

Desert Sands Unified School District

SECONDARY COURSE PROPOSAL

Provisional Permanent

Course Title: Introduction to Digital Media Production

Pre-requisite(s): Contemporary Media/Instructor Approval

Department: Visual and Performing Arts / CTE

Grade Level: 9-12 **Course Length:** 1 Year **Credit(s):** 10

Meets Graduation Requirement: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	if yes, which area: <u>Visual and Performing Arts</u>
Seeking UC/CSU Approval: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	if yes, which area: <u>"F"</u>
	if yes, date submitted to UC/CSU: <u>7/1/2017</u>
	Date approved by UC/CSU: <u>8/3/2017</u>

Course Description:

This course is designed to provide a process for learning to access, analyze, evaluate and create messages in a variety of forms, with a focus on mass media. The course builds on the skills of Contemporary Media by developing an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for the Arts, Media, and Entertainment Industry. Students will further recognize current and cutting edge trends in technology-based art practices through interactions with local and regional professionals as well as develop a digital portfolio that reflects industry techniques and standards. Introduction to Digital Media Production integrates skills of computer literacy, media literacy, technology, ethics, critical thinking, communication.

For District Office use only	
Credential needed	CBEDS Course Code
School Submitting: _____	Submitted by: _____
Submission Date for Provisional: _____	Submission Date for Permanent: _____

Assistant Superintendent, Educational Services

Date: _____

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ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:

This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.

AME CTE Sector Standards

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.2 Identify barriers to accurate and appropriate communication.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

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7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b) 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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Arts, Media, and Entertainment Pathway Standards

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards

A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.5 Differentiate writing processes, formats, and conventions used for various media.

A8.6 Analyze and assess technical support options related to various media and design arts.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

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Visual Arts Standards

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.6 Create a two- or three-dimensional work of art that addresses a social issue.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

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Common Core Standards for English

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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English Language Arts Science and Technical Subjects Standards

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.

English Language Arts Writing Standards

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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ELA Content Standards

R2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

R2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

W1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

W2.6 Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly

LS1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

LS2.4 Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

Overview of the Course:

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- 1. Review Elements of Art**
 - a. Includes line, shape, form/space, color, and texture
- 2. Review Principles of Design**
 - a. Includes rhythm/movement, balance, proportion, variety, emphasis, harmony, unity, and symmetry
- 3. Digital Filmmaking/Media Equipment Introduction & Review**
 - a. Camera movement, angles, and meanings/psychology
 - b. Lighting design (3 point lighting, color temperature, effects, safety)
- 4. Digital Postproduction**
 - a. Intermediate Final Cut Pro techniques and practices
 - b. Sound mixing
- 5. Visual Effects**
 - a. Practical vs. Digital effects
 - b. History of visual effects development in entertainment industry
 - c. Practical application of theory
 - d. Introduction to Adobe After Effects
- 6. Working with Typography**
 - a. Importance of typography in media and conveying a message
 - b. Effective utilization of typography within film/television/web media
- 7. Graphic Design Introduction**
 - a. Image manipulation (layers, filters, compositing, blending, formatting)
 - b. Logo development
 - i. What makes an effective logo?
 - ii. Basic motion graphics/animation using layers and keyframes
 - c. Illustrations & Vector Imaging
- 8. Ethics and Legal Issues in Media**
 - a. Copyright law and fair use
 - b. Intellectual Property
 - c. First Amendment elements
 - i. Content and practical application
 - ii. Protected vs. Unprotected Speech
- 9. Digital Portfolio Development**
 - b. Best practices
 - c. Revision, critique, and evaluation
- 10. Industry Career & Educational Opportunities**
 - a. Develop a post-high school plan with a clear career/educational goal
 - b. College and Career Exploration
 - i. Field trips and visitations

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Major goals of the class:

1. Demonstrate the ability to evaluate and analyze the validity and objectivity of information found in mass media and on the internet, using a systematic methodology of analysis, while also internalizing core concepts of media literacy through consistent application and practice.
2. Recognize and identify types of written, visual and auditory persuasion used by the media, and evaluate their effectiveness.
3. Understand and articulate the importance of the First Amendment to the media, and in turn, the impact of a free press on the democratic process.
4. Distinguish between fact and opinion in various forms of media, including auditory, written and visual messages.

Performance objectives of the class:

- A. Students will create and maintain a portfolio in which they will:
 1. Preserve works of art demonstrating a progressive development skills and abilities created through various electronic media
 2. Keep written descriptions of processes used in their artwork
 3. Write analysis of projects completed
- B. Students will present assigned projects using content specific language and industry standard terminology, appropriate to the media format of available technology.
- C. Students will assess their own and other students works critically and constructively to develop an understanding of the application of industry standards.
- D. Students will develop and demonstrate knowledge of content specific, academically-based, and cross-curricular vocabulary related to Digital Media Production.
- E. Students will research style, role and influences on various artists currently using producing media.
- F. Students will create and synthesize art work using computer systems, software, and other supporting peripherals related to contemporary media.
- G. Students will identify safety hazards and know and apply industry standards as related to copyright laws, computer ethics, internet usage and the proper care and maintenance of equipment (hardware and software).

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Activities

Conventional Practices in the Digital World

Apply the foundations of art to techniques in the digital studio

1. Understand the similarities and differences between traditional and digital creative processes
2. Use a variety of digital media as tools for design, creativity, and communication

Apply the use of scanners, digital cameras, graphics tablets, software, web tools, and lighting to a variety of subject matter throughout the course.

Project Example: Create a fine arts piece using digital tools and studio lighting techniques

Art as a Visual Method of Communication

Students will analyze symbols and imagery used throughout history to form ideas that support their personal creative direction.

1. Understand the importance of content, meaning, and theme as they influence compositional elements and the selection of digital tools
2. Analyze and apply strategies used throughout history to their own work and Demonstrate skills using current digital creation and publishing tools

Project Example: Apply a variety of tools and techniques to the process of imaging creative portraits

The Creative Process

Students will formalize their understanding of creativity through the use of various tools and participate in written and verbal discussion that support their ideas.

1. What is the creative process?
2. Analyze and respond to advocates for creativity

Demonstrate the ability to think and respond critically using design media.

Project Example: In teams, produce a short video piece that communicates personal definition of creativity and present it to the class for formal and online discussion/critique.

The Critique Process

Students will participate in traditional group classroom discussions as well as written dialogue using a variety of program related websites.

1. Why is critique important and how is it useful to stimulate creativity?
2. Practice listening, speaking, and writing about your work and the work of others.

Project Example: Regular class and online discussions that demonstrate the ability to think and respond critically.

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Identity

Understand how design, presentation, and web presence contribute to the effectiveness of positive identity by analyzing creative forms of advertising.

1. Create imagery that promotes a personal and/or corporate sense of identity
2. Collaboratively track the effects of social media as a vehicle for advertising

Develop an identity package applying professional language appropriate to the visual arts.

Project Example: Create a logo and/or identity system using Illustrator, Photoshop and Final Cut Pro

Collaboration

Students will work in collaboration with each other, students at other schools, and industry professionals to create a range of dynamic, technology-based visual arts projects.

1. Create imagery in collaboration with local elementary schools
2. Create imagery in collaboration with industry professionals

Understand the importance of working as a team towards a creative goal

Project Example: Demonstrate creative solutions for challenging community-based solutions using digital skills and the elements of art

Integrating Media

Students will continue to use a variety of media which promotes visual literacy and their creative abilities.

1. Investigate the connections between web, photography, print, video, graphics, and animation
2. Understanding the right design tools to communicate your ideas

Create solid digital arts projects which demonstrate clear connections to other media

Project Example: Utilize more than one form of media to develop solutions for final projects

Visual Effects

Students will be introduced to the development and utilization of practical and digital visual effects.

1. How can effects be used to enhance storytelling and audience engagement?
2. Practice working with practical and digital effects

Project Example: Create a short film that incorporates at least one digital effect created using Adobe After Effects

Production Journals

Students will maintain written reflective journals critiquing their work and the performance of their peers.

1. What was done well and what could be improved?
2. Reflect on knowledge gained through experience and apply to future projects

Project Example: Reflective production journal written and submitted to instructor upon project completion.

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Competition

Students will work collaboratively and as individuals to submit digital and print work to local, regional, and national competitions that support their personal career pathway.

1. Write personal artist statements and demonstrate effective writing strategies that clearly communicate ideas behind individual pieces
2. Students will analyze and develop criteria to be successfully competitive and demonstrate/apply their creative abilities to professional and competitive situations

Project Example: Throughout the year, students will submit work and personal statements to fine art and design media competitions and/or student exhibitions

Portfolio Creation

Students will design, publish, and present a professional portfolio aligned to media design arts industry expectations.

1. Include examples of still imagery, video, reflective and narrative writing, and/or advancing web tools
2. Emphasizing layout and functionality, students will deliver their portfolios using digital methods including pdf, digital book or magazine, website, media stream, blog, etc

Project Example: Design and create a professional looking student portfolio which showcases digital imaging skills developed in the IMPACT pathway.

Community Projects

In addition to opportunities of working as professionals in the studio classroom, students will execute creative solutions in the field working with community professionals and clients. This may occur as event videography/coverage, team-based identity packages, and/or graphic design collaborations, and more.

Student assignments will involve:

- A variety of instructional methods based on multiple learning intelligences (visual/spatial, logical/mathematical, verbal/linguistic, interpersonal/social, etc) along with direct and guided instruction, including lectures, active learning, discussions, modeling, reflections, and self assessments.
- Individual and small group work offering each student the opportunity to vary their roles and responsibilities within the creative process.
- Students will play the roles of learners and teachers (experts) to their peers.
- Research of past and current events and perspectives in relation to film, the influence of media on society and culture, literature and film, and other relevant topics through resources available via the school and public libraries, journals, periodicals, books, and the Internet. Primary sources and secondary sources will be used for research with respect to authentic research and quality research as well as analysis of credible sources.
- Readings and notes from supplemental texts, journals, and electronic resources.
- Experiential activities involving hardware and software use in creating assignments and projects that will be further analyzed through self-reflection and peer review.
- Communication skills with their peers, faculty and staff, community members, and outside/industry resources to achieve the goals of their assignments and projects, including but not limited to interviews, demonstrations, and discussions.

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Resources:

1. Apple Pro Training Series: Final Cut Pro X
2. Adobe Photoshop Classroom in a Book
3. Adobe After Effects Classroom in a Book
4. AFI Screen Education
5. www.apple.com
6. www.adobe.com
7. www.afi.edu
8. www.videocopilot.net

Students will create original work using the following industry-standard specialized software: Final Cut Pro X, Adobe Photoshop, Adobe After Effects, Adobe InDesign, Adobe Illustrator, Adobe Story, Adobe Lightroom, Logic Pro, GarageBand

Evaluation (Including measurable data):

- Project evaluation using teacher/class developed rubrics
- Self and peer evaluation of media/art projects
Written assignments, including procedures, critical vocabulary, analysis of completed projects, and research papers
- Self, peer and teacher evaluation of oral presentation(s) and/or visual projects
Portfolio evaluation using teacher/class developed rubrics

Grades will be earned depending on student dedication and work to the course. The following scale will be utilized in assigning a letter grade:

- 100% - 90% of points earned = A
- 89% - 80 % of points earned = B
- 79% - 70% of points earned = C 6
- 9% - 60% of points earned = D 6
- 0% or below total points earned = F