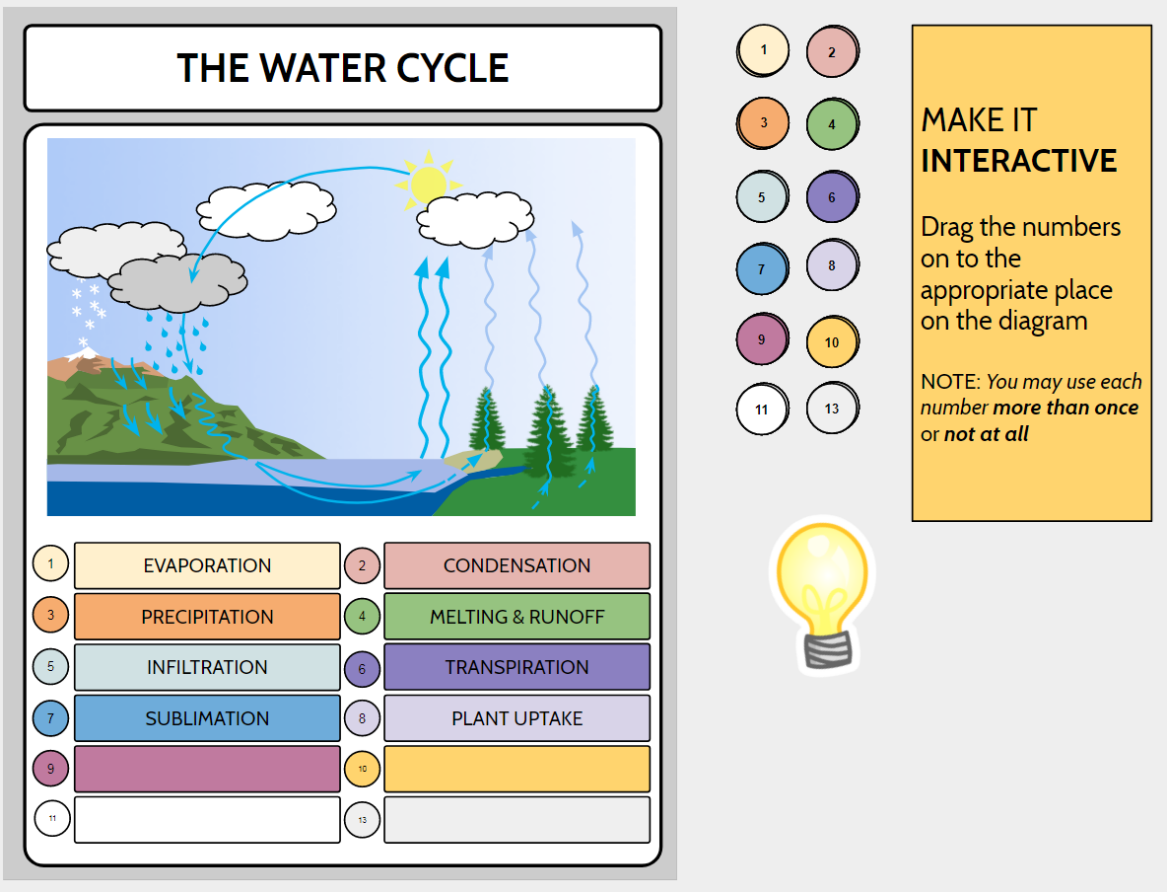
Alternate Cue Cards Assignment

Curriculum Creation

Study Skill for Vocabulary and Images using skills from processing
Note: similar to Cue Cards Assignment, but only one page



Reference: Accessed 20171107
https://docs.google.com/drawings/d/1Yd8XR5aKQUG7L7M-DQcnghtrFo2LgEx1OWf-6dRRKuA/edit

GUI Layout

- 3 large DIVs
    - Content Presentation: Title, Image, Vocabulary Words, Legend for ID
    - Moveable Tokens to match image: feedback given when correct token on the image (perhaps into the actual legend)
    - Instructions: highlight or changed for contrast (attention getting)
    - Additional Item: Scoreboard (competitive or non-competitive) illustrating progress
    - Additional Item: instructions must have “move one toke to it” and feedback that the legend works
    - Additional Item: Name, Grade, Class Fields for Student or Teacher Tracking of Ownership
- Title
- Image
- Legend with tokens
- Vocabulary words with option to create more by the student

Case Study Area

Coding Concepts

- GUI Layout with rect(), ratios
- Visual Design: colour contrast, layering, readability
- GUI “Game” Layout
    - Especially knowing where the correct answer is,
- Variables & Casting
- 2D Shapes and Layering
- Text
- Quit Button
- Images
    - [Intermediate] Array memory structure for aspect ration
- Color: background, text, image-tint (filter), shapes
- [Intermediate] Array Memory Structure
- [Intermediate] Saving Preferences and Game
    - .txt writing & reading
    - “End of Game” .txt scripts
    - “As Game Progresses” .txt scripts

    - New Vocabulary words saved
    - Legend Correctness and tokens moved to correct spots when correct
    - Personal Identifiers like name, etc.
- Decisions
    - IF
    - IF-ELSE
    - IF-ELSEIF-ELSE
    - Case Statements
- Iterations
    - Void Draw () {}
    - FOR Loop
    - Keyboard Input
    - Mouse Input
- Calculator Concepts for Scoreboard:
    - Central Tendency
    - Range
    - Progress: how many solved, how many to go
    - [Intermediate] Coding type of vocabulary word (for example, can user understand concrete concepts or abstract concepts)