrations offered at MSJC. The course provides the foundation knowledge for nearly all of the certificate sequence of courses offered at MSJC.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>MSJC previously offered articulation for our video production class. They will no longer do that unless students first take Intro to Digital Media, which is not currently offered at PUHSD. This class is designed to be articulated through MSJC itself, while also allowing video production students to articulate as well. This enhances PUHSD's ultimate goal of preparing students for college by allowing more opportunities for student to get MSJC credit while still in High School. This class is also a perfect fit with our existing computer science pathway (Web Development, Video Game Programming, and AP Computer Science A) which all utilize many of the techniques that will be taught in the digital media class. Teaching students these lessons in a specialized class allows students to hone those skills before moving on to upper level computer programming classes. This in turn frees up time in programming courses which can be reallocated for additional programming concepts.</p>

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

<p>I: Digital Media a. History b. Industry c. Communication d. Asset organization</p> <p>II. Storytelling a. Beginning, middle, end b. Purposes/applications of story c. Appreciation</p> <p>III. Storyboards a. Purpose/Industry function b. Character design c. Backgrounds d. Custom elements e. Custom images f. Layout</p> <p>IV. Pre Production a. Assets b. Documents c. Mindmaps d. Storyboard V. Post Production a. Portfolio i. Critique/feedback ii. Submission</p>	<p>VI. Design Principles a. Composition b. Light/Contrast c. Balance d. Proportion e. Negative Space f. Color Aesthetics</p> <p>VII. Writing for Digital Media a. Imagery b. Paragraph control c. Persuasion d. Objectivity e. Visibility f. Navigability g. Scripts</p> <p>VIII. Typography a. Anti-aliasing b. Vector c. Emotion and typography d. Typography principles i. Proximity ii. Alignment iii. Repetition iv. Contrast e. Design Elements i. Type face, style, size ii. Type spacing, color, personality</p>	<p>IX. Images a. Resolution and image/file size b. Image file formats, compression and uses c. Image acquisition resources d. Raster and vector images e. Copyright/Creative Commons</p> <p>X. Image Production a. Create, save and open files b. File formats c. Selection tools d. Painting tools e. Drawing tools f. Magnification g. Filtering h. Masking i. Transformation j. Layer effects k. Text tools and aliasing l. Cropping m. Layering n. 2D/3D</p>	<p>XI. Video and Animation a. Animation principles b. Terminology c. File formats and compression d. Asset control e. 2D vs 3D f. Frame animation g. Timeline animation h. Tweening and keyframes i. Rendering j. Video import k. Import and export</p> <p>XII. Audio a. File formats and compression b. Plugins and players c. Voice recording d. Record, cut and combine audio clips e. Apply effects</p> <p>XIII. Web Design a. Output interfaces and devices b. Flavors of HTML c. HTML 5 d. Responsive design e. Accessible design f. File naming and saving g. Browsers</p>
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Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

1. Develop digital media communication techniques that support multiple media devices, address audience demographics, and adhere to copyright law.
2. Apply design and typography principles to digital media.
3. Evaluate the communication of typographical elements in digital media production.
4. Produce digital storyboards evidencing storytelling, typographical elements and image production techniques.
5. Create a responsive web page that communicates through typography, text, images, audio, and video.
6. Combine vector typography with raster images to communicate products or services.
7. Assemble voice recording, audio effects and music and output to a digital media device.
8. Develop a video from a timeline animation and export the resultant video to a digital media device.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: n/a	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title: n/a	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
<ul style="list-style-type: none"> ● Computer Lab ● Video cameras (15) (\$250 x 15 = \$3750) ● Adobe CC (all app) software suite. The following will be introduced in this class: (price will need to be negotiated between the district and the vendor) <ul style="list-style-type: none"> ○ Premiere ○ Animate ○ Character Animator ○ Muse ○ XD ○ Photoshop ○ Lightroom ○ After Effects ○ Illustrator ○ Dimension ○ Audition 	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$0	Description of Additional Costs:

Additional costs:\$	
Total cost per class set of instructional materials:	\$3750 + negotiated cost of adobe cc all apps license

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<ol style="list-style-type: none"> 1. Use XD and photoshop to construct storyboards to plan project layout and design 2. Use Adobe tools to construct assets, document, mindmaps, and other projects 3. Create layouts that demonstrate an understanding and appreciation of various design principles, including: composition, lighting, use of negative space, etc 4. Write paragraphs, captions, and other content from the perspective of a designer. 5. Use typography in ways that are consistent with the overall design and brand including: Alignment, composition, typeface, vector, etc 6. Properly use various types of images in the correct design context. <ol style="list-style-type: none"> a. Students will use assets at different resolutions based on the device displaying them. b. Students will learn the difference between raster and vector graphics and use them appropriately c. students will learn the benefits and limitations of copyright law to protect their own intellectual property and respect the legal rights of others 7. Students will use various graphic design tools to create compelling images and product assets. <ol style="list-style-type: none"> a. Students will be assessed not only on their ability to complete these projects using the specified tools, but also on their displayed proficiency with the tool. b. Students will learn how Adobe tools allow users to move files from one app to another, leveraging the specialties of each app to achieve the desired outcome 8. Students will create video and animations from original content: <ol style="list-style-type: none"> a. Use photoshop and Illustrator to create original characters b. Use Animate to create full length animations c. Use Character Creator to explore motion capture d. Use premiere to stitch all animated components together into a single video and output to various media 9. Students will use Audition to edit standalone and video audio files for use in various projects 10. Students will combine all assets and skills learned throughout this course to create professional websites that target specific niche markets. 11. Students will assemble a portfolio showcasing the best versions of each project the student creates throughout the year
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be use.
This is a project-based learning course. Students will receive lectures and examples of how to use software and create projects. Student will also be taught industry best-practices for each type of project. Students will then demonstrate their understanding by creating projects based on lesson concepts. Multiple project iterations may be

created based on feedback from the instructor to redirect poor design choices back to industry standard specifications.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Projects based on industry standards will be completed by students and critiqued by the instructor acting as "the client". Students will make changes and modifications to projects based on the changing needs and requests of the client to simulate real-world design challenges.

Exams will be used to assess student understanding of critical concepts

Students will work in small development teams while creating projects and be required to divide workload as is done in a real-world environment and work together using an industry accepted workflow to create the final project.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
5	I: Digital Media			
5	II. Storytelling			
15	III. Storyboards			
10	IV. Pre Production			
5	VI. Design Principles			
10	VII. Writing for Digital Media			
10	VIII. Typography			
5	IX. Images			
30	X. Image Production			
30	XI. Video and Animation			
20	XII. Audio			
35	XIII. Web Design			

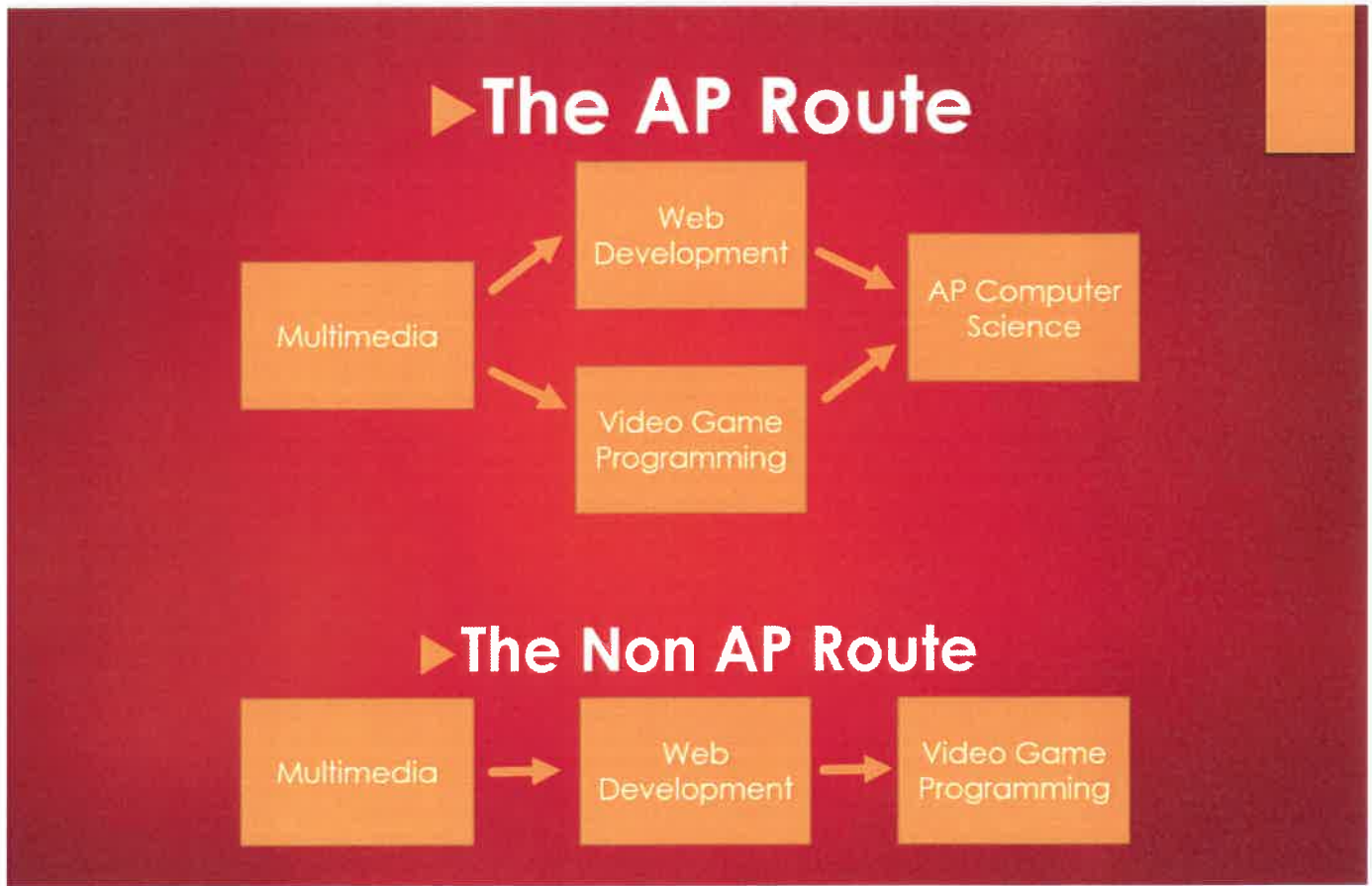
C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

Computer Science Pathway:



History of Course Development (optional)