|            |  | TTUISD - TEKS Tr  | acker             |        |   |  |                |            |
|------------|--|---|-------------------|--------|---|--|----------------|------------|
| Author _   | Cynthia Miller   | Submission Date/  | _/                |        |   |  |                |            |
| Evaluator_ |  | Evaluation Date/  | /                 |        |   |  |                |            |
|            | TTU Course:  | Digital and Interactive Media (DI   | MED 1A) v.1.0     | , Firs | t Semeste                                 | er   |                |            |
|            | TEKS: §13  | 0.278. Digital and Interactive Med  | dia (One-Half to  | o On   | e Credit).                                |  |                |            |
|            |  |   |                   |        |   | Lesson & Assignment                          | Textbook       | Bloom's    |
|            | TEKS I   | Requirement (Secondary)   |                   |        | Sem. A                                    | Number                                       | Chapter/Page # | Taxonomy   |
| (a) Canan  | •  | teractive Media (One-Half to One Cre<br>e is recommended for students in Grades       |                   |        |   |  |                |            |
|            | -  | s of Information Technology.  | 10-12.            |        |   |  |                |            |
|            |  | f digital and interactive media and its ap  |                   |        |   |  |                |            |
|            | information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a |   |                   |        |   |  |                |            |
|            |  | 1 and interpersonal skills to prepare for a   |                   |        |   |  |                |            |
| evolving v | vorkplace environment. The   | knowledge and skills acquired and pract   | ticed will enable |        |   |  |                |            |
|            |  | nteract in a technology-driven society. Stication, and critical thinking and apply t  |                   |        |   |  |                |            |
|            | on technology environment.   | iteation, and entiteat uninking and appry t   | inem to the       |        |   |  |                |            |
| . ,        | ledge and skills.  |   |                   |        |   |  |                |            |
|            |  | ecessary skills for career development<br>npletion of course outcomes. The stude      |                   |        |   |  |                |            |
| to:        | ability, and successful con  | ipietion of course outcomes. The stude  | ent is expected   |        |   |  |                |            |
|            |  | work behaviors that enhance employabi   | • •               |        |   | Unit IAssignment,                            |                |            |
|            |  | ce, promptness, attention to proper attire<br>, appropriate voice, and pride in work; | e, maintenance    |        | A   | Online Career Portfolio                      |                | Evaluate   |
|            |  |   |                   |        |   |  |                |            |
|            | •  | personal qualities such as flexibility, op kers, and willingness to learn new knowl   |                   |        | Α   | Unit IAssignment,<br>Online Career Portfolio |                | Evaluate   |
|            |  | -   |                   |        |   | Unit IAssignment,                            |                |            |
| (C) emplo  | by effective reading and write   | ting skills;  |                   |        | Α   | Online Career Portfolio                      |                | Create     |
| (D) emplo  | ov effective verbal and nonv   | verbal communication skills;  |                   |        | Α   | Unit IAssignment,                            |                | Create     |
| (-)        |  |   |                   |        |   | Online Career Portfolio<br>Unit IAssignment, |                |            |
| (E) solve  | problems and think criticall   | у;  |                   |        | Α   | Online Career Portfolio                      |                | Create     |
| (F) demor  | nstrate leadership skills and  | function effectively as a team member;  |                   |        | А   | Unit IAssignment,                            |                | Create     |
|            |  | -   |                   |        |   | Online Career Portfolio<br>Unit IAssignment, |                |            |
| (G) identi | ify and implement proper sa  | fety procedures;  |                   |        | Α   | Online Career Portfolio                      |                | Create     |
|            |  | legal and ethical responsibilities in relati  | ion to the field  |        | А   | Unit IAssignment,                            |                | Analyze    |
|            | ation technology; and<br>estrate planning and time-ma  | anagement skills such as project manager  | ment and          |        |   | Online Career Portfolio                      |                |            |
| storyboard | ling.  |   |                   |        | A   | Unit IIResources                             |                | Create     |
|            |  | ent opportunities in the information te<br>ve media. The student is expected to:      | echnology field   |        |   |  |                |            |
|            |  | *   |                   |        |   | Unit IAssignment,                            |                | G i        |
|            |  | companying job duties and tasks;  |                   |        | Α   | Online Career Portfolio                      |                | Create     |
|            | rch careers of personal intere<br>o achieve personal career go   | est along with the education, job skills, a   | and experience    |        | Α   | Unit IAssignment,<br>Online Career Portfolio |                | Create     |
|            |  | , resumés, and portfolios in the informati  | ion technology    |        |   | Unit IAssignment,                            |                | <i>a</i> . |
| profession |  |   |                   |        | A   | Online Career Portfolio                      |                | Create     |
| (D) create | e a portfolio.   |   |                   |        | Α   | Unit IAssignment,<br>Online Career Portfolio |                | Create     |
| (3) The st | tudent uses emerging tech  | nologies to exchange and gather inform  | mation and        |        |   | Shine Career I ortiollo                      |                |            |
| resources  | . The student is expected t  | 0:  |                   |        |   |  |                |            |
|            | •  | nic technologies such as email, blogs, chat rooms,                                    |                   | А      | Unit I-IVeGuide<br>Readings, Assignments, |  | Create         |            |
| discussion | threads, and wikis;  |   |                   |        | A   | Projects                                     |                | Create     |
|            |  |   |                   |        |   | Unit I-IVeGuide                              |                |            |
| (B) use In | ternet resources for research  | h purposes; and   |                   |        | Α   | Readings, Assignments,                       |                | Create     |
| (D) use in | nemet resources for research   | n purposes; and   |                   |        | А   | Projects                                     |                | Create     |

| TEKS Requirement (Secondary)   | Sem. A | Lesson & Assignment<br>Number                                   | Textbook<br>Chapter/Page # | Bloom's<br>Taxonomy |
|--|--------|---|----------------------------|---------------------|
| (C) research technologies that have surfaced within the last three years in the area of interactive media.   | Α      | Unit I-IVeGuide<br>Readings, Assignments,<br>Projects           |                            | Create              |
| (4) The student complies with standard practices and behaviors that meet legal and ethical responsibilities. The student is expected to:   |        |   |                            |                     |
| (A) examine copyright and fair use guidelines in the digital media industry;   | Α      | Unit IIeGuide<br>Readings, Discussion,<br>Assignments           |                            | Create              |
| (B) model ethical and legal acquisition of digital information, including the correct citing of sources through the use of established methods; and  | Α      | Unit IIeGuide<br>Readings, Discussion,<br>Assignments           |                            | Create              |
| (C) demonstrate proper netiquette and acceptable use policies when using networks.   | А      | Unit IIeGuide<br>Readings, Discussion,<br>Assignments           |                            | Create              |
| (5) The student analyzes and applies design and layout principles. The student is expected to:   |        |   |                            |                     |
| (A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles;   | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Evaluate            |
| (B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth;   | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Evaluate            |
| (C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space;                                    | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Evaluate            |
| (D) identify and use three-dimensional effects such as foreground, middle distance, and background images;   | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Apply               |
| (E) identify and use typography;   | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Understand          |
| (F) identify and use color theory; and   | А      | Unit IISlide<br>Presentation, Internet<br>Resource, Assignment; |                            | Understand          |
| (G) recreate and improve existing multimedia products by applying the appropriate design and layout principles.  | Α      | Unit IIAssignment   |                            | Create              |
| (6) The student designs and creates digital graphics. The student is expected to:  |        |   |                            |                     |
| (A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics;  | Α      | Unit IIISlide<br>Presentation                                   |                            | Evaluate            |
| (B) demonstrate appropriate file storage and file size management skills;  | Α      | Unit IIISlide<br>Presentation                                   |                            | Create              |
| (C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification;   | A      | Unit IIISlide<br>Presentation                                   |                            | Understand          |
| <ul> <li>(D) identify and choose appropriate software applications for specific digital media types<br/>such as photo, graphics, video, audio, and animation editing software; and</li> </ul>                  | A      | Unit IIISlide<br>Presentation, Online<br>Tutorials              |                            | Understand          |
| (E) differentiate between the color mode selections in determining product output.   | Α      | Unit IIISlide<br>Presentation                                   |                            | Create              |
| (7) The student demonstrates appropriate use of digital photography equipment and techniques. The student is expected to:  |        |   |                            |                     |
| (A) demonstrate proper use of safety procedures while using digital photography equipment;   | A      |   |                            | Evaluate            |
| (B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon; | Α      |   |                            | Create              |
| <ul><li>(C) transfer still shot images from equipment to the computer; and</li><li>(D) demonstrate photographic enhancement techniques such as feathering, layering, masking,</li></ul>                        | A      |   |                            | Create<br>Create    |
| and color enhancement using appropriate digital manipulation software.         (8) The student demonstrates appropriate use of digital graphics. The student is  | A      |   |                            | Cleate              |
| expected to:           (A) create and modify digital graphics using appropriate vector-based and raster-based  | A      | Unit IIIAssignments   |                            | Create              |
| software following standard design principles; and   | A      | ont mAssignments  |                            | Cleate              |

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|---|--------|-------------------------------|----------------------------|---------------------|
| (B) export and set graphics to be used in both print and digital formats.   | A      | Unit IIIAssignments           |                            | Create              |
| (9) The student demonstrates appropriate use of video equipment and techniques. The   |        |                               |                            |                     |
| student is expected to:   |        |                               |                            |                     |
| (A) demonstrate proper use of safety procedures while using digital video equipment;  | Α      |                               |                            | Create              |
| (B) demonstrate proper use of terminology in relation to video technology;  | Α      |                               |                            | Create              |
| (C) demonstrate proper use of digital video photography equipment to capture video images;  | Α      |                               |                            | Create              |
| (D) transfer video images from equipment to the computer;   | А      |                               |                            | Create              |
| (E) demonstrate videographic enhancement and editing techniques such as panning,  |        |                               |                            |                     |
| transitions, zooming, content editing, and synchronizing audio and video using appropriate  | Α      |                               |                            | Create              |
| digital manipulation software; and  |        |                               |                            |                     |
| (F) export video files in digital formats to be used in various delivery systems such as  |        |                               |                            |                     |
| podcasting, downloadable media, and streaming.  | Α      |                               |                            | Create              |
| (10) The student demonstrates appropriate use of audio equipment and techniques. The  |        |                               |                            |                     |
| student is expected to:   |        |                               |                            |                     |
| (A) demonstrate proper use of safety procedures while using digital audio equipment;  | Α      |                               |                            | Evaluate            |
| (B) demonstrate proper use of terminology and concepts in relation to audio technology;   | Α      |                               |                            | Evaluate            |
| (C) demonstrate proper use of digital audio equipment to capture audio files;   | Α      |                               |                            | Create              |
| (D) transfer audio files from equipment to the computer;  | Α      |                               |                            | Create              |
|   |        |                               |                            |                     |
| (E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software; and | Α      |                               |                            | Create              |
| (F) export audio files to be used in digital formats in various delivery systems such as podcasting, downloadable files, and streaming.   | Α      |                               |                            | Create              |
| (11) The student demonstrates appropriate use of animation. The student is expected to:   |        |                               |                            |                     |
| (A) use the principles of motion graphics such as frames and key frames, integration of audio into an animation, and user interactive controls;   | A      |                               |                            | Create              |
| (B) create and modify a linear and a nonlinear animation using appropriate software   |        |                               |                            |                     |
| following standard design principles; and   | A      |                               |                            | Create              |
| (C) export and set animation to be used in various digital formats and on various video   |        |                               |                            |                     |
| animation players.  | Α      |                               |                            | Create              |
| (12) The student demonstrates appropriate project management in the creation of   |        |                               |                            |                     |
| digital media projects. The student is expected to:   |        |                               |                            |                     |
| (A) develop a plan for a media project such as a storyboard, stage development, and   |        | Units II-IV                   |                            | Greate              |
| identification of equipment and resources; and  | Α      | Assignments                   |                            | Create              |
| (B) evaluate a project plan along its timeline and make suggested revisions until completion  |        | Units II-IV                   |                            | Create              |
| of the project.   | Α      | Assignments                   |                            | Cleate              |
| (13) The student deploys digital media into print, web-based, and video products. The   |        |                               |                            |                     |
| student is expected to:   |        |                               |                            |                     |
| (A) incorporate video, audio, text, graphics, and motion graphics into an existing web page;  | Α      | Units II-IV<br>Assignments    |                            | Create              |
| (B) incorporate various digital media into a printed document such as a newsletter, poster, or report;  | Α      |                               |                            | Create              |
| <ul> <li>(C) develop an interactive medium such as a compact disk or digital video disk to display video, audio, and animation products; and</li> </ul>                                 | Α      | Units II-IV<br>Assignments    |                            | Create              |
| (D) collect and organize student created products to build an individual portfolio.   | A      | Units II-IV<br>Assignments    |                            | Create              |
| Source: The provisions of this §130.278 adopted to be effective August 23, 2010, 34 TexReg 5934.  |        |                               |                            |                     |