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| Grade: Computer Science Technologies 9-12 | | |
| Unit: Introduction to Computer Graphics (Adobe) | | |
| Pacing: 10 weeks | | |
| PLC Question: What do we want all students to know and be able to do? | | |
| Grade Level Priority Standards: L1.AP.PD.05: Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. | | |
| Supporting Standards: L1.AP.PD.04: Design and develop computational artifacts, working in team roles, using collaborative tools. | | |
| Essential Questions: Do you understand the parts of a computer well enough to intelligently purchase one? | | |
| Learning Progressions | | |
| Previous Grade Level Standards:None | Grade Level Standards: L1.AP.PD.05 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. | Next Grade Level Standards:None |
| Student Friendly Learning Targets | | |
| Standard: <ul style="list-style-type: none"> • Understand the types of graphics and their uses • Explore how graphics are used to communicate • Learn how to integrate graphics into a variety of uses | | |
| Essential Vocabulary | | |
| Key Academic Vocabulary: Jpeg, vectors, raster, mpeg Personal Information, | | |
| Scaffolded (Review) Academic Vocabulary: refer to score 2.0 vocabulary from scales | | |
| PLC Question: How will we know when students have learned? | | |
| Assessment and Evidence | | |

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| <p>State Required Assessments</p> <ul style="list-style-type: none"> • | <p>District Essential Assessments</p> <ul style="list-style-type: none"> • | <p>Supporting Evidence</p> <ul style="list-style-type: none"> • Classroom Observations • Proficiency Scale |
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| Priority Standard Proficiency Scale | |
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| Score: | Standard: |
| <p>Score 4</p> | <p>The student will: <i>Complete all of score 3 and be able create graphics from scratch in a variety of formats</i></p> <hr/> <p>3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content.</p> |
| <p>Score 3</p> | <p>The student will:</p> <ul style="list-style-type: none"> • <i>Understand the types of graphics and their uses</i> • <i>Explore how graphics are used to communicate</i> • <i>Learn how to integrate graphics into a variety of uses</i> <hr/> <p>2.5 - No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p> |
| <p>Score 2</p> | <p>Terminology: The student will know: <i>understand each type of graphics and the programs that are related to them but not be proficient in those programs</i></p> <p>□</p> |
| | <p>1.5 No major errors or omissions regarding 1.0 content and partial knowledge of the 2.0 content.</p> |
| <p>Score 1</p> | <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |

PLC Question: How will teachers facilitate learning?

Key Curriculum Resources and Instructional Strategies

Supporting Resources and Instructional Strategies

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| <ul style="list-style-type: none"> • Computer | <p>Additional lessons needed for standards: None</p> <p>Digital Tools: Computer and software</p> |
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PLC Question: What will we do when students have not learned?

Interventions

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| <p>Tier 3 - Intensive</p> <ul style="list-style-type: none"> - Individual Devil Pride - Before/after school assistance | <p>Tier 2 - Strategic</p> <ul style="list-style-type: none"> - Devil Pride - Team Teaching |
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PLC Question: What will we do when students have learned?

Enrichment

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| <ul style="list-style-type: none"> - Learn to use various Adobe programs to create specific graphics from scratch |
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PLC Reflections

How will we increase our instructional competence? PD and online sources

How will we coordinate our efforts as a collaborative team? Work on questioning techniques and organizational strategies.