### Emmaus High School - Technology and Engineering Education - Digital Media **Stage 1 Desired Results** Standards: ISTE Big Ideas/Transfer Through design, collaboration, and project management, students will learn to utilize various **Empowered Learner** forms of digital media to effectively deliver content to a specific audience. 1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve **Essential Questions Enduring Understandings** learning outcomes Students will keep considering... Students will understand that... 1b - Students build networks and customize their learning 1. How do elements and principles of 1. Certain types of media are more environments in ways that support the learning process. design shape communication? effective than others. 1c - Students use technology to seek feedback that 2. Audience can determine the method 2. How does design relate to your daily informs and improves their practice and to demonstrate life? of delivery. their learning in a variety of ways. 3. Which form of media is most effective 3. Design is influenced by the Digital Citizen appropriateness of the audience. for communicating a message? 2a - Students cultivate and manage their digital identity Feedback is crucial to making the and reputation and are aware of the permanence of their How do I select the appropriate actions in the digital world. audience? design more effective. Is the design appropriate for the 2b--Students engage in positive, safe, legal and ethical behavior when using technology, including social intended audience? interactions online or when using networked devices. 6. How can the design be improved? 2c--Students demonstrate an understanding of and respect for the rights and obligations of using and sharing Knowledge Skills intellectual property. Students will know... **Students will do** (Science & Engineering Practices) 2d - Students manage their personal data to maintain Students cultivate and manage their The principles of design in terms of digital privacy and security and are aware of datacollection technology used to track their navigation online. movement, balance, unity, contrast, digital identity and reputation and are aware of the permanence of their line and color. **Innovative Designer** How to determine which medium is actions in the digital world. 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative most effective in delivering a Designing for a variety of audiences artifacts or solving authentic problems. message. and needs 4b - Students select and use digital tools to plan and How to evaluate a design for Students communicate complex ideas manage a design process that considers design effectiveness. clearly and effectively by creating or constraints and calculated risks. Work collaboratively with other using a variety of digital objects such **Creative Communicator** students on design problems. as visualizations, models or 6b - Students create original works or responsibly Project management from concept simulations. repurpose or remix digital resources into new creations. through production. Problem solving that helps support 6c - Students communicate complex ideas clearly and multiple perspectives. effectively by creating or using a variety of digital objects

such as visualizations, models or simulations

effectively toward a common goal.

Common Assessment(s), if any:

investigate solutions.

7c - Students contribute constructively to project teams,

assuming various roles and responsibilities to work

7d - Students explore local and global issues and use collaborative technologies to work with others to

Students engage in positive, safe,

Behavior when using technology,

Peer teaching and evaluation in a

collaborative environment.

including social interactions online or when using networked devices.

legal and ethical

Performance Task(s): Please provide a description in the space below or include a link to the performance task	The performance task specifically provides evidence of (Transfer, EU, EQ):
Students will analyze various forms of media from advertisements. Using what they have learned about design principles, they will evaluate the different pieces.	Students' ability to analyze media and relate it to design principles.
<ul> <li>Goal - Students will analyze a variety of designs from logos to advertisements to see how they align to design principles and methods.</li> <li>Role - The students are designing a website that will feature work they have developed for their brand and passion. Students are evaluating competitors.</li> <li>Audience - The web traffic that the student is targeting.</li> <li>Situation - Students will use their analysis and skills to design a website that features content they have created.</li> <li>Product - Students will produce a report summarizing their analysis of design.</li> </ul>	

Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

### **Stage 1 Desired Results** Big Ideas/Transfer Standards: ISTE **Empowered Learner** A website is a very common way to share information, communicate ideas, advertise products, 1a - Students articulate and set personal learning goals, develop and entertain viewers. The purpose of the website is should be heavily considered when strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. designing the website. 1b - Students build networks and customize their learning environments in ways that support the learning process. **Essential Questions Enduring Understandings** 1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a Students will understand that... Students will keep considering... variety of ways. 1. How do I determine what is the best 1. Design is directly related to purpose.. **Digital Citizen** 2a - Students cultivate and manage their digital identity and design for my website? 2. Fonts should be selected based on style reputation and are aware of the permanence of their actions in What styles of text are best suited for and readability. the digital world. audience? Writing and reflecting on projects can be How does journaling improve skills as a beneficial to the design process.. 2b--Students engage in positive, safe, legal and ethical behavior designer? It is important for designers to understand when using technology, including social interactions online or when using networked devices. how users interact with website.. How can web content creators connect with viewers? 2c--Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual Knowledge **Skills** 2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology Students will know... Students will do (Science & Engineering Practices) used to track their navigation online. **Innovative Designer** 4a - Students know and use a deliberate design process for How to set up a website Students cultivate and manage their digital generating ideas, testing theories, creating innovative artifacts or How to select a template or design related identity and reputation and are aware of solving authentic problems. the permanence of their actions in the to the site's purpose. 4b - Students select and use digital tools to plan and manage a digital world. Typography design process that considers design constraints and calculated Students manage their personal data to The importance of digital citizenship in maintain digital privacy and security and posting content online. **Creative Communicator** are aware of data-collection technology 6a - Students choose the appropriate platforms and tools for used to track their navigation online. meeting the desired objectives of their creation or Designing for a variety of audiences and communication. needs 6b - Students create original works or responsibly repurpose or Problem solving that helps support remix digital resources into new creations multiple perspectives. Students select and use digital tools to plan 6c - Students communicate complex ideas clearly and effectively and manage a design process that by creating or using a variety of digital objects such as visualizations, models or simulations considers design constraints and calculated 6d - Students publish or present content that customizes the Students choose the appropriate platforms message and medium for their intended audiences. and tools for meeting the desired objectives of their creation or

## STAGE 2 | EVIDENCE

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage

communication.

planning.

Peer teaching and evaluation in a collaborative environment.

Project management skills such as task management, client management, milestone tracking and contingency

Performance Task(s):  Please provide a description in the space below or include a link to the performance task	The performance task specifically provides evidence of (Transfer, EU, EQ):
<ul> <li>Web Design</li> <li>Blog/Journal Entries</li> <li>Goal - Students will develop a website to be used as a portfolio.</li> <li>Role - The students are designing a website that will feature work they have developed for their brand and passion.</li> </ul>	Students' ability to reflect on project work.
Students are evaluating competitors.  Audience - The web traffic that the student is targeting Situation - Students will use their analysis and skills to design a website that features content they have created Product - Website created by student.  Other Assessment Evidence	

## Common Assessment(s), if any:

• Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

# Stage 3 – Learning Plan

### **Summary of Key Learning Events and Instruction**

### **Stage 1 Desired Results** Big Ideas/Transfer Standards: ISTE **Empowered Learner** Logo design is essential in brand recognition. By using shapes and designs, a graphic designer 1a - Students articulate and set personal learning goals, can infer particular aspects of a brand in its logo. develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes **Essential Questions Enduring Understandings** 1b - Students build networks and customize their learning environments in ways that support the learning process. Students will keep considering... Students will understand that... **Digital Citizen** 2a - Students cultivate and manage their digital identity 1. How can a logo be used to establish a 1. Well-designed logos are crucial in and reputation and are aware of the permanence of their brand recognition. brand? actions in the digital world. 2. What purpose does a logo serve? 2. Color and design can be used to 2b--Students engage in positive, safe, legal and ethical 3. How do color theory and design identify with different audiences. behavior when using technology, including social interactions online or when using networked devices. principles match with audience and 3. Readability and style are important in purpose? choosing an appropriate font design. 2c--Students demonstrate an understanding of and respect for the rights and obligations of using and sharing 4. How can the design process be used in intellectual property. creating a logo? Which fonts are best suited to the 2d - Students manage their personal data to maintain digital privacy and security and are aware of datalogo? collection technology used to track their navigation online. What file type considerations need to **Innovative Designer** be made? 4a - Students know and use a deliberate design process Skills **Knowledge** for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. Students will know... **Students will do** (Science & Engineering Practices) 4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. The principles of design in terms of Brainstorm multiple ideas and select movement, balance, unity, contrast, the best option for design. **Creative Communicator** 6a - Students choose the appropriate platforms and tools line and color. Work with vector graphics in Adobe for meeting the desired objectives of their creation or How to determine which medium is Illustrator most effective in delivering a Saving to multiple formats (JPEG, 6b - Students create original works or responsibly message. repurpose or remix digital resources into new creations. How to evaluate a design for 6c - Students communicate complex ideas clearly and Students create original works or effectiveness. effectively by creating or using a variety of digital objects responsibly repurpose or remix digital Work collaboratively with other such as visualizations, models or simulations resources into new creations. students on design problems. 6d - Students publish or present content that customizes Project management from concept Students communicate complex ideas the message and medium for their intended audiences. through production. clearly and effectively by creating or

## STAGE 2 | EVIDENCE

using a variety of digital objects such

Students publish or present content

that customizes the message and medium for their intended audiences.

as visualizations, models or

simulations.

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1 **Performance Task(s):** The performance task specifically provides evidence of (Transfer, **EU, EQ)**: Please provide a description in the space below or include a link to the performance task Logo Design Goal - Students will create a logo using vector graphics and text that best conveys their brand. Role - The students are designing a website that will feature work they have developed for their brand and passion. Students are evaluating competitors. Audience - The web traffic that the student is targeting. Situation - Students will use their analysis and skills to design a website that features content they have created. Product - Student created logo design. **Other Assessment Evidence** 

### Common Assessment(s), if any:

7c - Students contribute constructively to project teams,

7d - Students explore local and global issues and use collaborative technologies to work with others to

assuming various roles and responsibilities to work

effectively toward a common goal.

investigate solutions.

• Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

## Stage 3 – Learning Plan

**Summary of Key Learning Events and Instruction** 

### Emmaus High School - Technology and Engineering Education - Digital Media - Unit 4 Digital Photography

### **Stage 1 Desired Results**

### Big Ideas/Transfer Standards: ISTE **Empowered Learner** Photography can be used to communicate emotion, share ideas, or to advertise products or 1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them services. Proper composition skills are necessary to create an effective photograph. and reflect on the learning process itself to improve learning outcomes **Essential Questions Enduring Understandings** 1b - Students build networks and customize their learning environments in ways that support the learning process. Students will keep considering... Students will understand that... 1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate 1. How has photography impacted our 1. Photography can be very effective in their learning in a variety of ways. lives? conveying a message through images.. **Digital Citizen** 2. Digital cameras can be affordable and 2. How often do we use digital cameras? 2a - Students cultivate and manage their digital identity 3. How can I organize my digital images? easily accessible. and reputation and are aware of the permanence of their actions in the digital world. 4. How can a photograph be 3. Photoshop can be used to digitally manipulated to create a more alter an image.. 2b--Students engage in positive, safe, legal and ethical behavior when using technology, including social powerful impact. Organization and management is interactions online or when using networked devices. crucial to project workflow. 5. How can I develop an efficient 2c- -Students demonstrate an understanding of and workflow and organize assets? respect for the rights and obligations of using and sharing Knowledge **Skills** intellectual property. 2d - Students manage their personal data to maintain Students will know... **Students will do** (Science & Engineering Practices) digital privacy and security and are aware of datacollection technology used to track their navigation online. How to use a digital SLR camera in the Students choose the appropriate **Innovative Designer** platforms and tools for meeting the 4b - Students select and use digital tools to plan and manual mode. manage a design process that considers design desired objectives of their creation or Use the correct style of composition constraints and calculated risks. communication. for the subject/scene. Students create original works or **Creative Communicator** Artificial vs natural light 6a - Students choose the appropriate platforms and tools responsibly repurpose or remix digital for meeting the desired objectives of their creation or RAW vs JPEG formats and their resources into new creations communication purpose. Students publish or present content 6b - Students create original works or responsibly Prepare images for uploading to a repurpose or remix digital resources into new creations. that customizes the message and

website or social media.

6c - Students communicate complex ideas clearly and

such as visualizations, models or simulations.

Stage 3 – Learning Plan

effectively by creating or using a variety of digital objects

6d - Students publish or present content that customizes the message and medium for their intended audiences.

medium for their intended audiences.

Students communicate complex ideas

clearly and effectively by creating or using a variety of digital objects such

as visualizations, models or

simulations.

performance task specifically provides evidence of (Transfer, EU,
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Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

**Summary of Key Learning Events and Instruction** 

### **Stage 1 Desired Results**

## **Empowered Learner** 1a - Students articulate and set personal learning goals,

- develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
- 1b Students build networks and customize their learning environments in ways that support the learning process.
- 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

### **Digital Citizen**

Standards: ISTE

- 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b--Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c--Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d Students manage their personal data to maintain digital privacy and security and are aware of datacollection technology used to track their navigation online.

### **Innovative Designer**

- 4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

### **Creative Communicator**

- 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations
- 6d Students publish or present content that customizes the message and medium for their intended audiences.
- 7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

### Big Ideas/Transfer

Students will learn how to digitally manipulate images to create content for their audience or potential client. There are moral and ethical considerations that should be made when digitally altering images.

# Students will keep considering...

**Essential Questions** 

- 1. How can I manipulate an image to express an idea?
- 2. Which tools are best suited for color correction?
- 3. Why is it important to be able to manipulate documents and files using various elements in Photoshop?
- 4. What are some uses for compositing images?
- 5. What are ethical practices when using image manipulation software?

## **Enduring Understandings**

## Students will understand that...

- 1. Certain types of media are more effective than others.
- 2. There are many methods to alter an image.
- 3. Design is influenced by appropriateness of the audience.
- 4. There are ethical practices in manipulating images.

### Knowledge

### Students will know...

- The principles of design in terms of movement, balance, unity, contrast, line and color.
- Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- How to evaluate a design for effectiveness.
- Work collaboratively with other students on design problems.
- Project management from concept through production.

### Skills

### **Students will do** (Science & Engineering Practices)

- Designing for a variety of audiences and needs
- Technical image manipulation
- Project management skills such as task management, client management, milestone tracking and contingency planning
- Communication with peers and team members, using project plans or specifications.
- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Students create original works or responsibly repurpose or remix digital resources into new creations.
- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- Students publish or present content that customizes the message and medium for their intended audiences.

## STAGE 2 | EVIDENCE

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1

## The performance task specifically provides evidence of (Transfer, EU, **Performance Task(s):** EQ): Please provide a description in the space below or include a link to the performance task Use Adobe Photoshop to edit and composite images. Goal - Students will combine and edit images in Adobe Photoshop. Role - The students are designing a website that will feature work they have developed for their brand and passion. Students are evaluating competitors. Audience - The web traffic that the student is targeting. Situation - Students will use their analysis and skills to design a website that features content they have created. Product - Digitally altered images. **Other Assessment Evidence** Common Assessment(s), if any:

## Stage 3 – Learning Plan

### **Summary of Key Learning Events and Instruction**

### Emmaus High School - Technology and Engineering Education - Digital Media - Unit 6 Video Production

Stage 1 Desired Results		
Standards: ISTE	Big Ideas/Transfer	
Empowered Learner  1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve	Digital video is a heavily used method of commu	
learning outcomes.	Essential Questions	Enduring Understandings
1b - Students build networks and customize their learning environments in ways that support the learning process.	Students will keep considering	Students will understand that
1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  Digital Citizen  2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.  2bStudents engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.  2cStudents demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.  2d - Students manage their personal data to maintain digital privacy and security and are aware of data-	<ol> <li>Why is the pre-production process important for planning?</li> <li>What considerations need to be made while filming a production?</li> <li>How do you determine which camera shot to use for a scene?</li> <li>How do I select the appropriate audience?</li> <li>Why is it important to choose different kinds of microphones?</li> <li>How do you select appropriate audio for soundtracks, and/or dialogue?</li> </ol> Knowledge	<ol> <li>Effective planning can be used to streamline the production process</li> <li>Location, lighting, sound, and talent need to be taken into consideration for a production.</li> <li>Design is influenced by appropriateness of the audience.</li> <li>Different microphones have different purposes.</li> <li>Audio plays an important role in video production, and should be selected appropriately.</li> </ol>
collection technology used to track their navigation online.  Innovative Designer	Students will know	Students will do (Science & Engineering Practices)
4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.  4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.  Creative Communicator 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  6b - Students create original works or responsibly repurpose or remix digital resources into new creations.  6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.  6d - Students publish or present content that customizes the message and medium for their intended audiences.  7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.  7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	<ul> <li>Each style of camera shot has a specific purpose.</li> <li>How to determine which medium is most effective in delivering a message.</li> <li>Work collaboratively with other students on design problems.</li> <li>Project management from concept through production.</li> </ul>	<ul> <li>Problem solving that helps support multiple perspectives.</li> <li>Design process and effective communication</li> <li>Peer teaching and evaluation in a collaborative environment.</li> <li>Project management skills such as task management, client management, milestone tracking and contingency planning</li> <li>Communication with peers and team members, using project plans or specifications.</li> <li>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</li> <li>Students create original works or responsibly repurpose or remix digital resources into new creations.</li> <li>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</li> <li>Students publish or present content that customizes the message and medium for their intended audiences.</li> <li>Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</li> <li>Students explore local and global issues and use collaborative technology.</li> </ul>

# STAGE 2 | EVIDENCE

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1

**Performance Task(s):** 

The performance task specifically provides evidence of (Transfer, EU, EQ):

Please provide a description in the space below or include a link to

the performance task	
Plan, Produce and Edit a video featuring a product or a service.	
<ul> <li>Goal - Students will use pre-production, production, and post production techniques to create a video.</li> <li>Role - The students are designing a website that will feature work they have developed for their brand and passion. Students are evaluating competitors.</li> <li>Audience - The web traffic that the student is targeting.</li> <li>Situation - Students will use their analysis and skills to design a website that features content they have created.</li> <li>Product - A student created video.</li> </ul>	
Other Assessment Evidence	

# Common Assessment(s), if any:

• Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

# Stage 3 – Learning Plan

## **Summary of Key Learning Events and Instruction**

	Stage 1 Desired Results	
Standards: ISTE	Big Ideas	s/Transfer
Empowered Learner  1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Students will learn how to prototype an applica	tion for mobile or desktop devices.
1b - Students build networks and customize their learning environments in ways that support the learning process.	Essential Questions	Enduring Understandings
fic - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  Digital Citizen 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.  2bStudents engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.  2cStudents demonstrate an understanding of and respect for the rights and obligations of using and sharing	<ol> <li>Students will keep considering</li> <li>What is the difference between User Experience Design(UX) and User Interface Design (UI)</li> <li>Why is interaction design important when prototyping apps?</li> <li>How do you determine the platform best suited for an application?</li> <li>How can design principles be applied to UX?</li> </ol>	1. Applications should not only deliver content, but they need to be user friendly. 2. The platform can affect the design o the app.
ntellectual property. 2d - Students manage their personal data to maintain	5. What makes a UI user friendly?  Knowledge	Skills
digital privacy and security and are aware of data- collection technology used to track their navigation online.	Students will know	Students will do (Science & Engineering Practice:
Innovative Designer 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.  4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.  Creative Communicator 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  6b - Students create original works or responsibly repurpose or remix digital resources into new creations.  6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.  6d - Students publish or present content that customizes the message and medium for their intended audiences.  7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.  7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	<ul> <li>Designing for a specific audience and purpose</li> <li>Understanding the role and purpose of usability</li> <li>Provide multiple design ideas</li> <li>Create wireframes</li> <li>Apply Design Principles</li> <li>Redesign based on feedback</li> </ul>	<ul> <li>Interviewing and responding to feedback</li> <li>Designing for a variety of audiences and needs</li> <li>Problem solving that helps support multiple perspectives.</li> <li>Design process and effective communication</li> <li>Peer teaching and evaluation in a collaborative environment.</li> <li>Technical image manipulation</li> <li>Project management skills such as task management, client management, milestone tracking and contingency planning</li> <li>Communication with peers and team members, using project plans or specifications.</li> <li>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation of communication.</li> <li>Students create original works or responsibly repurpose or remix digit resources into new creations.</li> <li>Students communicate complex idea clearly and effectively by creating or using a variety of digital objects such</li> </ul>

as visualizations, models or

	simulations.  Students publish or present content that customizes the message and medium for their intended audiences.  Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.  Students explore local and global issues and use collaborative technology
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STAGE 2   EVIDENCE		
The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1		
Performance Task(s):  Please provide a description in the space below or include a link to the performance task	The performance task specifically provides evidence of (Transfer, EU, EQ):	
<ul> <li>App Design</li> <li>Goal - Develop an app based on the needs of a client</li> <li>Role - The students are designing a website that will feature work they have developed for their brand and passion. Students are evaluating competitors.</li> <li>Audience - The web traffic that the student is targeting.</li> <li>Situation - Students will use their analysis and skills to design a website that features content they have created.</li> <li>Product - Student designed app.</li> </ul>		
Other Assessment Evidence		
Common Assessment(s), if any:		

• Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below. Stage 3 – Learning Plan

6b - Students create original works or responsibly

**Summary of Key Learning Events and Instruction** 

Emmaus High School - <b>Tech</b>	nology and Engineering Education - Digital Med	dia - Unit 8 Capstone Project
	Stage 1 Desired Results	
Standards: ISTE	Big Ideas	/Transfer
Empowered Learner  1a - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Using the skills and techniques learned in the coaproject for a client.	ourse, student will select a focus area and create
learning outcomes.	Essential Questions	Enduring Understandings
1b - Students build networks and customize their learning environments in ways that support the learning process.	Students will keep considering	Students will understand that
1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  Digital Citizen  2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.  2bStudents engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.  2cStudents demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	<ol> <li>How do elements and principles of design shape communication?</li> <li>How does design relate to your daily life?</li> <li>Which form of media is most effective for communicating a message?</li> <li>How do I select the appropriate audience?</li> <li>Is the design appropriate for the intended audience?</li> <li>How can the design be improved?</li> </ol>	<ol> <li>Certain types of media are more effective than others.</li> <li>Audience can determine the method of delivery.</li> <li>Design is influenced by the appropriateness of the audience.</li> <li>Feedback is crucial to making the design more effective.</li> </ol>
2d - Students manage their personal data to maintain digital privacy and security and are aware of data-	Knowledge	Skills
collection technology used to track their navigation online.  Innovative Designer	Students will know	Students will do (Science & Engineering Practices)
<ul> <li>4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</li> <li>4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</li> <li>Creative Communicator</li> <li>6a - Students choose the appropriate platforms and tools</li> </ul>	<ul> <li>The principles of design in terms of movement, balance, unity, contrast, line and color.</li> <li>How to determine which medium is most effective in delivering a message.</li> </ul>	<ul> <li>Interviewing and responding to feedback</li> <li>Designing for a variety of audiences and needs</li> <li>Problem solving that helps support multiple perspectives.</li> </ul>
for meeting the desired objectives of their creation or communication.	<ul> <li>How to evaluate a design for effectiveness.</li> </ul>	<ul> <li>Design process and effective communication</li> </ul>

• Work collaboratively with other

• Peer teaching and evaluation in a

repurpose or remix digital resources into new creations.  6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.  6d - Students publish or present content that customizes the message and medium for their intended audiences.  7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.  7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	students on design problems.  Project management from concept through production.	<ul> <li>collaborative environment.</li> <li>Technical image manipulation</li> <li>Project management skills such as task management, client management, milestone tracking and contingency planning</li> <li>Communication with peers and team members, using project plans or specifications.</li> <li>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</li> <li>Students create original works or responsibly repurpose or remix digital resources into new creations.</li> <li>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</li> <li>Students publish or present content that customizes the message and medium for their intended audiences.</li> <li>Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively</li> </ul>
		<ul> <li>Students contribute constructively to project teams, assuming various roles</li> </ul>

STAGE 2   EVIDENCE		
The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1		
Performance Task(s):	The performance task specifically provides evidence of (Transfer, EU,	
Please provide a description in the space below or include a link to	EQ):	
the performance task		
Digital Photography/Imaging		
Logo Design		
Advertisement		
Video Production		
Web Design		
Portfolio		
Other Assessment Evidence		
Common Assessment(s), if any:		
• Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.		
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		