

<b>Unit: Applying Design Principles to Digital Graphics</b>	<b>Concept: Design Skills</b>
<b>Standard</b> <ul style="list-style-type: none"> <li>3.5.9-12.P Apply a broad range of design skills to a design thinking process.</li> </ul>	
<b>Key Learning</b> <ul style="list-style-type: none"> <li>(LTTG) Students will be able to demonstrate integrity and conscientiousness, considering ethical issues involved.</li> </ul>	<b>Unit Essential Question</b> <ul style="list-style-type: none"> <li>How can I demonstrate integrity and conscientiousness, considering ethical issues involved?</li> </ul>
<b>Essential Question</b> <ul style="list-style-type: none"> <li>Why is there no single correct solution in design?</li> </ul>	
<b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Creativity, Collaboration, Resourcefulness, Ideation, and Design Thinking</li> </ul>	
<b>Learning Experience</b> <ul style="list-style-type: none"> <li>Students who demonstrate understanding can apply a broad range of design skills to a design thinking process.</li> <li>Clarifying Statement: Students engage in meaningful discourse about the essential skills they have applied when engaged in designing, constructing, and implementing a solution. These include creativity, collaboration, resourcefulness, ideation, learning through failure, and many other essential skills of design.</li> </ul>	
<b>(Big Idea) Technology &amp; Engineering Curriculum Framework Big Ideas</b> <ul style="list-style-type: none"> <li>There is no single, best solution as designs can always be improved and refined.</li> </ul>	
<b>(SEP) Science and Engineering Practices</b> <ul style="list-style-type: none"> <li>Constructing Explanations and Designing Solutions - Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.</li> </ul>	
<b>(DCI) Disciplinary Core Ideas</b> <ul style="list-style-type: none"> <li>ISTE 4A - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</li> </ul>	
<b>(TEP) Technology and Engineering Practices</b> <ul style="list-style-type: none"> <li>Making and Doing - Demonstrates the ability to regulate and improve making and doing skills.</li> </ul>	
<b>Terms</b> <ul style="list-style-type: none"> <li>(ETS) Engineering, Technology, and Applications of Science – Standards applicable across the Science, Environmental Literacy &amp; Sustainability, and Technology &amp; Engineering content areas.</li> </ul>	

- (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