

Planned Course: Imagineering Workshop	Course Number: AH843T	Department: Fine & Digital Arts	
Unit: 5: Presentation (video/live/art show)	Grade Level: 9-12		
Estimated Time: 3.5 weeks Integrated	Level/Track: Elective	Date Approved: August 27, 2018	
PA Academic Standards	<ul style="list-style-type: none"> ▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>3.2.12. D: Analyze and use the technological design process to solve problems.</p> <ul style="list-style-type: none"> • Implement and assess the solution. • Evaluate and assess the solution, redesign and improve as necessary. • Communicate and assess the process and evaluate and present the impacts of the solution. <p>3.6.12. B: Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.</p> <ul style="list-style-type: none"> • Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production). • Apply various graphic and electronic information techniques to solve real world problems (e.g., data organization and analysis, forecasting, interpolation). <p>3.6.12.C: Analyze physical technologies of structural design, analysis and engineering, personnel relations, financial affairs, structural production, marketing, research and design to real world problems.</p> <ul style="list-style-type: none"> • Apply advanced information collection and communication 	<ul style="list-style-type: none"> ▶ Can a poor presentation alter the perception of a great idea or vice versa? ▶ Why is it important to discuss solutions with your peers and others rather than just working entirely by oneself? ▶ What elements (design or technological) have the power to enhance or impede the communication of an idea? <ul style="list-style-type: none"> • Ex: Should meat ever be packaged in green packaging? Why not? ▶ How can one portray a 3D object in a 2D format to its optimum benefit or vice versa? <ul style="list-style-type: none"> • In a blueprint • In a photograph • In a video or digital journal • In a 3D printed piece (prototype) 	<ul style="list-style-type: none"> • Students and teacher will discuss ways of presenting various types of media/projects. • Students will practice/participate in setting up presentations for their particular projects. • Students will verbally evaluate and communicate their results during their project presentations and identify the strongest and weakest areas of their solution to date. • Students will encourage feedback from peers, enter into discussion with them and convey understanding of peer info with regards to the possibility of integrating it into their project solution. • Students will (at pre-determined times) create and submit video journal updates to keep an open line of communication and critique between the student and the educator. Educator will provide feedback verbally or via written comments. 	<ul style="list-style-type: none"> • An ongoing informal class discussion and sharing of ideas regarding various ways of presenting a variety of projects and production of digital presentations during this time will be strongly encouraged and nurtured. • The instructor will informally assess student engagement, retention and work ethic during this phase of the project. • The instructor will formally assess this portion of the project utilizing a rubric after each occurrence is completed.
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<p>techniques to successfully convey solutions to specific construction problems.</p> <ul style="list-style-type: none"> Analyze the positive and negative qualities of several different types of materials as they would relate to specific construction applications. <p>3.7.12. A: Apply advanced tools, materials and techniques to answer complex questions.</p> <ul style="list-style-type: none"> Demonstrate the safe use of complex tools and machines within their specifications. Evaluate and use technological resources to solve complex multistep problems. <p>3.7.12. D: Evaluate the effectiveness of computer software to solve specific problems.</p> <ul style="list-style-type: none"> Evaluate the effectiveness of software to produce an output and demonstrate the process. Design and apply advanced multimedia techniques. Analyze, select and apply the appropriate software to solve complex problems. 		<ul style="list-style-type: none"> If necessary students will watch a video demonstration on the following: <ol style="list-style-type: none"> How to choose and cut various paper (plain, tru-ray, construction) and board (mat, railroad) types and which cutters to use on each type. The correct steps to follow in order to mount project onto paper and mat board. Students will recall and relate the steps presented to them in the demonstration in order to correctly arrange and assemble their finished presentation boards. Students will employ teamwork in situations where they identify/recognize a personal weakness in order to enhance their recall, interpretation, and/or application of various steps. of various steps. (both remedial and enrichment – as necessary) 	
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