

## **Engineering & Technology**

**PROGRAM CONCENTRATION:** Engineering & Technology

**COURSE TITLE:** Exploring Engineering & Technology, Grade 6

### **COURSE DESCRIPTION:**

The goal of this course is to provide all students with an introduction to the principles of Engineering & Technology (hereafter referred to as E&T) and its place in the modern world. This course will also help students to use technological systems effectively in their lives, thus providing a foundation for successfully integrating their own interests with potential careers with the resources of a technological society.

Exploring E&T introduces and has the student work through an engineering design process while looking at technological impacts on society. Exploring E&T reinforces the areas of math, science, social studies, and language arts through practical application and / or hands- on activities. Exposure to E&T related careers, work ethics and leadership skills will be important components in this course.

At the end of this course, students will understand how engineering & technology impact them and the world around them and careers available to them in the field.

### **CRITICAL COMPONENTS:**

**MSENGR-EET-1: Students will examine the nature of engineering & technology.**

- a) Define engineering & technology
- b) Compare the relationship of math and science to engineering & technology
- c) Investigate the pathways for engineering and technology

### **ACADEMIC STANDARDS:**

*M6M2 - Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.*

*S6CS9 - Students will investigate the features of the process of scientific inquiry.*

*ELA6R2 - The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

## **STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 1 – Students will develop an understanding of the characteristics and scope of technology.*

*Standard 2 – Students will develop an understanding of the core concepts of technology.*

*Standard 3 – Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.*

## **SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) STANDARDS:**

*ENGR-STEM 1 - Students will recognize the systems, components, and processes of a technological system.*

### **SAMPLE TASKS:**

- Create a graphic organizer or Venn diagram
- List how technology affects your day
- Measuring unit, standard vs. non-standard

### **MSENGR-EET-2: Students will evaluate the impacts of engineering & technology on Society**

- a) Explore the historical impacts of engineering & technology
- b) Examine the effects of engineering & technology on society including social, cultural, political, economic and environmental impacts
- c) Assess the impact(s) of technological products and systems
- d) Demonstrate an understanding of the Universal Systems Model

### **ACADEMIC STANDARDS:**

*M6P5 – Students will represent mathematics in multiple ways.*

*S6CS9 – Students will investigate the features of the process of scientific inquiry.*

*ELA6W3 – The student uses research and technology to support writing.*

## **STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 4 – Students will develop an understanding of the cultural, social, economic, and political effects of technology.*

*Standard 5 – Students will develop an understanding of the effects of technology on the environment.*

*Standard 6 – Students will develop an understanding of the role of society in the development and use of technology.*

*Standard 7 – Students will develop an understanding of the influence of technology on history.*

## **STEM STANDARDS:**

*ENGR-STEM 2 – Students will identify the impact of engineering and technology within global, economic, environmental, and societal contexts.*

## **SAMPLE TASKS:**

- Create a timeline of engineering accomplishments
- Create a profile of a historical engineer
- Introduce the Universal Systems Model
- Break down a simple task to input, process, output, feedback

## **MSENGR-EET-3: Students will explain the engineering design process.**

- a) Examine the engineering design attributes
- b) Demonstrate the principles of research and design

## **ACADEMIC STANDARDS:**

*M6P4 – Students will make connections among mathematical ideas and to other disciplines*

*S6CS5 – Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.*

*ELA6LSV2 – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

## **STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 8 – Students will develop an understanding of the attributes of design.*

*Standard 9 – Students will develop an understanding of engineering design.*

## **STEM STANDARDS:**

*ENGR-STEM 3 – Students will design technological problem solutions using scientific investigation, analysis and interpretation of data, innovation, invention, and fabrication while considering economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints.*

## **SAMPLE TASKS:**

- Solve a design brief
- Sketching & visualization
- Basic orthographic projection
- Modular activities
- Whole group activities
- Small group activities
- Individual activities

**MSENGR-EET-4: Students will demonstrate an understanding for a technological world through hands-on projects.**

- a) Apply the engineering design process
- b) Use and maintain technological products and systems
- c) Apply the Universal Systems Model to existing systems

## **ACADEMIC STANDARDS:**

*M6P1 – Students will solve problems (using appropriate technology).*

*S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.*

*S6CS4 – Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.*

*ELA6R1 – The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

### **STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 11 – Students will develop the abilities to apply the design process.*

*Standard 12 – Students will develop the abilities to use and maintain technological products and systems.*

*Standard 13 – Students will develop the abilities to assess the impact of products and systems.*

### **STEM STANDARDS:**

*ENGR-STEM 3 – Students will design technological problem solutions using scientific investigation, analysis and interpretation of data, innovation, invention, and fabrication while considering economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints.*

*ENGR-STEM 4 – Students will apply principles of science, technology, engineering, mathematics, interpersonal communication, and teamwork to the solution of technological problems.*

*ENGR-STEM 5 – Students will select and demonstrate techniques, skills, tools, and understanding related to energy and power, bio-related, communication, transportation, manufacturing, and construction technologies.*

*ENGR-STEM 7 – Students will develop leadership and interpersonal problem-solving skills through participation in co-curricular activities associated with the Technology Student Association.*

### **SAMPLE TASKS:**

- Modular activities
- Whole group activities
- Small group activities
- Individual activities
- Modeling/testing activities
  - Mouse trap car
  - Rocketry
  - Boat hull
  - Airplane
  - Mag-Lev

- Materials testing
- Dragsters
- Bridges

**MSENGR-EET-5: Students will analyze the designed world of engineering, electronics, manufacturing, and energy systems.**

- a) Examine Engineering
- b) Examine Electronics
- c) Examine Manufacturing
- d) Examine Energy Systems

**ACADEMIC STANDARDS:**

*M6G – Students will further develop their understanding of plane figures (scale drawings)*

*S6CSI – Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.*

*ELA6W2 – The student demonstrates competence in a variety of genres.*

**STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 16 – Students will develop an understanding of and be able to select and use energy power technologies.*

*Standard 17 – Students will develop an understanding of and be able to select and use information and communication technologies.*

*Standard 18 – Students will develop an understanding of and be able to select and use transportation technologies.*

*Standard 19 – Students will develop an understanding of and be able to select and use manufacturing technologies.*

*Standard 20 – Students will develop an understanding of and be able to select and use construction technologies.*

## **STEM STANDARDS:**

*ENGR-STEM 3 – Students will design technological problem solutions using scientific investigation, analysis and interpretation of data, innovation, invention, and fabrication while considering economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints.*

*ENGR-STEM 4 – Students will apply principles of science, technology, engineering, mathematics, interpersonal communication, and teamwork to the solution of technological problems.*

*ENGR-STEM 5 – Students will select and demonstrate techniques, skills, tools, and understanding related to energy and power, bio-related, communication, transportation, manufacturing, and construction technologies.*

## **SAMPLE TASKS:**

- Modular Activities
- Whole group activities
- Small group activities
- Individual activities
- Modeling/testing activities
  - Laser
  - Simple electrical circuits
  - Chair design
  - Solar Oven
  - Mass production
  - Robotics
  - Mechanical power
  - Simple machines

## **MSENGR-EET-6: Students will examine and research careers in fields related to engineering & technology.**

- a) Identify educational requirements for engineering & technology careers
- b) Investigate careers in the four engineering and technology pathways (Energy Systems; Electronics; Manufacturing; and Engineering)
- c) Investigate earnings potential for engineering & technology careers
- d) Identify gender and diversity related issues in engineering & technology careers

## **ACADEMIC STANDARDS:**

*M6D1 – Students will pose questions, collect data, represent and analyze data, and interpret results.*

*ELA6LSV2 – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**STANDARDS FOR TECHNOLOGY LITERACY:**

*Standard 1 – Students will develop an understanding of the characteristics and scope of technology.*

*Standard 3 – Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.*

**STEM STANDARDS:**

*No STEM Standards apply.*

**SAMPLE TASKS:**

- Complete a career interest survey
  - GCIS
  - Careercruising.com
  - GACollege411.com
  - Occupational Career Handbook
- Career research
  - Outlook
  - Trends
  - Earnings
  - Education requirements
  - Advantages/disadvantages

**MSENGR-EET-7: Students will develop leadership skills and work ethics.**

- a) Demonstrate work ethics within the classroom and lab environment
- b) Investigate leadership skills through co-curricular activities

**ACADEMIC STANDARDS:**

*M6P3 – Students will communicate mathematically.*

*S6CS6 – Students will communicate scientific ideas and activities clearly.*

*ELA6LSV1 – The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**STEM STANDARDS:**

*ENGR-STEM 7 – Students will develop leadership and interpersonal problem-solving skills through participation in co-curricular activities associated with the Technology Student Association.*

**SAMPLE TASKS:**

- Modular Activities
- Whole group activities
- Small group activities
- TSA
- Robotics competition (i.e. First Lego League)

**READING STANDARD COMMENT:**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build

good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

**WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**CTAEW-1: The student demonstrates competence in a variety of genres.**

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.

- d) Applies rules of Standard English.

**CTAEW-2: The student uses research and technology to support writing.**

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

**ENTREPRENEURSHIP:**

**MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.**

- a) Define entrepreneurship.
- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

**ACADEMIC STANDARDS:**

*ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3 – The student uses research and technology to support writing.*

*SSEF6 – The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

*SSEIN1 – The student will explain why individuals, businesses and governments trade goods and services.*

**MKT-EN-2: Explain the fundamental concepts of business ownership.**

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.
- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

**ACADEMIC STANDARDS:**

*ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3 – The student uses research and technology to support writing.*

*SSEF5 – The student will describe the roles of government in a market economy.*

**CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.