Grade Level and Segment Title: 3rd Grade Game Design	Central Focus - "Big Idea": Maps
	Essential Question(s): What is a resist? Why are game maps important? What sort of locations are on game maps? How do you decide on a symbol for each room? How do symbols help players understand what the room is for?

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LESSON 2
INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives Cr, Cn, Pr, Re As a result of this lesson, students will know or be able to:	LESSON EVALUATIVE CRITERIA You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications: [qualities, quantities, variations, concepts, processes...]	LESSON ASSESSMENT INSTRUMENTS Attach rubrics, requirements, guides. You will gather the evidence through: Formative – Summative / Formal - Informal
AS7: Perceive and analyze artistic work EU: Visual imagery influences understanding of and responses to the world. Va:Re.7.2.3a: Students will discuss what an image tells the viewer based on the details in the work.	Students will look at different examples of video game maps and worlds and discuss how the imagery provided informs the player about the game and the places they can visit.	Informal: Students will be assessed by observing if they are participating in the conversation about the different images that are being shown in class.
AS3: Refine and complete artistic work EU: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime Va:Cr3.1.3a: Expand on the design of the artwork by adding details that further expand on the idea	Students will design the game maps and add titles to the different sections as well as icons to allow a player to know what each location is.	Formal and Informal: Students work will be looked at to see if they have added both icons and words to describe their game maps. They will be formally assessed based on the rubric and if they have added all of the details required in the lesson plan.

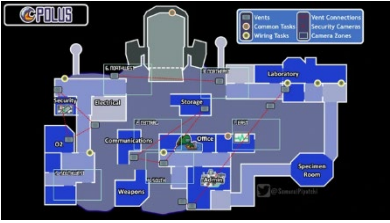| Grade Level and Segment Title: 3rd Grade Game Design	Central Focus - "Big Idea": Maps Essential Question(s): What is a resist? Why are game maps important? What sort of locations are on game maps? How do you decide on a symbol for each room? How do symbols help players understand what the room is for?

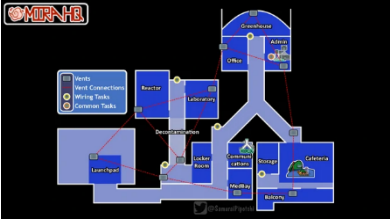|		
or theme behind the art piece.		
AS1: Generate and conceptualize artistic ideas and work. EU: Creativity and innovative thinking are essential life skills that can be developed. Va:Cr1.1.4a: Students will create art based on their imagination and ideas.	Based on an imagined game that students come up with or inspired by a game they have played; students will make their own game maps/worlds. They will create and design the maps based on their interests and ideas.	Formal: Students will be graded on their work based on the rubric attached to their assignment and if they followed the guidelines of the lesson.

Cognitive Engagement
Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.

INTRODUCTION/ MOTIVATION:
 Time: 5-10 minutes
Students will be shown images of video game maps and discuss what are the important details that can be found in all of them. Students will then be introduced to the assignment and what details are a requirement to include.

https://among-us.fandom.com/wiki/Polus_(map)

https://among-us.fandom.com/wiki/MIRA_HQ

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 https://fallout.fandom.com/wiki/Diamond_City

STUDENT INQUIRY/ EXPLORATION:
Time: 15-20 minutes
Students will begin to work on the outline of their project being reminded to sketch it out in pencil first before moving on to add color or a dark outline. Students will be shown how to do a resist with crayons and markers. Students will continue working on the base design for their project while thinking about what they want to add in details or with color.

REVIEW OBJECTIVES/CLOSURE:
Time: 5-10 minutes
Students will be reminded that the assignment is due in two weeks and to submit last class' assignment that is due by the end of the day. Students will then be told to continue working on the project at home after class.

This rubric is taken from my Cooperating Teacher's existing rubric for her classes.

Excels 4pts	Meeting 3pts	Partially Meeting 2 pts	Not Meeting 1 pt	No Image 0 pts
Student Excels in the standards	Student is Meeting the	Student is Partially Meeting	Student is Not Meeting	No Image was provided as

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for this grade level.	standards for this grade level.	the standards for this grade level	standards for this grade level.	evidence to support the assignment.