# CAD-Unit-Plan-1C-Curriculum- Getting Started with AutoCAD

Content Area: **CTE**
Course(s): **CAD I**
Time Period: **September**
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## Unit Overview

**Introduction to CAD**

This unit provides an overview of the different components of the AutoCAD screen. It teaches you about AutoCAD's drawing environment, how to start commands, and how to open existing drawings. It also introduces e key points for Understanding the AutoCAD Interface

- Familiarization of the most current version of CAD software that will be used in class during the year.
- Review the basic ways to control AutoCAD.
- AutoCAD includes a standard tabbed ribbon across the top of the drawing area. You can access nearly all 42 commands presented in this guide from the Home tab. In addition, the Quick Access toolbar shown below includes familiar commands such as New, Open, Save, Print, Undo, and so on.

1. Command Window- At the heart of AutoCAD is the Command window, which is normally docked at the bottom of the application window. The Command window displays prompts, options, and messages.
2. Most people use a mouse as their pointing device, but other devices have equivalent controls.
3. New drawings- You can easily conform to industry or company standards by specifying settings for text, dimensions, linetypes, and several other features.

- All these settings can be saved in a drawing template file. Click New to choose from several drawing template files:
    - For imperial drawings that assume your units are inches, use acad.dwt or acadlt.dwt.
    - For metric units that assume your units are millimeters, use acadiso.dwt or acadltiso.dwt.

The AutoCAD screen is divided into six distinct areas:

- Title bar
- Menu bar
- Toolbars
- Document window or drawing area
- Command window
- Status bar

## Enduring Understandings

The important ideas and core processes that are central to this lesson are:

- The major benefits of using CAD software are increased accuracy, clarity and productivity.

- CAD software functions/tools can be broken down into two major categories:
    1. Creation of geometry
    2. Modifying of geometry
- Identify the parts of AutoCAD's interface
- Model space is an infinitely large area used for the creation of drawings/designs of any size. Paper space is finite and uses a viewport to properly scale designs so that they may be printed out on different sized media.

Throughout this series of tutorials students will learn how to work in AutoCAD. Different drawing tools and options will be used using the User Interface Band to explore working in the 2D environment.

## Essential Questions

- What are some of the advantages of using CAD versus hand drafting?
- How is the CAD software platform arranged?
- What are the different methods of inputting data when using CAD software?
- Why are viewports needed to plot out drawings of very large designs? How are they utilized?
- Why are viewports needed to plot out drawings of very large designs? How are they utilized?

- What is Dynamic Input Mode?
- Which are the three types of Coordinate Systems?
- How do you set up limits for a given drawing?
- How do you set up drawing units?
- Compare and contrast:
    - Direct Distance Entry
    - Absolute Coordinate System
    - Relative Coordinate System
- Compare and contrast:
    - Pick Box
    - Crosshair
- Compare and contrast:
    - Pull Down Menu
    - Status Bar

## Standards/Indicators/Student Learning Objectives (SLOs)

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| ARCH.9-12.3 | Maintenance and Operations |
| ARCH.9-12.9.4.12.B.(2).4 | Identify project turnover procedures needed to successfully manage construction projects. |
| ARCH.9-12.9.4.12.B.(2).5 | Plan building in accordance with contracts to meet budget and schedule. |
| ARCH.9-12.9.4.12.B.(2).6 | Describe testing and inspection procedures used to ensure successful completion of construction projects. |
| ARCH.9-12.9.4.12.B.(2).7 | Assess the purpose for scheduling as it relates to successful completion of construction |

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| | projects. |
| ARCH.9-12.9.4.12.B.(2).8 | Identify closeout procedures needed to effectively complete construction projects. |
| ARCH.9-12.9.4.12.B.(2).9 | Demonstrate understanding of risk management principles and other strategies and tactics used to maintain, increase, or decrease risk. |
| ARCH.9-12.9.4.12.B.(2).10 | Create a jobsite safety program to ensure safe practices and procedures. |
| ARCH.9-12.9.4.12.B.(2).12 | Describe procedures for jobsite security to prevent liability. |
| ARCH.9-12.9.4.12.B.(2).15 | Demonstrate knowledge of proper changeover procedures for successful completion of a construction project. |
| ARCH.9-12.9.4.12.B.(2).16 | Examine building systems and components to evaluate their usefulness to construction projects. |
| ARCH.9-12.9.4.12.B.(2).17 | Use craft skills to meet or exceed teacher and/or employer expectations. |
| ARCH.9-12.9.4.12.B.(3).1 | Recognize and employ universal construction signs and symbols to function safely. |
| ARCH.9-12.9.4.12.B.(3).2 | Use troubleshooting procedures when solving a maintenance problem to maintain project. |
| ARCH.9-12.9.4.12.B.(3).3 | Apply construction skills when completing classroom projects and/or repairing, restoring, or renovating existing worksite structures to ensure long-term use of buildings and structures. |
| ARCH.9-12.9.4.12.B.(3).4 | Evaluate and assess an existing structure to determine the repairs or renovations required to restore operation of the structure. |
| ARCH.9-12.9.4.12.B.(3).5 | Plan and practice preventive maintenance activities to service existing structures. |
| ARCH.9-12.9.4.12.B.1 | Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. |
| ARCH.9-12.9.4.12.B.2 | Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. |
| ARCH.9-12.9.4.12.B.3 | Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities. |
| ARCH.9-12.9.4.12.B.4 | Perform math operations, such as estimating and distributing materials and supplies, to complete classroom/workplace tasks. |
| ARCH.9-12.9.4.12.B.5 | Apply principles of physics, as they relate to worksite/jobsite situations, to work with materials and load applications. |
| ARCH.9-12.9.4.12.B.7 | Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. |
| ARCH.9-12.9.4.12.B.8 | Locate, organize, and reference written information from various sources to communicate with others. |
| ARCH.9-12.9.4.12.B.9 | Evaluate and use information resources to accomplish specific occupational tasks. |
| | Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations. Key organizational systems impact organizational performance and the quality of products and services. Understanding the global context of 21st-century industries and careers impacts business operations. |
| | All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information. |
| | Academic concepts lay the foundation for the full range of career and post-secondary education opportunities within the career cluster. |

## Lesson Titles

1. Introduction to AutoCAD
2. AutoCAD Interface

## Career Readiness, Life Literacies, & Key Skills

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| 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). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |

## Inter-Disciplinary Connections

- Applied **Mathematics**
- **Arts** Related to Product "Form"
- **Historical** References & Perspectives
- Technical **Literacy**
- Applied **Sciences**

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| 0x | Connections to Equations. |
| 0x | During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms. |
| 0x | In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them. |
| LA.9-10.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |

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| LA.9-0x10.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.9-0x10.RST.9-10.5 | Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). |

## Anticipatory Set

Possibilities of short activities that will focus the student's attention before the actual lesson begins:

1. **Vocabulary connections-** terms and definitions in a short game of "Trash-ketball"
2. **Challenge**- Offer students sketching task and let them try to solve it as a group then present it to the class.
3. **Challenge**- Offer a volunteer student a CAD task and let him/ her solve it on the board.
4. **Use manipulatives or models**

- **Description:** Teacher will use physical models to prepare students to learn a specific concept or better highlight the critical attributes of new concepts. Teacher will use a variety of models of two or three-dimensional shapes.

1. **Show & Tell**: Use a prop from an article students are about to read related to industry. Examples: Professional drawings - Architectural, Interior Design, Engineering.
2. **Use a visual**- Teacher will use visual aides to encourage students to better connect to new concepts. Examples: Real drawings used in industry- Architectural, Interior Design, Engineering. The teacher will tell students that they have thirty seconds to remember everything they can about the drawing. After the thirty seconds, the teacher will remove the drawings and ask students to recall all they can about them. The teacher will solicit ideas and use this to introduce distinguishing between main idea and supporting details.

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

**Direct Instruction**

- **Possibilities include**
  - Structured Overview
  - Lecture
  - Explicit Teaching
  - Drill & Practice
  - Compare & Contrast
  - Didactic Questions
  - Demonstrations
  - Guided & Shared - reading, listening, viewing, thinking

**Interactive Instruction**

- **Possibilities include**
  - Debates
  - Role Playing
  - Panels
  - Brainstorming
  - Peer Partner Learning
  - Discussion
  - Laboratory Groups
  - Think, Pair, Share
  - Cooperative Learning Groups
  - Jigsaw
  - Problem Solving
  - Structured Controversy
  - Tutorial Groups
  - Interviewing
  - Conferencing

**Indirect Instruction**

- **Possibilities include**
  - Problem Solving
  - Case Studies
  - Reading for Meaning
  - Inquiry
  - Reflective Discussion
  - Writing to Inform
  - Concept Formation
  - Concept Mapping
  - Concept Attainment
  - Cloze Procedure

**Independent Study**

- **Possibilities include**
  - Essays
  - Computer Assisted Instruction
  - Journals
  - Learning Logs
  - Reports
  - Learning Activity Packages
  - Correspondence Lessons
  - Learning Contracts
  - Homework
  - Research Projects
  - Assigned Questions
  - Learning Centers

**Experiential Learning**

- **Possibilities include**
  - Field Trips
  - Narratives
  - Conducting Experiments
  - Simulations
  - Games
  - Storytelling
  - Focused Imaging
  - Field Observations
  - Role-playing
  - Model Building
  - Surveys

**Instructional Skills**

- **Possibilities include**
  - Explaining
  - Demonstrating
  - Questioning
  - Questioning Technique
  - Wait Time
  - Levels of Questions

## Modifications

Instructor implements the following teaching strategies with students who need special accommodations. Instructor also implements specific requirements from the students' individual reports.

- Classroom:
  - Seat student near instruction, avoid distracting stimuli
  - Clarify that student understands directions
  - Cuing student to refocus (verbal/nonverbal)
  - Praise for positive behaviors.
  - Study guides provided, when available. Prior knowledge to upcoming quizzes/tests.
- Standardized Testing:
  - Extra Time
  - Repeating, clarifying, or rewording directions.
- Delsea One – Students benefit from increased opportunities for enrichment and tutoring during Delsea One Tutoring.

## At Risk Modification

considered:

- 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 .

## 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

## Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Formative Assessment

- Observations during in-class activities; of students' non-verbal feedback during lecture.
- Homework exercises as review for exams and class discussions.
- Reflections journals that are reviewed periodically during the semester.
- Question and answer sessions, formal—planned and informal—spontaneous.
- Conferences between the instructor and student at various points in the semester.
- In-class activities where students informally present their results.
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

## Summative Assessment

- Quiz, Test, MP Assessments about the specified lesson: **Getting Started with AutoCAD**
- Final examination (a truly summative assessment) about the specified lesson.
- Projects (project phases submitted at various completion points could be formatively assessed) about the specified lesson.
- Portfolio that include all class assignments.
- Student evaluation of the lesson (teaching effectiveness).
- Instructor self-evaluation about the current lesson
- By Rubric shown below.

**Computer Aided Design  Evaluation Rubric**

| **Category** | **1** | **Does Not Meet Expectations** | **2** | **Attempted to Meet Expectations** | **3** | **Meets Expectations** |
|---|---|---|---|---|---|---|

| | (0-25% of points) | (25-50% of points) | (50-75% of points) |
|---|---|---|---|
| **Defining the Problem** | Offers an unclear statement of the problem. There is no support, documentation, or need for development. Little or no work is evident. | A short description and explanation is offered to the problem without any support and specifications for development pursuits. | A good statement and support/documentation is given to suggest the need to develop the product. Design specifications and constraints are also noted. |
| **Research, Brainstorming, and Developing Ideas** | Little research and brainstorming accomplished. Ideas generated are not original. | Research is evident as an outcome of brainstorming. Ideas generated are a result of the brainstorming process and not original. | Ideas generated are new and original as an outcome of brainstorming and research. Little suggestions are offered for the rest of the design process if any. |
| **Conceptual Design and Sketching** | Only one sketch is offered for a design review. | At least two sketches are offered for a review. The sketches offer no design specifications or annotation. | More than two sketches are offered for a review. The sketches include design specifications and annotation for developing the design. |

| Category | 1 **Does Not Meet Expectations** (0-25% of points) | 2 **Attempted to Meet Expectations** (25-50% of points) | 3 **Meets Expectations** (50-75% of points) |
|---|---|---|---|
| **Developing the Design** | A set of sketched working drawings without an assembly drawing. 3D representations of each part of the assembly on the working drawings are missing. Annotations, dimensioning and blocks are not accurate. | A set of production drawings with an assembly and working drawings. Each orthographic drawing includes a 3D representation. Annotations, notations, blocks, and dimensioning are inaccurate. | A set of production drawings with an assembly and workin drawings. Mulitview drawings are added additiona to orthographic drawings. A 3D representation is included on all multiview drawings. Annotations, notations, blocks, and dimensioning are slightly inaccurate. |
| **Making a Model or Prototype** | Model is missing or does not look like concept sketches. | Model is proportional to sketches, inaccurate in scale, and dimensioning does not follow industry standards. | Model is accurate in proportion and dimensioning according to concept sketche and industry standards. |

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| **Engineering Testing and Evaluating the Design** | Testing and evaluating designs/model are missing or not checked/approved. | Testing and verification attempted by checks and approvals without results. | Testing and verification are complete with checks/approvals and detailed results are not following industry standards. |

| Category | 1 | **Did Not Meet Expectations** (0-25% of points) | 2 | **Attempted to Meet Expectations** (25-50% of points) | 3 | **Meets Expectations** (50-75% of points) |
|---|---|---|---|---|---|---|
| **Revising the Design** | No attempt made to revise the design. Revision blocks not completed. | | Designs revised without revision blocks completed. | | Designs revised according to change requests and revision blocks filled out appropriately, but no approva or checking sought after the first revision. | |
| **Creating a Final Model, Prototype, or Mockup** | Missing prototype model or mockup. | | Mockup or prototype model is not accurate according to production drawings | | Prototype model or mockup i accurate according to production drawing and created out of materials not specified. | |
| **Presentation** | A presentation given without preparation and an outline. | | A presentation given without a professional presence, good public speaking and a well thought out organized outline. | | An organized outlined presentation with a professional presence, a written proposal, good public speaking and visual aids. | |

## Benchmark Assessment

Skills-based assessment

Reading response

Writing prompt

Lab practical

## Resources & Materials

- Residential Housing and Interiors, 4th Edition b**y:** Clois E. Kicklighter, Ed. D. and Joan C. Kicklighter
- Housing and Interior Design By: Evelyn L. Lewis, Ed.D., Carolyn Turner Smith, Ph.D
- Interior Design By : Stephanie Clemons
- Glencoe Mechanical Drawing: Board and CAD Techniques, Student Edition: 1st (First) Edition by Glencoe McGraw-Hill
- Basic Technical Drawing by Spencer, Dygon, Novak Glencoe McGraw-Hill
- Exploring Drafting, Instructor's Manual Instructor's Manual, 10th Edition by John R. Walker (Author), Bernard D. Mathis

## Technology

Specific technology resources include:

- AutoDesk Home Styler- Interiors Software
- Google SketchUp Software
- AutoCAD Architecture Software
- Smart boards
- Computers
- Chrome Books
- 3D printer
- Large format Printer (plotter)

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| **Standard** | **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**<br><br>**All students will develop an understanding of the nature and impact of technology, engineering technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** |

| Grade Level bands | Content Statement<br><br>Students will be able to understand: | Indicator | Indicator |
|---|---|---|---|
| **9-12** | The characteristics and scope of technology. | **8.2.12.A.1** | Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation. |
| | The core concepts of technology. | **8.2.12.A.2** | Analyze a current technology and the resources used, to identify th trade-offs in terms of availability, cost, desirability and waste. |
| | The relationships among technologies and the connections between technology and other fields of study. | **8.2.12.A.3** | Research and present information on an existing technological product that has been repurposed for a different function. |

| **Content Area** | **Technology** |
|---|---|
| **Standard** | **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**<br><br>**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** |
| **Strand** | **B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.* |

| Grade Level bands | Content Statement<br><br>Students will be able to understand: | Indicator | Indicator |
|---|---|---|---|
| **9-12** | The cultural, social, economic and political effects of technology. | **8.2.12.B.1** | Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. |
| | The effects of technology on the environment. | **8.2.12.B.2** | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. |
| | The role of society in the development and use of technology. | **8.2.12.B.3** | Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. |
| | The influence of technology on history. | **8.2.12.B.4** | Investigate a technology used in a given period of history, e.g., ston age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. |

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| | | | **8.2.12.B.5** | Research the historical tensions between environmental and economic considerations as driven by human needs and wants in th development of a technological product, and present the competing viewpoints to peers for review. |
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| **Content Area** | | | **Technology** | |
|---|---|---|---|---|
| **Standard** | | | **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**<br><br>**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** | |
| **Strand** | | | **C. Design:** ***The design process is a systematic approach to solving problems.*** | |
| **Grade Level bands** | **Content Statement**<br><br>**Students will be able to understand:** | | **Indicator** | **Indicator** |
| **9-12** | The attributes of design. | | **8.2.12.C.1** | Explain how open source technologies follow the design process. |
| | | | **8.2.12.C.2** | Analyze a product and how it has changed or might change over time to meet human needs and wants. |
| | The application of engineering design. | | **8.2.12.C.3** | Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics). |
| | | | **8.2.12.C.4** | Explain and identify interdependent systems and their functions. |
| | | | **8.2.12.C.5** | Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled. |
| | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. | | **8.2.12.C.6** | Research an existing product, reverse engineer and redesign it to improve form and function. |
| | | | **8.2.12.C.7** | Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. |
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| **Content Area** | **Technology** |
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| **Standard** | **8.2 Technology Education, Engineering, Design, and Computational Thinking -** |

| | | | | |
|---|---|---|---|---|
| | **Programming:**<br><br>**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** | | | |
| **Strand** | **E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.* | | | |
| **Grade Level bands** | **Content Statement**<br><br>**Students will be able to understand:** | | **Indicator** | **Indicator** |
| | | | | |

| | | | |
|---|---|---|---|
| **9-12** | **Computational thinking and computer programming as tools used in design and engineering.** | **8.2.12.E.1** | Demonstrate an understanding of the problem-solving capacity of computers in our world. |
| | | **8.2.12.E.2** | Analyze the relationships between internal and external computer components. |
| | | **8.2.12.E.3** | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). |
| | | **8.2.12.E.4** | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |