

**Level**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------	-----------

**Subject:** Computer Multimedia & Animation Technology

**CISD Curriculum Framework – Scope**

<b>Local Objectives</b>	<b>Extension</b>	<b>Textbook</b>	<b>Time Range</b>	<b>Assessment</b>	<b>Resources</b>
Unit 1 Exploration of Multimedia  1. Define Multimedia. 2. Describe the importance of multimedia in business, industrial, academic, and entertainment environments. 3. Determine the characteristics of multimedia audiences. 4. Cite examples of multimedia that they currently use or have seen and classify them by the uses or audiences. 5. List and define the components of multimedia products. 6. Investigate, list, and describe new and experimental multimedia technologies. 7. Define quality as it relates to multimedia presentations. 8. Create a quality checklist for use in evaluating the quality of multimedia products. 9. Evaluate a variety of multimedia titles and defend his/ her evaluations of the products.		Tapscott, D. (1996). <i>Paradigm shift: The new promise of information technology</i> .  Gates, B. (1995) <i>The road ahead</i> . New York: Penguin Books. (includes CD-ROM with complete text, multimedia hyperlinks, and video demonstrations of future technology)	6-9 weeks	Teacher made tests and quizzes Reports Demonstrations	Hofstetter, F. (1995). <i>Multimedia literacy</i> . New York: McGraw-Hill  Kristof, R. & Satran, A. (1994) <i>Interactivity by design</i> . Mountain View, CA: Adobe Press  Olsen, G. (1997). <i>Getting started in multimedia design</i> . Cincinnati, OH: North Light.

Local Objectives	Extension	Textbook	Time Range	Assessment	Resources
<p>Unit 2 Design of a Multimedia Project</p> <ol style="list-style-type: none"> <li>1. Use appropriate design skills to create concepts and sketches for design elements to be used in multimedia.</li> <li>2. Select the proper applications and create an appropriate sample of each design element used in multimedia.</li> <li>3. Demonstrate awareness and solutions for special issues inherent within the design / production process of each multimedia element.</li> <li>4. Demonstrate competency with individual software applications by the display of final products for each element.</li> <li>5. Demonstrate correct use and respect for a computer platform and peripheral hardware while producing design elements for multimedia.</li> <li>6. List, define, and investigate employment opportunities, and discuss required training for career paths in a variety of design categories used in the production of multimedia.</li> <li>7. List the steps in the design sequence of a multimedia product.</li> </ol>		<p>Tapscott, D. (1996). <i>Paradigm shift: The new promise of information technology</i>.</p> <p>Gates, B. (1995) <i>The road ahead</i>. New York: Penguin Books. (includes CD-ROM with complete text, multimedia hyperlinks, and video demonstrations of future technology)</p>	6-9 weeks	Teacher made tests and quizzes Reports Demonstrations	<p>Hofstetter, F. (1995). <i>Multimedia literacy</i>. New York: McGraw-Hill</p> <p>Kristof, R. &amp; Satran, A. (1994) <i>Interactivity by design</i>. Mountain View, CA: Adobe Press</p> <p>Olsen, G. (1997). <i>Getting started in multimedia design</i>. Cincinnati, OH: North Light.</p> <p>Hamlin, J. S. (1996). <i>Interface design with PhotoShop</i>. Indianapolis, IN: New Riders.</p> <p>Kasai, A., &amp; Sparkman, R. (1997). <i>Essentials of digital photography</i>. Indianapolis, IN: New Riders.</p>

Local Objectives	Extension	Textbook	Time Range	Assessment	Resources
<p>Unit 3 Managing Multimedia Production</p> <ol style="list-style-type: none"> <li>1. Describe proper installation of hardware.</li> <li>2. Describe proper installation of software</li> <li>3. Describe proper use of each piece of equipment.</li> <li>4. Demonstrate safety around equipment and when using equipment</li> <li>5. List and define the steps in managing a multimedia project.</li> <li>6. Create a flowchart analyzing a multimedia product.</li> <li>7. Define the interactivity map of a multimedia product.</li> </ol>		<p>Tapscott, D. (1996). <i>Paradigm shift: The new promise of information technology:</i></p> <p>Gates, B. (1995) <i>The road ahead.</i> New York: Penguin Books. (includes CD-ROM with complete text, multimedia hyperlinks, and video demonstrations of future technology)</p>	6-9 weeks	<p>Teacher made tests and quizzes Reports Demonstrations Project evaluations</p>	<p>Mok, C (1996). <i>Designing business: Multiple media, multiple disciplines.</i> San Jose, AD: Adobe Press.</p> <p>Siegel, D. (1997). <i>Secrets of successful Web Sites: Project management on the World Wide Web.</i> Indianapolis, IN: Hayden Books.</p> <p>Roberts, J. (1994). <i>Director demystified: Creating interactive multimedia with Macromedia Director.</i> Berkeley, CA Peachpit Press</p> <p>Scott, M. (1993). <i>Multimedia: Law and practice.</i> New York: Prentice – Hall.</p> <p>Brinson, J. D., &amp; Radcliffe, M. (1994). <i>Multimedia Law handbook.</i> Menlo Park, NJ: Ladera Press</p>

Local Objectives	Extension	Textbook	Time Range	Assessment	Resources
<p>Unit 4 Marketing &amp; Evaluating Multimedia Products</p> <ol style="list-style-type: none"> <li>1. Estimate the time, cost of equipment, and value of the final multimedia product to determine a pricing structure.</li> <li>2. Determine a shop rate per hour for the project using the actual timesheets and price the finished multimedia project.</li> <li>3. Determine a total cost per year to operate a multimedia production house with information gathered from the cost of overhead, the projection cost of upgrades and new technology, the number of employees, and a fair market wage.</li> <li>4. Determine the number of multimedia projects needed to a) break even, and b) create a profit, from data gathered about the total operations cost.</li> <li>5. Discuss the differences between offering the client a fixed price or hourly rate, based on information gathered from financial analyses of other budget items.</li> <li>6. Compare pricing strategies and solutions after investigating available alternatives.</li> <li>7. Describe quality within individual titles, use that research to design, manage, and produce a completed multimedia project as a team.</li> </ol>		<p>Tapscott, D. (1996). <i>Paradigm shift: The new promise of information technology</i>:  Gates, B. (1995) <i>The road ahead</i>. New York: Penguin Books. (includes CD-ROM with complete text, multimedia hyperlinks, and video demonstrations of future technology)</p>	6-9 weeks	<p>Teacher made tests and quizzes Reports Demonstrations Project evaluations</p>	<p>Frenza, J. P., &amp; Szabo, M. (1996) <i>Web and new media pricing guide</i>. Hayden Books.  <i>Graphic Artists Guild pricing &amp; ethical guidelines. (9<sup>th</sup> ed.)</i>. (1997). New York: Graphic Artists Guild.  Olsen, G. (1997). <i>Getting started in multimedia design</i>. Cincinnati, OH: North Light Books.  Gassaway, S (1997). <i>Killer Web design: Net Objects Fusion</i>. Indianapolis, IN: Hayden Books.</p>

Local Objectives	Extension	Textbook	Time Range	Assessment	Resources
<p>Unit 5 Animation Techniques</p> <ol style="list-style-type: none"> <li>1. Identify the basic terms and processes involved in creating 3D models and animation these models.</li> <li>2. Research the history of animation through traditional library holdings and interned searches.</li> <li>3. Assess platforms that have the greatest advantages for creating successful animations.</li> <li>4. Log onto the software company application site and gain information about leading 3D and animation software packages.</li> <li>5. Use a periodical index to find software application reviews and information about individual packages.</li> <li>6. Investigate a variety of 3D modeling and animation programs on the market and make comparisons with the program available in the current laboratory.</li> <li>7. Use a 3D-software application and complete the specified tutorial material native to that particular program.</li> <li>8. Use a variety of file formats used in 3D modeling and animation processes.</li> <li>9. Design and complete a representative animated scene.</li> </ol>		<p>Tapscott, D. (1996). <i>Paradigm shift: The new promise of information technology:</i></p> <p>Gates, B. (1995) <i>The road ahead.</i> New York: Penguin Books. (includes CD-ROM with complete text, multimedia hyperlinks, and video demonstrations of future technology)</p>	6-9 weeks	<p>Teacher made tests and quizzes Reports Demonstrations Project evaluations</p>	<p>Foley, D., &amp; Foley, M. (1997). <i>Animation tips and tricks for Windows and Mac.</i> Berkeley, CA: Peachpit Press.</p> <p>Koman, R. (1996). <i>GIF animation studio: Animating your Web site.</i> CA: Songline Studios.</p> <p>Little, C. (1994). <i>Becoming a computer artist.</i> Sams Publishing.</p> <p>Morrison, M. (1994). <i>Becoming a computer animator.</i> Sams Publishing.</p> <p>Muir, E., &amp; O'Neill, R. (1998). <i>Guide to creating 3D Worlds.</i> John Wiley &amp; Sons.</p> <p>Plant, D. (1998). <i>Flash! Creative web animation.</i> CA: Macromedia Press.</p> <p>Schmitt, B. (1997). <i>Shockwave Studio: Designing multimedia for the Web.</i> CA: Songline Studios</p>