

Wilson Area High School Planned Course Guide

Title of Planned Course: Multimedia

Subject Area: Business

Grade Level: 9-12

Course Description: The Multimedia course is responsible for producing and delivering video broadcasts throughout the high school along with learning various topics related to the topic of multimedia. Some of the topics include: broadcasting, journalism, radio, television, and photography. Students' daily projects in addition to multimedia topics include recording video, using Adobe software to edit videos and add music, and broadcasting the final project. Knowledge of music editing, video production, and communication and broadcasting skills are helpful.

Time/Credit for this Course: 1 Academic Year / 1.0 Credit

Curriculum Writing Committee: Daniel Loudenslager, James Somerville

Curriculum Map

August: Introduction to Multimedia

September: Introduction to Multimedia / Broadcasting

October: Broadcasting / Advertising

November: Professionalism / Journalism

December: Journalism / Photography

January: Radio / Printed Media

February: Printed Media / Music and Popular Culture

March: Music and Popular Culture / Television and Mass Media

April: Television and Mass Media / Hollywood Movies

May: Hollywood Movies / Internet as the Hybrid Media

June: Internet as the Hybrid Media

**Wilson Area School District
Planned Course Materials**

Course Title: Multimedia

Textbook: None

Supplemental Books: None

Teacher Resources: There will be heavy use of the internet and collaboration with other teachers.

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Introduction to Multimedia

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the building blocks of multimedia and the importance of its use in today's society. Students will also be able to maintain the multimedia studio and perform broadcasts for the high school.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to multimedia
- Discuss the concept of multimedia and its role in our daily lives
- Describe multimedia in education, business, and recreation
- Take notes on each aspect of multimedia
- Apply the aspects of multimedia to the studio to produce live television broadcasts

Extensions:

- Create a poster of the building blocks of multimedia
- Explain how multimedia would be used in your own classroom
- Explain how multimedia would be used in running your own business
- How can multimedia be used for recreational purposes.

Remediation:

- Create flash cards for the vocabulary terms related to multimedia
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer.

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Broadcasting

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will practice various forms of broadcasting and describe broadcasting as it is experienced in daily life.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to broadcasting
- Discuss the concept of broadcasting and its role in our daily lives
- Explain the history of each form of broadcasting
- Take notes on each aspect of broadcasting
- Demonstrate the proper presentation style to broadcasting
- Apply the aspects of broadcasting to the studio to produce live television broadcasts

Extensions:

- Compose a research paper on the history of one form of broadcasting
- Give a presentation on an example of broadcasting seen today and its effectiveness
- Design a radio show
- Create a webcast
- Make a video on proper presentation style for broadcasting

Remediation:

- Create flash cards for the vocabulary terms related to broadcasting
- Identify the history for each form of broadcasting
- Identify different radio forms from a list
- Explain the difference between television broadcasting and radio broadcasting
- List different concepts of presentation style for broadcasting
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Advertising

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will describe the connection between advertising and broadcasting, and implement different styles of advertising.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to advertising
- Discuss the concept of advertising and its role in our daily lives
- Describe the importance of advertising
- Take notes on each aspect of advertising
- Use the marketing mix to create an advertisement
- Compare different styles of advertising
- Identify various media that present advertisements
- Explain the elements that create a good advertisement
- Explain the history of advertising
- Apply the aspects of advertising to the studio to produce live television broadcasts

Extensions:

- Compose a research paper on the history of advertising
- Create a poster portraying the marketing mix
- Design an advertisement using the marketing mix
- Explain an example of an advertisement for each type of advertising technique
- Compare the advantages and disadvantages of advertising both with radio and television
- Give a presentation on the elements required for an effective advertisement

Remediation:

- Create flash cards for the vocabulary terms related to advertising
- Differentiate between the history of advertising with radio and television
- List the 4 P's of the marketing mix
- Create a list of advertisements you have seen in your daily life
- List advantages and disadvantages of radio and television advertising
- Explain whether an advertisement contained any elements required for an effective ad
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Professionalism

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will practice professionalism both in the classroom and in the studio.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to professionalism
- Discuss the concept of professionalism and its role in our daily lives
- Describe the importance of professionalism
- Take notes on each aspect of professionalism
- Examine the 3 tiers of professionalism
- Discuss how to maintain professionalism in a professional environment
- Debate on the effects of not maintaining professionalism in a professional environment
- Explain the 4 categories of professionalism for journalists
- Create a plan for the development of a code of conduct
- Apply the aspects of professionalism to the studio to produce live television broadcasts

Extensions:

- Create a poster portraying the importance of professionalism
- Demonstrate to the class proper and improper examples of the 3 tiers of professionalism (common courtesy, professional appearance, speech)
- Interview parents or other adults about the professionalism practiced in their companies
- Create a plan for a made-up company for how that company will maintain professionalism
- Give a presentation to the class about journalism professionalism

Remediation:

- Create flash cards for the vocabulary terms related to professionalism
- List reasons for why professionalism is important to practice
- Describe each of the 3 tiers of professionalism (common courtesy, professional dress, speech)
- Find a news story in the newspaper or on the internet pertaining to an unprofessional act
- Describe major topics that should be included in a code of conduct
- List ways a company can maintain professionalism
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
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Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Journalism

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain and properly practice various journalism practices and styles.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to journalism
- Discuss the concept of journalism and its role in our daily lives
- Identify where journalism is used
- List and compare the different forms and styles of journalism
- Take notes on each aspect of journalism
- Describe various types of journalists
- Discuss the 9 Core Principles of Journalism
- Apply the aspects of journalism to the studio to produce live television broadcasts

Extensions:

- Create a presentation of various examples of journalism being used at various levels (local, international, etc.)
- Create a poster outlining the proper guidelines for journalism
- Compose multiple examples of journalism in different forms (breaking news, editorials, etc.)
- Provide an example of journalism you have witnessed in your daily life for each type of media
- Practice various journalism styles
- Find and summarize articles on the internet about different types of journalists
- Create a pamphlet highlighting the core principles of journalism

Remediation:

- Create flash cards for the vocabulary terms related to journalism
- List the proper guidelines for journalism
- Identify the various forms of journalism
- Explain how various media could be used in the practice of journalism
- Create flash cards for the core principles for practicing journalism
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
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 - Tests
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Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Photography

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain how photography is used to enhance the media and manipulate media through the use of photography.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to photography
- Discuss the concept of photography in the media and its role in our daily lives
- Identify the uses of photography
- List and compare the different forms and styles of photo-journalism and creative photography
- Take notes on each aspect of photography
- Identify where photography has been used in the media
- Discuss the effects of photo editing software on the media
- Find photos on the internet that could be used to supplement media stories
- Apply the aspects of photography to the studio to produce live television broadcasts

Extensions:

- Write an article on photography in the media being good or bad
- Create a presentation citing examples of where photography was used in the media in a positive way and where it was used in a negative way
- Explain different forms and styles of photo-journalism and creative photography to a group of peers
- Demonstrate how the use of photo editing software can change the entire meaning of a picture and therefore the story behind it

Remediation:

- Create flash cards for the vocabulary terms related to photography
- Discuss with a peer whether photography in the media is good or bad
- List instances where you have seen photography used in the media
- Describe how photography can be used in positive and negative ways in the media
- List different forms and styles of photo-journalism and creative photography
- Use photo editing software to edit an image
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Elements of Radio

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the development of radio and the importance of its use in today's society, while studying the history of radio and designing their own radio show.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to radio
- Discuss the concept of radio and its role in our daily lives
- Describe radio in business and society
- Take notes on each concepts in radio
- Apply the concepts of radio to produce a radio show

Extensions:

- Create a poster of the development of radio through history
- Create a research paper on how radio has impacted major events both past and present
- Explain how radio has managed to remain relevant today despite new technologies
- How can radio be used to help businesses
- Create a radio show to broadcast to the school

Remediation:

- Create flash cards for the vocabulary terms related to radio
- Print class notes and a review worksheet
- Listen to old radio shows to understand the development of radio

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Printed Media

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the development of printed media, from the early printing of books and newspapers to magazines and how printed media is still relevant today.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to printed media forms
- Discuss the role of printed media in our daily lives
- Take notes on each concept in printed media
- Debate the relevance or irrelevance of printed media in our modern lives
- Apply the concepts of newspapers and magazines and create their own

Extensions:

- Create a PowerPoint of the development of printed media through history
- Create a research paper on the current decline of printed media and make predictions on the future of printed media
- Create a poster on how printed media continues to be used today

Remediation:

- Create flash cards for the vocabulary terms related to the development of printed media
- Print class notes
- Review worksheet
- Use physical representations of printed media to show its evolution

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Music and Popular Culture

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the development of a popular culture and the connection between music and popular culture and how music is used in our everyday lives. Students will describe the applications of music to areas such as business, education, and medicine and the influence popular culture has on society.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to popular culture and music
- Research the many connections music and popular culture have with the other forms of media examined in class
- Take notes on each concept in popular culture and music
- Show the use of music in different forms of media
- Debate the role of popular culture in the development of the society

Extensions:

- Create a soundtrack to a day in their lives and explain why they chose what they did
- Create a timeline of the history of popular music
- Study the changes in the physical forms of music (tapes, CDs, etc) and make predictions on what form the media will take
- Interview a musician

Remediation:

- Create flash cards for the vocabulary terms related to the development of printed media
- Print class notes
- Review worksheet
- Create a collage of the influences popular culture has on their life
- Collect examples of popular culture materials

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Television and Mass Media

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the development of television and how it led to the rise of mass media. Students will show the development of television funding and describe the connections between mass media and popular culture.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to television and mass media
- Research the development of television from its early forms to its present
- Take notes on the concepts associated with television with a focus on the different elements of television
- Show how mass media has led to a connected society
- Debate the role that television and mass media play in creating a popular culture

Extensions:

- Create a poster showing the evolution of a genre of television
- Create a timeline of the history of television
- Study the changes mass media has created in society
- Create a television line-up of shows and decide how many commercials must be sold to sponsor

Remediation:

- Create flash cards for the vocabulary terms related to the development of television and mass media
- Print class notes and a review worksheet
- List examples of mass media or examples of television shows within a specific genre

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Hollywood Movies

Time Frame: 2-3 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain the development of the Hollywood movie industry and how they connect with the popular culture. Students will show how the many types of media came together to create and promote the Hollywood movies and the unifying effect they have on popular culture. Students will compare different types of movies and differences between older and newer movies

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to the movie industry
- Research the development of movies from their early forms to their present
- Take notes on the concepts associated with movies and focus on the different genres of movies.

Extensions:

- View an old movie and its modern remake and compare and contrast the two
- Create a poster or PowerPoint showing the evolution of the movie industry or a specific genre
- Create a timeline of the history of the movie industry
- Study the changes that the movie industry has created in society

Remediation:

- Create flash cards for the vocabulary terms related to the development of the Hollywood movie
- Print class notes
- Review worksheet
- List examples of movies within a genre

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test

Curriculum Scope & Sequence

Planned Course: Multimedia

Unit: Internet as the Hybrid Media

Time Frame: 1-2 Weeks

State Standards: 9.1.12 ABDGH, 9.1.8 CE, 13.3.11 BE, 1.2.8 A, 1.6.11 A-E

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will explain how the internet has risen quickly to become the one source of all forms of media. Students will show how all forms of media have become accessible on the internet and the effect internet has had on the decline of other forms of media. Students will describe the rise of internet and make predictions on its ultimate effect for the future.

Core Activities: Students will complete/participate in the following:

- Define the vocabulary terms related to the internet
- Research the development of the internet and how it actually works
- Take notes on the concepts associated with the internet
- Debate whether or not the internet will be the end of other forms of media or just the one source to find it
- Compare the positive and negative effects internet has had on society

Extensions:

- Create a poster or PowerPoint showing the evolution of the internet
- Create a timeline of the history of the internet
- Research the changes that the internet has created in society
- Create a webpage

Remediation:

- Create flash cards for the vocabulary terms related to the internet
- Print class notes
- Review worksheet

Instructional Methods:

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Projects

Materials & Resources:

- Teacher generated guided notes
- Internet Explorer

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Homework assignments
 - Quizzes
- **Summative:**
 - Chapter quizzes
 - Projects
 - Tests
 - Unit test