

<b>Planned Course: Imagineering Workshop</b>	<b>Course Number: AH843T</b>	<b>Department: Fine &amp; Digital Arts</b>	
<b>Unit: 1: Enhancing Personal Creativity</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: 4 weeks Integrated</b>	<b>Level/Track: Elective</b>	<b>Date Approved: August 27, 2018</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>3.1.12. A: Apply concepts of systems, subsystems, feedback and control to solve complex technological problems.</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast several systems that could be applied to solve a single problem.</li> </ul> <p><b>3.1.12. C: Assess and apply patterns in science and technology.</b></p> <ul style="list-style-type: none"> <li>• Assess and apply recurring patterns in natural and technological systems.</li> </ul> <p><b>3.1.12. E: Evaluate change in nature, physical systems and man-made systems.</b></p> <ul style="list-style-type: none"> <li>• Evaluate fundamental science and technology concepts and their development over time.</li> </ul> <p><b>3.2.12. A: Evaluate the nature of scientific and technological knowledge.</b></p> <ul style="list-style-type: none"> <li>• Know and use the ongoing scientific processes to continually improve and better understand how things work.</li> <li>• Critically evaluate the status of existing theories (e.g., germ theory of disease, wave theory of light, classification of subatomic particles, theory of evolution, epidemiology of aids).</li> </ul> <p><b>3.2.12.B: Evaluate experimental information for appropriateness</b></p>	<ul style="list-style-type: none"> <li>▶ What is creativity and are there “creative people” and “non-creative people?”</li> <li>▶ Can creativity be “taught”?</li> <li>▶ Is creativity in any way linked to the media a person uses?</li> <li>▶ How does our brain process learning?</li> <li>▶ Why making “mistakes” are considered learning?</li> <li>▶ What does the term “renaissance man” mean and how did it relate to Leonardo DaVinci?</li> <li>▶ Why is reflection important in learning?</li> <li>▶ Should I doodle in the margins?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete several activities/exercises/assignments design to enhance their personal creativity. We will touch on: <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Creativity</li> <li>• Dexterity</li> <li>• Making Connections and observations between the 5 senses</li> <li>• Turning “on” and “off” your brain</li> </ul> </li> <li>• Students will complete assignments in their digital notebook (or on paper and then photographed and inserted into their digital notebooks) as we go along.</li> <li>• Students will (via discussion with teacher) evaluate and analyze their results during and after each exercise to enhance their appreciation for the results.</li> <li>• Students will analyze their results after the initial learning sessions and will evaluate which exercises seemed to</li> </ul>	<ul style="list-style-type: none"> <li>• Formal assessment will be utilized to record completion of an abundance of short exercises and classwork assignments that will be used to practice all of the idea-generating, creativity enhancing activities that students partake in. These worksheets and classwork assignments pertain to (mostly) the first few weeks of the school year. A couple are sprinkled throughout the rest of the year.</li> <li>• The instructor will also informally observe and mentor students while they are attempting to work through these activities for motivation/encouragement and further discussion purposes.</li> </ul>
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<p><b>and adherence to relevant science processes.</b></p> <ul style="list-style-type: none"> <li>• Judge that conclusions are consistent and logical with experimental conditions.</li> <li>• Interpret results of experimental research to predict new information or improve a solution.</li> </ul>		<p>work best for them individually and will note the results in their Learning Journals for reference the rest of the year.</p> <ul style="list-style-type: none"> <li>• Students will complete a few additional activities/exercises throughout the rest of the year in order to add more resources to their creativity toolbox.</li> </ul>			
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