Unit E: Intro to Pygame: Shapes, Text, Collide Point and RGB Colors

Content Area: **CTE**
Course(s): **Prog. in Python with Alice**
Time Period: **February**
Length: **8**
Status: **Published**

Unit Overview:

- In this Unit, Students will start creating small games using vector graphics and text. The students will create programs using basic shape graphics to complete required tasks.

Enduring Understandings:

- Color and graphics are used to make applications easier to use and more interesting

- Input and output of data is enhanced by various gr aphical objects that are placed on application forms

Essential Questions:

- How do I implement graphics in the programs?

- How is code detect when objects collide in the program?

- How do you display pictures in a windows application?

Standards/Indicators/Student Learning Objectives (SLOs):

- SWBAT: create a small game using different graphical tools.

- SWBAT: Learn the basic of creating a video game.

- SWBAT: Understand the RGB color spetrum

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TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
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TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Lesson Titles:

- Lesson: Collide Point
- Lesson: Creating Text Objects
- Lesson: Keyboard and Mouse Events
- Lesson: RGB color
- Lesson: Vector Graphics Shapes
- Program: Falling Dots
- Program: Pygame Skeleton
- Program: Vector Graphics

Career Readiness, Life Literacies, & Key Skills

12.9.3.IT-PRG.1	Analyze customer software needs and requirements.
12.9.3.IT-PRG.2	Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
12.9.3.IT-PRG.3	Analyze system and software requirements to ensure maximum operating efficiency.
12.9.3.IT-PRG.4	Demonstrate the effective use of software development tools to develop software applications.
12.9.3.IT-PRG.5	Apply an appropriate software development process to design a software application.
12.9.3.IT-PRG.6	Program a computer application using the appropriate programming language.
12.9.3.IT-PRG.7	Demonstrate software testing procedures to ensure quality products.
12.9.3.IT-PRG.8	Perform quality assurance tasks as part of the software development cycle.
12.9.3.IT-PRG.9	Perform software maintenance and customer support functions.
12.9.3.IT-PRG.10	Design, create and maintain a database.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

Inter-Disciplinary Connections:

- Art
- English
- History
- Math
- Music
- Science

MA.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
MA.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
LA.RST.11-12	Reading Science and Technical Subjects
LA.WHST.11-12	Writing History, Science and Technical Subjects
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-REI.C.8	Represent a system of linear equations as a single matrix equation in a vector variable.
SCI.9-12.5.1.12.B	Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.
SCI.9-12.5.1.12.C	Scientific knowledge builds on itself over time.
SOC.9-12.1.3	Critical Thinking
VPA.1.1.12.D	Visual Art
VPA.1.3.12.B	Music

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- IS: • Extra Time to complete Programs
- IS: • NHS Assistance and Tutoring
- IS: • One on One tutoring during Delsea One
- Program: Bouncing Square
- Program: Click the Dot
- Program: Drawing Pad
- Program: Lottery
- Program: RGB Challange
- Program: Robot Vector Graphics
- Program: Simple Snake
- Program: Title Screen

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments

- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Formative Assessment:

- Anticipatory Set
- Closure
- Pre-Programs
- Program Examples
- Teacher/Student review

- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- Group Programs
- Large Programs
- Marking Period Assessment
- Quiz: RGB
- Quiz: Simple Shapes
- Small Programs
- Test: Vector Graphics and Text

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

- Computer Lab
- Google Classroom
- Michael Dawson, Python Programming Third Edition, 2010, Course Technology: Cengage Learning
- Microsoft Visual Studios
- Powerpoint
- Python Programming for the Absolute Beginner, 3rd Edition - Mike Dawson
- Screen Sharing Software
- Various Websites

Technology:

- Adobe PhotoShop
- Google Classroom
- Microsoft Visual Studios
- Pygame Gaming Library
- Python IDLE
- Screen Sharing Software
- Various Websites: classroom.google.com; classdojo.com; repl.it; pygame.org

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