

<p align="center"><b>Unit: Digital Graphics Layout and Design</b></p>	<p align="center"><b>Concept: Minimalizing Negative Impacts</b></p>
<p><b>Standard</b></p> <ul style="list-style-type: none"> <li>3.5.9-12.C Develop a solution to a technological problem that has the least negative environmental and social impact.</li> </ul>	
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>(LTTG) Students will be able to apply investigation, imagination, innovative thinking, and physical skills to accomplish goals.</li> </ul>	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li>How can I apply investigation, imagination, innovative thinking, and physical skills to accomplish goals?</li> </ul>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Why is it important to sustainably manage technological resources?</li> </ul>	
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Development, Solution, Technical Problem, Impact, Sustainability, Identification, Analysis, Investigation, and Design</li> </ul>	
<p><b>Learning Experience</b></p> <ul style="list-style-type: none"> <li>Students who demonstrate understanding can develop a solution to a technological problem that has the least negative environmental and social impact.</li> <li>Clarifying Statement: Students can be challenged to engage in problem identification, analysis, investigation, and design to find technological solutions that improve people’s living conditions or that improve the well-being of individuals or members of a group.</li> </ul>	
<p><b>(Big Idea) Technology &amp; Engineering Curriculum Framework Big Ideas</b></p> <ul style="list-style-type: none"> <li>Responsible creation and use of technology requires the sustainable use of renewable and non-renewable resources and handling of waste.</li> </ul>	
<p><b>(SEP) Science and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>Asking Questions and Defining Problems - Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</li> </ul>	
<p><b>(DCI) Disciplinary Core Ideas</b></p> <ul style="list-style-type: none"> <li>ETS1.B: Developing Possible Solutions - When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.</li> </ul>	
<p><b>(TEP) Technology and Engineering Practices</b></p>	

- Attention to Ethics - Assesses technological products, systems, and processes through critical analysis of their impacts and outcomes.

**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