ANIMATION STUDIO	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
IT/ENTREPRENEURSHIP	*Semester, Alternating Days (45 days)*
GRADE LEVEL	**DATE LAST REVIEWED**
7-8	*2022*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
	11/15/2022
PRIMARY RESOURCE ***if applicable***	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Begin your journey to becoming an animator for companies like Disney, Dreamworks, and Universal by bringing your creativity and personal style to life using a variety of animation mediums. Students work individually as well as in small teams to create projects including but not limited to digital stop-motion, computer / 3D animation, and augmented reality. No previous experience needed!

ENDURING UNDERSTANDINGS *Students will understand that...*	**ESSENTIAL QUESTIONS** *Students will keep considering...*
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

PRIORITY CAREER & TECHNICAL STANDARDS

Students will be skilled at...

Creativity, Critical Thinking, Communication and Collaboration

4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.

a: I develop effective resolutions for a given problem, decision or opportunity using available information.
b: I develop and implement a resolution for a new situation using personal knowledge and experience.

Career Development

CD4: Students will identify and apply employability skills.

a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
c: I identify and exhibit traits for retaining employment.
d: I develop positive relationships with others.

Information, Media, Technology

IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.

a: I choose appropriate sources of data and information for a given purpose.
b: I determine the relevance, validity and timeliness of data and information.
c: I select relevant information necessary for making decisions and solving problems
d: I apply data and information to communicate ideas and create new opportunities.

PRIORITY CONTENT STANDARDS *Students will know...*
Standard AP2: Students will create computational artifacts using algorithms and programming

Evolution of Animation		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
Why is creativity and innovation important? How is creativity and innovation used in Animation?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Career Development **CD4: Students will identify and apply employability skills.**		30 second expert
d: I develop positive relationships with others.	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	Collaborative Learning Groups- In porfolio/evidenced based journal, students will reflect on attributes of effective teams and role of collaboration with employability skills.
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		LAUNCH design process application and reflection.
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.3.m: I can evaluate the relevance and reliability of various sources of information.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard AP2: Students will create computational artifacts using algorithms and programming	I can develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification At this level, students may use block-based and/or textbased languages].	LAUNCH design process application and reflection.
	I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community	
	I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).	
	I can create variables that represent different types of data and manipulate their values.	
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard IC1: Students will understand the impact and effect computir	I can explain how computer science fosters innovation and can enhance careers and disciplines.	

Stage 3: Learning Activities *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
GUIDING UNIT QUESTIONS *Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning*	**STRATEGIES/ACTIVITIES** *What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.*	**RESOURCES/MATERIALS** *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
I can compare and contrast early animation to current animation based on design, complexity, and user experience.	Collaborative research on timeline of video game development	Interactive slideshow on Evolution of animation
I can speculate on the future of animation based on current technology trends	Reflection	Online video resource
•What are the different types of animation styles?		
•Which type of animation is best suited for expressing my idea?		
•How can I find and utilize available resources to help with my production?		

2D Animation

STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		STAGE 2: Assessment Evidence *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
Why is creativity and innovation important? How is creativity and innovation used in Animation?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		Graphic Organizer Quickwrite fishbowl
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.5.m: I can analyze symptoms to identify the root cause of a problem. 4C2.a.7.m: I can identify problems that became worse due to poorly thought out or poorly informed solutions	
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		LAUNCH Costa's Level of Thinking LAUNCH
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.5.m: I can demonstrate ability to gather information from electronic and non-electronic sources.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard AP2: Students will create computational artifacts using algorithms and programming	I can develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification At this level, students may use block-based and/or textbased languages]. I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). I can create variables that represent different types of data and manipulate their values.	LAUNCH design process application and reflection.
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard IC1: Students will understand the impact and effect computing technology has on our everyday lives	I can explain how computer science fosters innovation and can enhance careers and disciplines.	

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?

GUIDING UNIT QUESTIONS *Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning*	STRATEGIES/ACTIVITIES *What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.*	RESOURCES/MATERIALS *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
What are the elements required in each of the phases of production (pre-production, production, and post-production) and why are they important?	Flipbook Project	Flipbook Paper Writing Utensils Light Board/ipads Video Editing Software
How do we improve/refine our work?	Gallery Walk Coaching and Conferring	
How can I provide meaningful feedback to my peers? How can I receive feedback?	Project Viewing Day Peer Feedback Form	

3D Animation

STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		**Success Criteria with Standards** The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in stop motion?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		Quickwrite Graphic Organizer
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.3.m: I can analyze problems to determine what past experiences might be related and relevant.	
Career Development **CD4: Students will identify and apply employability skills.**		30 second expert Focused Note Taking LAUNCH Collaborative Study Group
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.4.m: I can demonstrate flexibility and willingness to learn new knowledge and skills.	
d: I develop positive relationships with others.	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		LAUNCH Know - Want to know - Learned
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
Standard AP2: Students will create computational artifacts using algorithms and programming	I can develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification At this level, students may use block-based and/or textbased languages]. I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). I can create variables that represent different types of data and manipulate their values.	LAUNCH design process application and reflection.
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
Standard IC1: Students will understand the impact and effect computing technology has on our everyday lives	I can explain how computer science fosters innovation and can enhance careers and disciplines.	

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?

GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.
What techniques from the Flipbook project are applied to computer generated animation?	Reflection and whole group discussion	
How can I apply my understanding from Adobe Animate tutorials to create my own animation production?	Previous student work samples AndyMation samples and tutorials	
What are the elements required in each of the phases of production (pre-production, production, and post-production) and why are they important?	Stop Motion Rubric storyboard planning tool coaching and conferring peer feedback conflict resolution cycle	Web Camera/ipads Video editing software Manipulatives - clay, colored pencils, sticky notes, stikbots, legos

Digital Animation		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
Why is creativity and innovation important? How is creativity and innovation used in Animation?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		Quickwrite Graphic Organizer
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.3.m: I can analyze problems to determine what past experiences might be related and relevant.	
Career Development **CD4: Students will identify and apply employability skills.**		30 second expert Focused Note Taking LAUNCH "Pair Share Team Huddle
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.4.m: I can demonstrate flexibility and willingness to learn new knowledge and skills.	
d: I develop positive relationships with others.	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		Jigsaw LAUNCH
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard AP2: Students will create computational artifacts using algorithms and programming	I can develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification At this level, students may use block-based and/or textbased languages].	LAUNCH design process application and reflection.
	I can produce computational artifacts with broad accessibility and usability through careful consideration of diverse needs and wants of the community	
	I can design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).	
	I can create variables that represent different types of data and manipulate their values.	
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard IC1: Students will understand the impact and effect computing technology has on our everyday lives	I can explain how computer science fosters innovation and can enhance careers and disciplines.	

Stage 3: Learning Activities *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
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What techniques from the Flipbook project are applied to computer generated animation?	Adobe Animate Tutorials	potential tech tools: Adobe Animate
How can I apply my understanding from Adobe Animatd tutorials to create my own animation production?	Storyboard Adobe Animate	potential tech tools: Adobe Animate
What are the elements required in each of the phases of production (pre-production, production, and post-production) and why are they important?	Storyboard, storyboard revisions Adobe Rush Animate Rubric	Adobe Animate Video editing software Google Drive
Do you prefer manual animation/cells or computer generated animation? Defend your answer.	Reflection	
