

Planned Course: Imagineering Workshop	Course Number: AH844T	Department: Fine & Digital Arts	
Unit: 1: Enhancing Personal Creativity	Grade Level: 9-12		
Estimated Time: 2 weeks Integrated	Level/Track: Elective	Date Approved: August 27, 2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>3.1.12. A: Apply concepts of systems, subsystems, feedback and control to solve complex technological problems.</p> <ul style="list-style-type: none"> • Compare and contrast several systems that could be applied to solve a single problem. <p>3.1.12. C: Assess and apply patterns in science and technology.</p> <ul style="list-style-type: none"> • Assess and apply recurring patterns in natural and technological systems. <p>3.1.12. E: Evaluate change in nature, physical systems and man-made systems.</p> <ul style="list-style-type: none"> • Evaluate fundamental science and technology concepts and their development over time. <p>3.2.12. A: Evaluate the nature of scientific and technological knowledge.</p> <ul style="list-style-type: none"> • Know and use the ongoing scientific processes to continually improve and better understand how things work. • 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). 	<ul style="list-style-type: none"> ▶ What is creativity and are there “creative people” and “non-creative people?” ▶ Can creativity be “taught”? ▶ Is creativity in any way linked to the media a person uses? ▶ How does our brain process learning? ▶ Why making “mistakes” are considered learning? ▶ What does the term “renaissance man” mean and how did it relate to Leonardo DaVinci? ▶ Why is reflection important in learning? ▶ Should I doodle in the margins? 	<ul style="list-style-type: none"> • Students will complete several activities/exercises/assignments design to enhance their personal creativity. We will touch on: <ul style="list-style-type: none"> • Curiosity • Creativity • Dexterity • Making Connections and observations between the 5 senses • Turning “on” and “off” your brain • Students will complete assignments in their digital notebook (or on paper and then photographed and inserted into their digital notebooks) as we go along. • Students will (via discussion with teacher) evaluate and analyze their results during and after each exercise to enhance their appreciation for the results. • Students will analyze their results after the initial learning sessions and will evaluate which exercises seemed to 	<ul style="list-style-type: none"> • 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. • 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.
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<p>3.2.12.B: Evaluate experimental information for appropriateness and adherence to relevant science processes.</p> <ul style="list-style-type: none"> • Judge that conclusions are consistent and logical with experimental conditions. • Interpret results of experimental research to predict new information or improve a solution. 		<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"> • Students will complete a few additional activities/exercises throughout the rest of the year in order to add more resources to their creativity toolbox. 			
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