

Unit: Foundations of Digital Graphics	Concept: Digital Graphics Technology
<p><b>Standard</b></p> <ul style="list-style-type: none"> <li>3.5.9-12.Z Recognize and explain how their community and the world around them informs technological development and engineering design.</li> </ul>	
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>(LTTG) Students will be able to engage as technological and engineering literate members of a global society.</li> </ul>	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li>How can I engage as a technological and engineering literate member of a global society?</li> </ul>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Why is design important to human activity?</li> </ul>	
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Community, Development, and Design</li> </ul>	
<p><b>Learning Experience</b></p> <ul style="list-style-type: none"> <li>Students who demonstrate understanding can recognize and explain how their community and the world around them informs technological development and engineering design.</li> <li>Clarifying Statement: Technological developments are best achieved through experiences and interactions within a given context. For example, design of buildings should take into account local conditions including soil type, wind, and snow loads, and should also match local building codes and building styles.</li> </ul>	
<p><b>(Big Idea) Technology &amp; Engineering Curriculum Framework Big Ideas</b></p> <ul style="list-style-type: none"> <li>Design is a fundamental human activity.</li> </ul>	
<p><b>(SEP) Science and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>Obtaining, Evaluating, and Communicating Information - Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</li> </ul>	
<p><b>(DCI) Disciplinary Core Ideas</b></p> <ul style="list-style-type: none"> <li>ISTE 3D - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</li> </ul>	
<p><b>(TEP) Technology and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>Attention to Ethics - Assesses technological products, systems, and processes through critical analysis of their impacts and outcomes.</li> <li>Systems Thinking - Designs and troubleshoots technological systems in ways that consider the multiple components of the system.</li> </ul>	

**Terms**

- (ETS) Engineering, Technology, and Applications of Science – Standards applicable across the Science, Environmental Literacy & Sustainability, and Technology & Engineering content areas.
- (LTTG) PDE Technology & Engineering Long Term Transfer Goals
- (Learning Experience) A learning experience refers to any interaction, activity, or other experience in which students acquire new understanding, knowledge, behaviors, or skills.
- (Big Idea #) PDE Technology & Engineering Curriculum Framework Big Ideas
- (SEP) PDE Science and Engineering Practices
- (DCI) PDE Disciplinary Core Ideas
- (TEP) PDE Technology and Engineering Practices