

Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	INTRODUCTION TO INTERACTIVE MEDIA		
SDPTE Course ID	BE 0273	IBED	IBED 10203

A course designed to introduce students to interactive technologies. Topics include designing, editing, and producing video, audio and graphical elements using digitally-generated or computer-enhanced media. Students will develop an awareness of interactive media career opportunities.

Term	Semester/Trimester	Prereq	None
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Notes:

Business Law BLaw_7: Demonstrate Knowledge of Computer Law

BLaw_7.1 Explain how the advances in computer technology impact upon such areas as property law, contract law, criminal law, and international law.

Learning Indicator: BLaw_7.1.1	Define the key terms and new issues involved in computer law including security, privacy, computer crime and viruses
Learning Indicator: BLaw_7.1.2	Determine when a computer program can be protected by a patent or a copyright and explain the steps in applying for each
Learning Indicator: BLaw_7.1.3	Identify the circumstances under which the copyright of a computer program has been violated
Learning Indicator: BLaw_7.1.4	Determine when computer-related contracts are service contracts and when they are sale of goods contracts
Learning Indicator: BLaw_7.1.5	Outline the various claims and defenses that are available in civil suits involving computer contracts
Learning Indicator: BLaw_7.1.6	Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy
Learning Indicator: BLaw_7.1.7	Outline the various types of federal and state statutes designed to combat computer crime
Learning Indicator: BLaw_7.1.8	Discuss the impact of the law of different countries and the impact of international law on computer law

Career Development CDev_1: Demonstrate Knowledge of Self-Awareness

CDev_1.1 Assess personal skills, abilities, and aptitudes as they relate to career exploration and development.

Learning Indicator: CDev_1.1.1	List positive characteristics about yourself
Learning Indicator: CDev_1.1.2	Identify personal likes and dislikes
Learning Indicator: CDev_1.1.3	Identify individual talents and interests
Learning Indicator: CDev_1.1.4	Identify personal, physical, and mental characteristics
Learning Indicator: CDev_1.1.5	Complete a series of standardized interest and career identification tests
Learning Indicator: CDev_1.1.6	Compare personal skills and aptitudes with various career options
Learning Indicator: CDev_1.1.7	Assess and analyze personal talents and interests as they may relate to a future career
Learning Indicator: CDev_1.1.8	Correlate personal, physical, and mental characteristics with the requirements of various career opportunities
Learning Indicator: CDev_1.1.9	Demonstrate a realistic understanding of self
Learning Indicator: CDev_1.1.10	Determine attitudes needed for career success
Learning Indicator: CDev_1.1.11	Model the concepts of honesty and dependability
Learning Indicator: CDev_1.1.12	Provide examples of how feelings and actions of oneself are influenced by other's behaviors

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- Learning Indicator: CDev_1.1.13 Demonstrate and practice the steps involved in resolving a conflict/stress situation
- Learning Indicator: CDev_1.1.14 Demonstrate the ability to use mediation techniques based on peer feedback
- Learning Indicator: CDev_1.1.15 Demonstrate ability to adapt to change

Career Development CDev_2: Demonstrate Knowledge of Career Research

CDev_2.2 Utilize a Career Information Database to prepare a career portfolio.

- Learning Indicator: CDev_2.2.1 Prepare pictorial and/or written documents related to career exploration using a variety of technological resources such as the computer and the Internet
- Learning Indicator: CDev_2.2.2 Develop pictorial and/or written documents based on selected career information
- Learning Indicator: CDev_2.2.3 Prepare a career portfolio that includes career research materials and work samples
- Learning Indicator: CDev_2.2.4 Identify a network of business people to assist in securing a job

Career Development CDev_4: Demonstrate Knowledge of Career Strategy

CDev_4.3 Develop an individual career plan.

- Learning Indicator: CDev_4.3.1 Explain the importance of planning
- Learning Indicator: CDev_4.3.2 Develop a career plan that includes the investigation of career clusters
- Learning Indicator: CDev_4.3.3 Design a career plan that includes self-assessment, research, career alternatives, and high school course options
- Learning Indicator: CDev_4.3.4 Create and implement a career plan that includes the required steps to transition from high school to post secondary education/training or the workplace
- Learning Indicator: CDev_4.3.5 Explore appropriate employment opportunities and further education
- Learning Indicator: CDev_4.3.6 Continue to revise and update one's career plan

Communications Comm_1: Demonstrate Knowledge of Foundations of Communications

Comm_1.1 Through vocal expression, communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

- Learning Indicator: Comm_1.1.1 Express wants, needs and feelings
- Learning Indicator: Comm_1.1.2 Differentiate between and practice correct pronunciation and enunciation
- Learning Indicator: Comm_1.1.3 Select language appropriate to the situation
- Learning Indicator: Comm_1.1.4 Ask questions with confidence to elicit general and/or specific
- Learning Indicator: Comm_1.1.5 Use proper telephone techniques and etiquette
- Learning Indicator: Comm_1.1.6 Organize thoughts to reflect logical thinking before speaking
- Learning Indicator: Comm_1.1.7 Express opinions and discuss issues positively and tactfully
- Learning Indicator: Comm_1.1.8 Use appropriate techniques to organize impromptu speeches and deliver one
- Learning Indicator: Comm_1.1.9 Identify regional and cultural differences in spoken communications
- Learning Indicator: Comm_1.1.10 Plan and present short presentations, individually or as a member of a group
- Learning Indicator: Comm_1.1.11 Prepare, outline, and deliver a short oral presentation with attention to audience, suitable topic, and scope, with preparation including practicing speech on tape
- Learning Indicator: Comm_1.1.12 Prepare visual material to support an oral presentation with attention to audience, site, appropriateness to topic, and necessary equipment to be used

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Learning Indicator: Comm_1.1.13 Demonstrate an awareness and acceptance of international, regional, and multicultural speech

Learning Indicator: Comm_1.1.14 Exchange ideas in a formal/informal setting

Learning Indicator: Comm_1.1.15 Participate in group discussion and role playing

Learning Indicator: Comm_1.1.16 Participate in group discussions for problem resolution

Learning Indicator: Comm_1.1.17 Identify various roles within the group and practice listening, synthesizing, and restating information

Learning Indicator: Comm_1.1.18 Organize and lead discussions

Learning Indicator: Comm_1.1.19 Preside at meetings

Learning Indicator: Comm_1.1.20 Answer questions in formal and informal situations

Learning Indicator: Comm_1.1.21 Dictate using recording equipment

Comm_1.3 Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.

Learning Indicator: Comm_1.3.1 Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing

Learning Indicator: Comm_1.3.2 Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage

Learning Indicator: Comm_1.3.3 Compose simple requests for information, reports, and summaries; edit and revise written work

Learning Indicator: Comm_1.3.4 Outline to facilitate logical and understandable written documents

Learning Indicator: Comm_1.3.5 Use acceptable standards for grammar, mechanics, and word usage

Learning Indicator: Comm_1.3.6 Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats

Learning Indicator: Comm_1.3.7 Proofread documents to ensure correct grammar, spelling, and punctuation

Learning Indicator: Comm_1.3.8 Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism

Learning Indicator: Comm_1.3.9 Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias

Learning Indicator: Comm_1.3.10 Use note taking skills incorporating critical listening and reading techniques

Learning Indicator: Comm_1.3.11 Identify factors affecting the readability of text

Learning Indicator: Comm_1.3.12 Compare drafts to final documents and make editorial changes

Learning Indicator: Comm_1.3.13 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous

Learning Indicator: Comm_1.3.14 Compose messages that promote positive human behavior

Learning Indicator: Comm_1.3.15 Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents

Learning Indicator: Comm_1.3.16 Write formal and informal reports using suitable format supported by appropriate graphic aids

Learning Indicator: Comm_1.3.17 Use the direct or indirect approach in appropriate correspondence situations

Learning Indicator: Comm_1.3.18 Analyze and respond in writing to routine business problems both individually and collaboratively

Learning Indicator: Comm_1.3.19 Write business communications that are sensitive to multicultural situations

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Learning Indicator: Comm_1.3.20 Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements

Learning Indicator: Comm_1.3.21 Write business communications that reflect international differences and address current practice and protocol

Communications *Comm_3: Demonstrate Knowledge of Technological Communications*

Comm_3.1 Use technology to enhance the effectiveness of communications.

Learning Indicator: Comm_3.1.1 Demonstrate proper telephone etiquette, including cellular phones

Learning Indicator: Comm_3.1.2 Demonstrate basic keyboarding and computer functions

Learning Indicator: Comm_3.1.3 Use basic software applications (e.g., word processing, spreadsheets, etc.)

Learning Indicator: Comm_3.1.4 Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition

Learning Indicator: Comm_3.1.5 Project a positive first impression on the telephone

Learning Indicator: Comm_3.1.6 Use the telephone to gather personal and consumer information

Learning Indicator: Comm_3.1.7 Use basic functions of databases, spreadsheets, and programming languages by formatting documents

Learning Indicator: Comm_3.1.8 Refine documents using an electronic spell checker, a thesaurus and a grammar checker

Learning Indicator: Comm_3.1.9 Use a wide variety of references and research resources such as electronic bulletin boards and information services

Learning Indicator: Comm_3.1.10 Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail

Learning Indicator: Comm_3.1.11 Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating

Learning Indicator: Comm_3.1.12 Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation

Learning Indicator: Comm_3.1.13 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware

Learning Indicator: Comm_3.1.14 Address the ethical issues regarding ownership of information generated electronically

Learning Indicator: Comm_3.1.15 Apply the rules of electronic messaging etiquette

Learning Indicator: Comm_3.1.16 Evaluate the select messages which may be addressed best by electronic media

Learning Indicator: Comm_3.1.17 Incorporate the use of international electronic resources such as the Internet to complete higher level projects

Learning Indicator: Comm_3.1.18 Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

Communications *Comm_4: Demonstrate Knowledge of Employment Communications*

Comm_4.1 Integrate all forms of communication in the successful pursuit of a career.

Learning Indicator: Comm_4.1.1 Write a simple application letter and resume for simulated job opportunities

Learning Indicator: Comm_4.1.2 Role-play interview situations for simulated job opportunities

Learning Indicator: Comm_4.1.3 Discuss the importance of an informal personal network in job search strategy

Learning Indicator: Comm_4.1.4 Use a personal network in the job search situation

Learning Indicator: Comm_4.1.5 Write a formal application letter, resume, and follow-up letter for job opportunities

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Learning Indicator: Comm_4.1.6	Participate in and analyze mock interviews, emphasizing critical times at the beginning and the end of an interview
Learning Indicator: Comm_4.1.7	Discuss and demonstrate the importance of appropriate dress in an interview situation
Learning Indicator: Comm_4.1.8	Respond to mock interview questions
Learning Indicator: Comm_4.1.9	Complete job application forms
Learning Indicator: Comm_4.1.10	List and discuss qualities that employers expect in potential employees
Learning Indicator: Comm_4.1.11	Use correct strategies for accepting or rejecting an offer
Learning Indicator: Comm_4.1.12	Discuss alternative sources for job placement (e.g., career centers, employment agencies, headhunters, etc.)
Learning Indicator: Comm_4.1.13	Discuss potential problems with signing employment contracts
Learning Indicator: Comm_4.1.14	Use established network of professionals to assist in the job search
Learning Indicator: Comm_4.1.15	Discuss the significance of nonverbal communications in the interviewing process
Learning Indicator: Comm_4.1.16	Prepare a list of questions to ask interviewer
Learning Indicator: Comm_4.1.17	Research the job market and specific potential employers
Learning Indicator: Comm_4.1.18	Discuss appropriate oral and written steps in leaving a job (resignation, down-sizing, exit interview)
Learning Indicator: Comm_4.1.19	Discuss expectations of an exit interview

Information Systems IS_1: Demonstrate Knowledge of the Foundations of Information Systems

IS_1.1 Identify and use various input technologies that include keyboarding, voice recognition, handwriting recognition, optical character recognition, and other forms of emerging input technologies.

Learning Indicator: IS_1.1.1	Develop proper input techniques for the keyboard and 10-key pad
Learning Indicator: IS_1.1.2	Build keyboarding skills, including speed and accuracy
Learning Indicator: IS_1.1.3	Master touch-keying for letter, punctuation, numeric, and symbol keys
Learning Indicator: IS_1.1.4	Apply proofreading skills
Learning Indicator: IS_1.1.5	Select and apply various appropriate input technologies such as image and text scanning, voice recognition, handwriting recognition, digital cameras, student response systems, touch screen mouse or stylus and tablet forms of input
Learning Indicator: IS_1.1.6	Develop proper input techniques for emerging technologies to optimize performance in composing documents
Learning Indicator: IS_1.1.7	Describe ergonomic issues and recognize how to prevent repetitive stress injuries related to input technologies
Learning Indicator: IS_1.1.8	Demonstrate proper safety techniques using input technologies (e.g., burning and copying media and DVD's)
Learning Indicator: IS_1.1.9	Organize and arrange workspace area

IS_1.2 Demonstrate a knowledge of computers and the ability to use them.

Learning Indicator: IS_1.2.1	Describe how to cold boot (start up) and warm boot (restart/reset) a computer. Explain the difference. Which should be attempted first?
Learning Indicator: IS_1.2.2	Identify (list) the basic components of your computer system and peripherals

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Learning Indicator: IS_1.2.3 Define, explain or demonstrate written knowledge of the following components: Ports Modem, RAM, CPU, Mouse, File Server, Network (LAN & WAN), Serial Ports, Parallel Ports, Operating Systems, Files, Folders, Subfolders, Hard Drive, Storage Disks, CD-ROM, Zip Drives, LCD Displays

Learning Indicator: IS_1.2.4 List and describe the different types of printers available and their main differences

IS_1.3 Identify the need for applications of technology in business, industry, society and on a global scale.

Learning Indicator: IS_1.3.1 Demonstrate the ability to access information regarding applications of computers and technology in business, industry, society and on a global scale

Learning Indicator: IS_1.3.2 Cite uses of computer and technology in business, industry, society and on a global scale

Learning Indicator: IS_1.3.3 Create a brief list of business, industry, society and global references and sources where information about applications of computers and technology can be found

Information Systems IS_2: Demonstrate Knowledge of Industry Standard Software Applications

IS_2.4 Select and use multimedia software to create media rich projects.

Learning Indicator: IS_2.4.1 Select and apply multimedia software appropriate for specific tasks

Learning Indicator: IS_2.4.2 Explore three emerging multimedia software programs and identify differences

Learning Indicator: IS_2.4.3 Create multimedia projects collaboratively

Learning Indicator: IS_2.4.4 Identify and select appropriate multimedia file formats and properties

Learning Indicator: IS_2.4.5 Create multimedia content and prepare it for delivery

Learning Indicator: IS_2.4.6 Configure multimedia delivery tools

Information Systems IS_3: Demonstrate Knowledge of Common Applications of Information Systems

IS_3.1 Identify, select, evaluate, and use application software.

Learning Indicator: IS_3.1.1 Identify the types of application software and explain their purpose or use

Learning Indicator: IS_3.1.2 Select application software types appropriate for specific tasks

Learning Indicator: IS_3.1.3 Describe emerging application software

Learning Indicator: IS_3.1.4 Use reference materials, such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software

Learning Indicator: IS_3.1.5 Identify, select, and apply the features of software products, such as galleries, templates, and macros

Learning Indicator: IS_3.1.6 Evaluate application software products in terms of their features

Learning Indicator: IS_3.1.7 Select application software products appropriate to various computer platforms

Learning Indicator: IS_3.1.8 Import and export text, data, and images between software programs

Information Systems IS_7: Demonstrate Knowledge of Information Systems Ethical Issues

IS_7.1 Establish and use a personal code of ethics for information systems use and management.

Learning Indicator: IS_7.1.1 Identify and explain property, privacy, access, and accuracy issues pertaining to information systems

Learning Indicator: IS_7.1.2 Analyze various information systems to distinguish ethical issues and problems

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Learning Indicator: IS_7.1.3	Develop a code of ethics for information systems
Learning Indicator: IS_7.1.4	Apply ethical considerations to the operation and management of information systems common to organizations
Learning Indicator: IS_7.1.5	Demonstrate knowledge of laws and statutes relative to use of technology including copyright, equal access, fair use, educational opportunity, and least restrictive learning environment
Learning Indicator: IS_7.1.6	Discuss ethical and human issues relative to the use of technology in schools

Information Systems IS_10: Demonstrate Knowledge of Operating Systems, Environments, and Utilities

IS_10.1	Identify, select, evaluate, use, install, upgrade, customize, diagnose and solve problems with various types of operating systems, environments, and utilities.
Learning Indicator: IS_10.1.1	Describe various types of operating systems, environments, and utilities
Learning Indicator: IS_10.1.2	Describe emerging operating systems technology
Learning Indicator: IS_10.1.3	Perform "start-up" procedures on a computer system
Learning Indicator: IS_10.1.4	Use operating system commands
Learning Indicator: IS_10.1.5	Demonstrate a knowledge of operating systems/languages
Learning Indicator: IS_10.1.6	Prepare flow charts for business applications
Learning Indicator: IS_10.1.7	Import, export, and merge data stored in different formats
Learning Indicator: IS_10.1.8	Compare and contrast the functions and features of different operating systems, environments, and utilities
Learning Indicator: IS_10.1.9	Select operating systems, environments, and utilities appropriate to specific hardware and software
Learning Indicator: IS_10.1.10	Organize and maintain directories and files using various operating systems
Learning Indicator: IS_10.1.12	Diagnose and repair installation and operational problems of operating systems, environments, and utilities
Learning Indicator: IS_10.1.11	Install operating systems, environments, and utilities

Information Systems IS_21: Demonstrate Knowledge of Using Authoring Tools for Web Design

IS_21.3	Demonstrate ability to work with symbols and interactivity.
Learning Indicator: IS_21.3.1	Create symbols and instances
Learning Indicator: IS_21.3.2	Work with libraries
Learning Indicator: IS_21.3.3	Create buttons
Learning Indicator: IS_21.3.4	Assign actions to frames and buttons
IS_21.4	Demonstrate ability to create animations.
Learning Indicator: IS_21.4.1	Create frame-by-frame animations
Learning Indicator: IS_21.4.2	Create motion-tweened animations
Learning Indicator: IS_21.4.3	Work with motion guides
Learning Indicator: IS_21.4.4	Create animation effects
Learning Indicator: IS_21.4.5	Animate text

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IS_21.5 Demonstrate ability to create special effects.

Learning Indicator: IS_21.5.1	Create shape tween animations
Learning Indicator: IS_21.5.2	Create a mask effect
Learning Indicator: IS_21.5.3	Add sound
Learning Indicator: IS_21.5.4	Add scenes
Learning Indicator: IS_21.5.5	Create an animated navigation bar

IS_21.6 Demonstrate ability to prepare and publish movies.

Learning Indicator: IS_21.6.1	Publish movies
Learning Indicator: IS_21.6.2	Reduce file size to optimize a movie
Learning Indicator: IS_21.6.3	Create a Preloader
Learning Indicator: IS_21.6.4	Use HTML Publish Settings

IS_21.7 Demonstrate ability to import and modify graphics.

Learning Indicator: IS_21.7.1	Produce and import graphics
Learning Indicator: IS_21.7.2	Break apart bitmaps and use bitmap fills
Learning Indicator: IS_21.7.3	Trace bitmap graphics
Learning Indicator: IS_21.7.4	Use imported graphics in a scene

IS_21.10 Demonstrate ability to add sound and video.

Learning Indicator: IS_21.10.1	Work with sound
Learning Indicator: IS_21.10.2	Specify synchronization options
Learning Indicator: IS_21.10.3	Use Action Script with Sound
Learning Indicator: IS_21.10.4	Work with video

Information Systems IS_24: Demonstrate Knowledge of Interactive Media - Video and Audio Techniques and Editing

IS_24.1 Demonstrate pre-production skills and techniques for video projects including file management.

Learning Indicator: IS_24.1.1	Demonstrate appropriate use of video equipment (digital camera, digital camcorder, tripod, microphone, and lights)
Learning Indicator: IS_24.1.2	Develop proper shooting techniques for camera setting, lighting, etc.
Learning Indicator: IS_24.1.3	Work with project settings, such as file settings, compassion settings, color and sound
Learning Indicator: IS_24.1.4	Set up video in timeline form
Learning Indicator: IS_24.1.5	Produce a production schedule

Information Systems IS_25: Demonstrate Knowledge of Interactive Media - Graphics and Animation

IS_25.7 Demonstrate the process of creating 3D animation.

Learning Indicator: IS_25.7.1	Demonstrate a project brief
Learning Indicator: IS_25.7.2	Demonstrate a story (e.g., script writing, style, story conceptualization, character, color, and clothing)
Learning Indicator: IS_25.7.3	Demonstrate storyboards, dialog recording, animatic/story reel, scene blocking, modeling, rigging, mapping/texture, lighting, animating, rendering, effects, and compositing

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