Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”. This course will allow students to have experiences in various software programs involved in creating multimedia presentations, digital movies, digital animation, and introductory scripting Students explore the role of contemporary marketing and design.

- DOE Code: 5232
- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: IT Essentials or Introduction to Communications
- Credits: 2-3 credit per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit:
  - Ivy Tech
  - VISC 200 Interactive Media (pending)

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America. the CTSO for this area.

Content Standards
Domain – Computer Literacy
Core Standard 1 Students perform common computer functions on standard platforms as they apply to digital media to create multimedia presentations

Standards
IM-1.1 Discuss the components of a basic digital media computer system and peripherals.
IM-1.2 Demonstrate proficiency in the use of digital imaging techniques and equipment
IM-1.3 Create appropriate documents using word processing software
IM-1.4 Create professional presentations using presentation graphics software
IM-1.5 Access and integrate information using electronic sources
IM-1.6

Domain – Media Business Practices
Core Standard 2 Students interpret business law and ethics as they apply to multimedia.
  IM-2.1 Practice the Fair Use Guidelines and Copyright Laws as they apply to multimedia
  IM-2.2 Compare/contrast legal and ethical issues in interactive media communications
  IM-2.3 Apply practices that respect intellectual laws
  IM-2.4 Select information technology practices
  IM-2.5 Deliver a client presentation

Domain – Careers in Interactive Media
Core Standard 3 Students perform common computer functions on standard platforms as they apply to digital media to create multimedia presentations
  IM-3.1 Evaluate career opportunities in different areas of Interactive Media
  IM-3.2 Explain the importance of the different roles for working as members of a Digital Media project team
  IM-3.3 Explore careers and training opportunities, trends, and requirements for different roles in interactive media
  IM-3.4 Develop personal performance quality, positive work ethic, and professional respect.

Domain – Visual Arts and Graphic Design Fundamentals
Core Standard 4 Students demonstrate visual design fundamentals which are utilized throughout the design process to communicate ideas.

  Standards
  IM-4.1 Demonstrate knowledge of and an appreciation for the visual arts
  IM-4.2 Analyze basic technical art skills (traditional and electronic)
  IM-4.3 Apply and adapt the design principles and elements of design
  IM-4.4 Demonstrate design skills using visual design guidelines

Domain – Interactive Multimedia
Core Standard 5 Students create design solutions that demonstrate skill and understanding of different media processes to communicate ideas and information.

  Standards
  IM-5.1 Develop scripts, storyboards, and flowcharts used in Interactive Media
  IM-5.2 Analyze the types and uses of interactive media applications
  IM-5.3 Develop project concept proposals
  IM-5.4 Develop navigational structures
  IM-5.5 Demonstrate knowledge of the history of film and video production
  IM-5.6 Incorporate film and video production concepts and products in interactive media production
  IM-5.7 Combine media elements to produce an interactive multimedia product
Domain – Video/Audio Production
Core Standard 6 Students perform basic skills and understanding of different audio and video processes to be use for multimedia purposes.

IM-6.1 Create a plan for video production
IM-6.2 Perform basic camera-related tasks for digital video production
IM-6.3 Practice basic preproduction activities for a digital video production
IM-6.4 Design backgrounds/scenery for a video production
IM-6.5 Perform basic video production editing processes
IM-6.6 Demonstrate knowledge of audio recording and production
IM-6.7 Demonstrate effective composition and compression concepts in the production of a simulation or game product
IM-6.8 Utilize the basic principles of 2-D animation
IM-6.9 Utilize the basic principles of 3-D animation

Domain – Photography/Digital Imaging
Core Standard 7 Students model photographic skills for the use in interactive media projects.

Standards
IM-7.1 Develop competency in the use of photographic equipment
IM-7.2 Demonstrate knowledge of photographic terminology
IM-7.3 Prepare images for use in interactive media
IM-7.4 Apply photographic basic composition techniques

Domain – Programming/Animation/Gaming
Core Standard 8 Student incorporate basic programming, animation and gaming skills to be used in an interactive media projects.

Standards
IM-8.1 Identify animation file formats and their appropriate use
IM-8.2 Create and manipulate animations 2D animations
IM-8.3 Compare 2D and 3D animation
IM-8.4 Demonstrate knowledge of the basic principles of 3-D modeling
IM-8.5 Utilize the basic principles of 3-D animation
IM-8.6 Demonstrate knowledge of programming language concepts
IM-8.7 Analyze technical documentation associated with software development
IM-8.8 Demonstrate knowledge of computational and string operations
IM-8.9 Debug programs

Domain – Project Management
Core Standard 9 Students reinforce their knowledge and skills in media design and production for project planning and project development.

Standards
IM-9.1 Evaluate product planning methodology
IM-9.2 Apply technical writing requirements
IM-9.3 Develop and perform usability and testing integration
IM-9.4 Recommend and implement performance improvement
IM-9.5 Gather data and identify client requirements and scope of work
IM-9.6 Conduct technical research

**Domain – Website Development, Design and Management**

**Core Standard 10** Students illustrate basic web standards and coding to create web pages.

**Standards**

IM-10.1 Review basic principles of how the Internet is constructed, how it functions, and how it is used.
IM-10.2 Identify and describe internet development and functions
IM-10.3 Differentiate between IP addresses and domain name
IM-10.4 Define important Internet communications protocols and their roles in delivering basic Internet services
IM-10.5 Apply the process of planning, designing and maintaining web pages.
IM-10.6 Demonstrate base knowledge of content and applications management
IM-10.7 Demonstrate knowledge of website design fundamentals
IM-10.8 Apply essential attributes of Cascading Style Sheets (CSS)
IM-10.9 Create content for a website
IM-10.10 Develop web site architecture, prototypes, and user interface specifications

**Process Standards**

**Common Core Literacy Standards for Technical Subjects**

**Reading Standards for Literacy in Technical Subjects 11-12**

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

**Craft and Structure**

11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.
11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
11-12.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain
unresolved.

Integration of Knowledge and Idea

11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

11-12.WT.1 Write arguments focused on discipline-specific content.

11-12.WT.2 Write informative/explanatory texts, including technical processes.

11-12.WT.3 Students will not write narratives in technical subjects. Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WT.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.

11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12.WT.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.

11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in
answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12.WT.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.