

**Stage 1 Desired Results**

<p>Standards: ISTE</p> <p><b>Empowered Learner</b> 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.</p> <p>1b - Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p><b>Digital Citizen</b> 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b> 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b> 6b - Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<b>Big Ideas/Transfer</b>	
	Through design, collaboration, and project management, students will learn to utilize various forms of digital media to effectively deliver content to a specific audience.	
	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understandings</b> <i>Students will understand that...</i>
	<ol style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Knowledge</b> <i>Students will know...</i>	<b>Skills</b> <i>Students will do (Science &amp; Engineering Practices)</i>	
<ul style="list-style-type: none"> <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> <li>How to evaluate a design for effectiveness.</li> <li>Work collaboratively with other students on design problems.</li> <li>Project management from concept through production.</li> </ul>	<ul style="list-style-type: none"> <li>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</li> <li>Designing for a variety of audiences and needs</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>Problem solving that helps support multiple perspectives.</li> <li>Students engage in positive, safe, legal and ethical</li> <li>Behavior when using technology, including social interactions online or when using networked devices.</li> <li>Peer teaching and evaluation in a collaborative environment.</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

<b>Performance Task(s):</b> <i>Please provide a description in the space below or include a link to the performance task</i>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
<p>Students will analyze various forms of media from advertisements. Using what they have learned about design principles, they will evaluate the different pieces.</p> <ul style="list-style-type: none"> <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>	<p>Students' ability to analyze media and relate it to design principles.</p>
<b>Other Assessment Evidence</b>	
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<b>Common Assessment(s), if any:</b> <i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i>	

**Stage 3 – Learning Plan**

**Summary of Key Learning Events and Instruction**

**Stage 1 Desired Results**

<p><b>Standards: ISTE</b></p> <p><b>Empowered Learner</b> 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.</p> <p>1b - Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p><b>Digital Citizen</b> 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b> 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b> 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b - Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d - Students publish or present content that customizes the message and medium for their intended audiences.</p>	<i>Big Ideas/Transfer</i>	
	A website is a very common way to share information, communicate ideas, advertise products, and entertain viewers. The purpose of the website is should be heavily considered when designing the website.	
	<i>Essential Questions</i>  <i>Students will keep considering...</i>	<i>Enduring Understandings</i>  <i>Students will understand that...</i>
	<ol style="list-style-type: none"> <li>How do I determine what is the best design for my website?</li> <li>What styles of text are best suited for audience?</li> <li>How does journaling improve skills as a designer?</li> <li>How can web content creators connect with viewers?</li> </ol>	<ol style="list-style-type: none"> <li>Design is directly related to purpose..</li> <li>Fonts should be selected based on style and readability.</li> <li>Writing and reflecting on projects can be beneficial to the design process..</li> <li>It is important for designers to understand how users interact with website..</li> </ol>
	<i>Knowledge</i>  <i>Students will know...</i>	<i>Skills</i>  <i>Students will do (Science &amp; Engineering Practices)</i>
	<ul style="list-style-type: none"> <li>How to set up a website</li> <li>How to select a template or design related to the site's purpose.</li> <li>Typography</li> <li>The importance of digital citizenship in posting content online.</li> </ul>	<ul style="list-style-type: none"> <li>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</li> <li>Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</li> <li>Designing for a variety of audiences and needs</li> <li>Problem solving that helps support multiple perspectives.</li> <li>Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</li> <li>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or 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> </ul>

**STAGE 2 | EVIDENCE**

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

<b>Performance Task(s):</b>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
<i>Please provide a description in the space below or include a link to the performance task</i>	
<p>Web Design</p> <p>Blog/Journal Entries</p> <ul style="list-style-type: none"> <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. 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 - Website created by student.</li> </ul>	Students' ability to reflect on project work.
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b>	
<ul style="list-style-type: none"> <li><i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	
<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	

**Stage 1 Desired Results**

<p><b>Standards: ISTE</b></p> <p><b>Empowered Learner</b> 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.</p> <p>1b - Students build networks and customize their learning environments in ways that support the learning process.</p> <p><b>Digital Citizen</b> 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b> 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b> 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b - Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d - Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<b>Big Ideas/Transfer</b>	
	Logo design is essential in brand recognition. By using shapes and designs, a graphic designer can infer particular aspects of a brand in its logo.	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>How can a logo be used to establish a brand?</li> <li>What purpose does a logo serve?</li> <li>How do color theory and design principles match with audience and purpose?</li> <li>How can the design process be used in creating a logo?</li> <li>Which fonts are best suited to the logo?</li> <li>What file type considerations need to be made?</li> </ol>	<ol style="list-style-type: none"> <li>Well-designed logos are crucial in brand recognition.</li> <li>Color and design can be used to identify with different audiences.</li> <li>Readability and style are important in choosing an appropriate font design.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
	<ul style="list-style-type: none"> <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> <li>How to evaluate a design for effectiveness.</li> <li>Work collaboratively with other students on design problems.</li> <li>Project management from concept through production.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm multiple ideas and select the best option for design.</li> <li>Work with vector graphics in Adobe Illustrator</li> <li>Saving to multiple formats (JPEG, PNG)</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> </ul>

**STAGE 2 | EVIDENCE**

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

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<i>Please provide a description in the space below or include a link to the performance task</i>	
<p>Logo Design</p> <ul style="list-style-type: none"> <li>Goal - Students will create a logo using vector graphics and text that best conveys their brand.</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 created logo design.</li> </ul>	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b>	
<ul style="list-style-type: none"> <li><i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	

**Stage 3 – Learning Plan**

**Summary of Key Learning Events and Instruction**

### Stage 1 Desired Results

<p><b>Standards: ISTE</b></p> <p><b>Empowered Learner</b> 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.</p> <p>1b - Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p><b>Digital Citizen</b> 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b> 4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b> 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b - Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d - Students publish or present content that customizes the message and medium for their intended audiences.</p>	<b>Big Ideas/Transfer</b>	
	Photography can be used to communicate emotion, share ideas, or to advertise products or services. Proper composition skills are necessary to create an effective photograph.	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>How has photography impacted our lives?</li> <li>How often do we use digital cameras?</li> <li>How can I organize my digital images?</li> <li>How can a photograph be manipulated to create a more powerful impact.</li> <li>How can I develop an efficient workflow and organize assets?</li> </ol>	<ol style="list-style-type: none"> <li>Photography can be very effective in conveying a message through images..</li> <li>Digital cameras can be affordable and easily accessible.</li> <li>Photoshop can be used to digitally alter an image..</li> <li>Organization and management is crucial to project workflow.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
	<ul style="list-style-type: none"> <li>How to use a digital SLR camera in the manual mode.</li> <li>Use the correct style of composition for the subject/scene.</li> <li>Artificial vs natural light</li> <li>RAW vs JPEG formats and their purpose.</li> <li>Prepare images for uploading to a website or social media.</li> </ul>	<ul style="list-style-type: none"> <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 publish or present content that customizes the message and medium for their intended audiences.</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> </ul>

### STAGE 2 | EVIDENCE

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

<b>Performance Task(s):</b>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
<i>Please provide a description in the space below or include a link to the performance task</i>	
<p>Digital Photography</p> <ul style="list-style-type: none"> <li>Goal - To use a digital camera to produce images.</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 - Digital images.</li> </ul>	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b>	
<ul style="list-style-type: none"> <li><i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	
<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	

**Stage 1 Desired Results**

<p><b>Standards: ISTE</b></p> <p><b>Empowered Learner</b>                      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.</p> <p><b>Digital Citizen</b>                      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 data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b>                      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.</p> <p><b>Creative Communicator</b>                      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.</p>	<b>Big Ideas/Transfer</b>	
	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.	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>How can I manipulate an image to express an idea?</li> <li>Which tools are best suited for color correction?</li> <li>Why is it important to be able to manipulate documents and files using various elements in Photoshop?</li> <li>What are some uses for compositing images?</li> <li>What are ethical practices when using image manipulation software?</li> </ol>	<ol style="list-style-type: none"> <li>Certain types of media are more effective than others.</li> <li>There are many methods to alter an image.</li> <li>Design is influenced by appropriateness of the audience.</li> <li>There are ethical practices in manipulating images.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
	<ul style="list-style-type: none"> <li>The principles of design in terms of movement, balance, unity, contrast, line and color.</li> <li>Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</li> <li>How to evaluate a design for effectiveness.</li> <li>Work collaboratively with other students on design problems.</li> <li>Project management from concept through production.</li> </ul>	<ul style="list-style-type: none"> <li>Designing for a variety of audiences and needs</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> </ul>

**STAGE 2 | EVIDENCE**

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

<b>Performance Task(s):</b>  <i>Please provide a description in the space below or include a link to the performance task</i>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
<p>Use Adobe Photoshop to edit and composite images.</p> <ul style="list-style-type: none"> <li>Goal - Students will combine and edit images in Adobe Photoshop.</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 - Digitally altered images.</li> </ul>	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b>	

- *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 6 Video Production

### Stage 1 Desired Results

<p>Standards: ISTE</p> <p><b>Empowered Learner</b> 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.</p> <p>1b - Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p><b>Digital Citizen</b> 2a - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p><b>Innovative Designer</b> 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p><b>Creative Communicator</b> 6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b - Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d - Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<b>Big Ideas/Transfer</b>	
	Digital video is a heavily used method of communication. Thorough planning and production	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>1. Why is the pre-production process important for planning?</li> <li>2. What considerations need to be made while filming a production?</li> <li>3. How do you determine which camera shot to use for a scene?</li> <li>4. How do I select the appropriate audience?</li> <li>5. Why is it important to choose different kinds of microphones?</li> <li>6. How do you select appropriate audio for soundtracks, and/or dialogue?</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective planning can be used to streamline the production process..</li> <li>2. Location, lighting, sound, and talent need to be taken into consideration for a production.</li> <li>3. Design is influenced by appropriateness of the audience.</li> <li>4. Different microphones have different purposes.</li> <li>5. Audio plays an important role in video production, and should be selected appropriately.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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):

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

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

<i>the performance task</i>	
Plan, Produce and Edit a video featuring a product or a service. <ul style="list-style-type: none"> <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>	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b>	
<ul style="list-style-type: none"> <li>● <i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	
<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	

Emmaus High School - <b>Technology and Engineering Education - Digital Media - Unit 7 App Design</b>		
<b>Stage 1 Desired Results</b>		
Standards: ISTE  <b>Empowered Learner</b> 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.  <b>Digital Citizen</b> 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 data-collection technology used to track their navigation online.  <b>Innovative Designer</b> 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.  <b>Creative Communicator</b> 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.	<b>Big Ideas/Transfer</b>	
	Students will learn how to prototype an application for mobile or desktop devices.	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>1. What is the difference between User Experience Design(UX) and User Interface Design (UI)</li> <li>2. Why is interaction design important when prototyping apps?</li> <li>3. How do you determine the platform best suited for an application?</li> <li>4. How can design principles be applied to UX?</li> <li>5. What makes a UI user friendly?</li> </ol>	<ol style="list-style-type: none"> <li>1. Applications should not only deliver content, but they need to be user friendly.</li> <li>2. The platform can affect the design of the app.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 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</li> </ul>

		simulations. <ul style="list-style-type: none"> <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>
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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	
<b>Performance Task(s):</b>  <i>Please provide a description in the space below or include a link to the performance task</i>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
App Design <ul style="list-style-type: none"> <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>	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b> <ul style="list-style-type: none"> <li>• <i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	
Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	

Emmaus High School - Technology and Engineering Education - Digital Media - Unit 8 Capstone Project		
Stage 1 Desired Results		
<b>Standards: ISTE</b>  <b>Empowered Learner</b> 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.  <b>Digital Citizen</b> 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 data-collection technology used to track their navigation online.  <b>Innovative Designer</b> 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.  <b>Creative Communicator</b> 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	<b>Big Ideas/Transfer</b>	
	Using the skills and techniques learned in the course, student will select a focus area and create a project for a client.	
	<b>Essential Questions</b>  <b>Students will keep considering...</b>	<b>Enduring Understandings</b>  <b>Students will understand that...</b>
	<ol style="list-style-type: none"> <li>1. How do elements and principles of design shape communication?</li> <li>2. How does design relate to your daily life?</li> <li>3. Which form of media is most effective for communicating a message?</li> <li>4. How do I select the appropriate audience?</li> <li>5. Is the design appropriate for the intended audience?</li> <li>6. How can the design be improved?</li> </ol>	<ol style="list-style-type: none"> <li>1. Certain types of media are more effective than others.</li> <li>2. Audience can determine the method of delivery.</li> <li>3. Design is influenced by the appropriateness of the audience.</li> <li>4. Feedback is crucial to making the design more effective.</li> </ol>
	<b>Knowledge</b>  <b>Students will know...</b>	<b>Skills</b>  <b>Students will do (Science &amp; Engineering Practices)</b>
	<ul style="list-style-type: none"> <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> <li>• How to evaluate a design for effectiveness.</li> <li>• Work collaboratively with other</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>



<p>repurpose or remix digital resources into new creations.</p> <p>6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d - Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>students on design problems.</p> <ul style="list-style-type: none"> <li>• Project management from concept through production.</li> </ul>	<p>collaborative environment.</p> <ul style="list-style-type: none"> <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 toward a common goal.</li> <li>• Students explore local and global issues and use collaborative technology</li> </ul>
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<b>STAGE 2   EVIDENCE</b>	
The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1	
<b>Performance Task(s):</b> <i>Please provide a description in the space below or include a link to the performance task</i>	<b>The performance task specifically provides evidence of (Transfer, EU, EQ):</b>
Digital Photography/Imaging  Logo Design  Advertisement  Video Production  Web Design  Portfolio	
<b>Other Assessment Evidence</b>	
<b>Common Assessment(s), if any:</b> <ul style="list-style-type: none"> <li>• <i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i></li> </ul>	
<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	