4 - Problem and Project Based Learning

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Belleville Public Schools

Curriculum Guide

Engineering Principals

Unit 4 - Problem and Project Based Learning

Belleville Board of Education

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Unit Overview

Problem based learning is achieved by the inquiry model. In this model, students work with real world, authetic sources such as problem sources from industry or current events. Students are broken into working groups. Every group should come up with a different solution. Outcomes should be relevant to industry/client. Leads to a more global or community impact. Students should then examine problems and solutions through transdiciplinary lenses. This unit should rely on industry partners, experts within the fields and these experts should work with student groups throughout their project. Problem Based Learning includes transdiciplinary lenses:Economic, Political, Socio Cultural, and Health; Field Experiences

Enduring Understanding

1. In problem based learning, students examine economic factors along with financial impacts on the economy
2. In problem based learning, students examine the problem through the political lens, such as what policies are in place and how they address or control the problem
3. Students examine the problem under the socio-cultural lens such as what social factors lead to the problem and how does the problem effects the community
4. Students examine the problem through the lens of health - such as the physical and mental health implications related along with the impacts of special considerations like current health crisis.
5. Students have field experiences that engage and are hands on activities for students to experience the problem first hand and should be co-constructed with experts in the industry

6. Problems should be chosen from current headlines or issues within the community

Essential Questions

1. What is a problem and what approach do engineers use to solve problems?
2. What are transdisciplinary lenses?
3. How do engineers use interdisciplinary lenses to examine problems and solve problems?
4. How do students use mathematics, statistics, and economics in prototyping?
5. What are the steps in creating a prototype?
6. What is a stakeholder?
7. What are root causes and how can they be addressed to solve problems?

Exit Skills

- Students isolate problems and find research based reasons why we should choose that problem to focus on
- Students examine problems through interdisciplinary lenses
- Students use research based reasoning to choose problem
- Students develop a problem statement that includes the source of the problem idea, the stakeholders, insights, root causes
- Students look at possible experts, field experiences, supporting activities, videos, industry, non-profit/Municipal contacts, and peer reviewed journals
- Students will develop a product that contains a literacy Component, presentation format, and prototype with drawing
- Students propose ideas to solve the problem using the engineering loop
- Students develop concept and develop a pitch for their idea
- Students develop a working prototype
- Students will present to an expert panel

New Jersey Student Learning Standards (NJSLS-S)

HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more

	manageable problems that can be solved through engineering.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects).
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

Interdisciplinary Connections

LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.

MA.A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
MA.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Learning Objectives

- Isolate problems and find research based reasons why we should choose that problem to focus on
- Examine problems through interdisciplinary lenses
- Use research based reasoning to choose problem
- Develop a problem statement that includes the source of the problem idea, the stakeholders, insights, root causes
- Research possible experts, field experiences, supporting activities, videos, industry, non-profit/Municipal contacts, and peer reviewed journals
- Develop a product that contains a literacy Component, presentation format, and prototype with drawing
- Propose ideas to solve the problem using the engineering loop
- Develop concept and develop a pitch for their idea
- Develop a working prototype
- Students will present to an expert panel

Suggested Activities & Best Practices

- Lab Reports
- Prototyping
- Problem Based Learning Experience
- PowerPoints with Notes
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class PollingObservation

Assessment Evidence - Checking for Understanding (CFU)

Chapter Quizzes and Tests (Summative)

Socratic Questioning (Formative)

Lab Journal (Alternative)

Common Department Benchmark (Benchmark)

Oncourse Assessment Tools (Formative)

Do Now and Exit Tickets (Formative)

- Admit Tickets
- Common Benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Multimedia Reports
- Newspaper Headline
- Quizzes
- Self- assessments
- Socratic Seminar
- Surveys
- Teacher Observation Checklist

- Think, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Moaveni, Saeed. *Engineering Fundamentals: an Introduction to Engineering*. Cengage Learning, 2016.

Ancillary Resources

Teacher and Publisher supplied power points, notes, guides, labs, and worksheets

Resource manuals

Internet Resources

Computer Activities

American Academy of Environmental Engineers - www.aaees.org

American Institute of Aeronautics and Astronautics - www.aiaa.org

American Institute of Chemical Engineers www.aiche.org

The American Society of Agricultural and Biological Engineers - www.asabe.org

American Society of Civil Engineers - www.asce.org

American nuclear Society - www. ans.org

American Society of Heating, Refrigeration and Air Conditioning Engineers - www.ashrae.org

American Society of Mechanical Engineers - www.asme.org

Biomedical Engineering Society - www.bmes.org

Institute of electrical and Electronics Engineers - www.ieee.org

The Institute of Industrial Engineers - www.iienet2.org

National Academy of Engineering - www.nae.edu

National Science Foundation - www.nsf.gov

National Society of Black Engineers - www.nsbe.org

National Society of Professional Engineers - www.nspe.org

Society of Automotive Engineers - www.sae.org

Society of Hispanic Professional Engineers - www.shpe.org

Society of Manufacturing Engineers - www.sme.org

Society of Women Engineers - www.swe.org

Tau Beta Pi - All Engineering Honor Society - www.tbp.org

NASA Centers Ames Research Center - www.arc.nasa.gov

Dryden Flight Research Center - www.dfrc.nasa.gov

Goddard Space Flight Center - www.gsfc.nasa.gov

Jet Propulsion Laboratory - www.jpl.nasa.gov

Johnson Space Center - www.jsc.nasa.gov

Kennedy Space Center - www.larc.nasa.gov

Free Patents Online - http://www.freepatentsonline.com/

National Academy of Engineering Grand Challenges - http://www.engineeringchallenges.org/

Try Engineering - http://tryengineering.org/

Teach Engineering - https://www.teachengineering.org/

USPTO kids - http://www.uspto.gov/kids/

National Technology Students Association and NJ TSA - http://www.tsaweb.org/ and http://njtsa.pages.tcnj.edu/

Technology Infusion

Gizmos

Near POD

Google Classroom

JamBoards

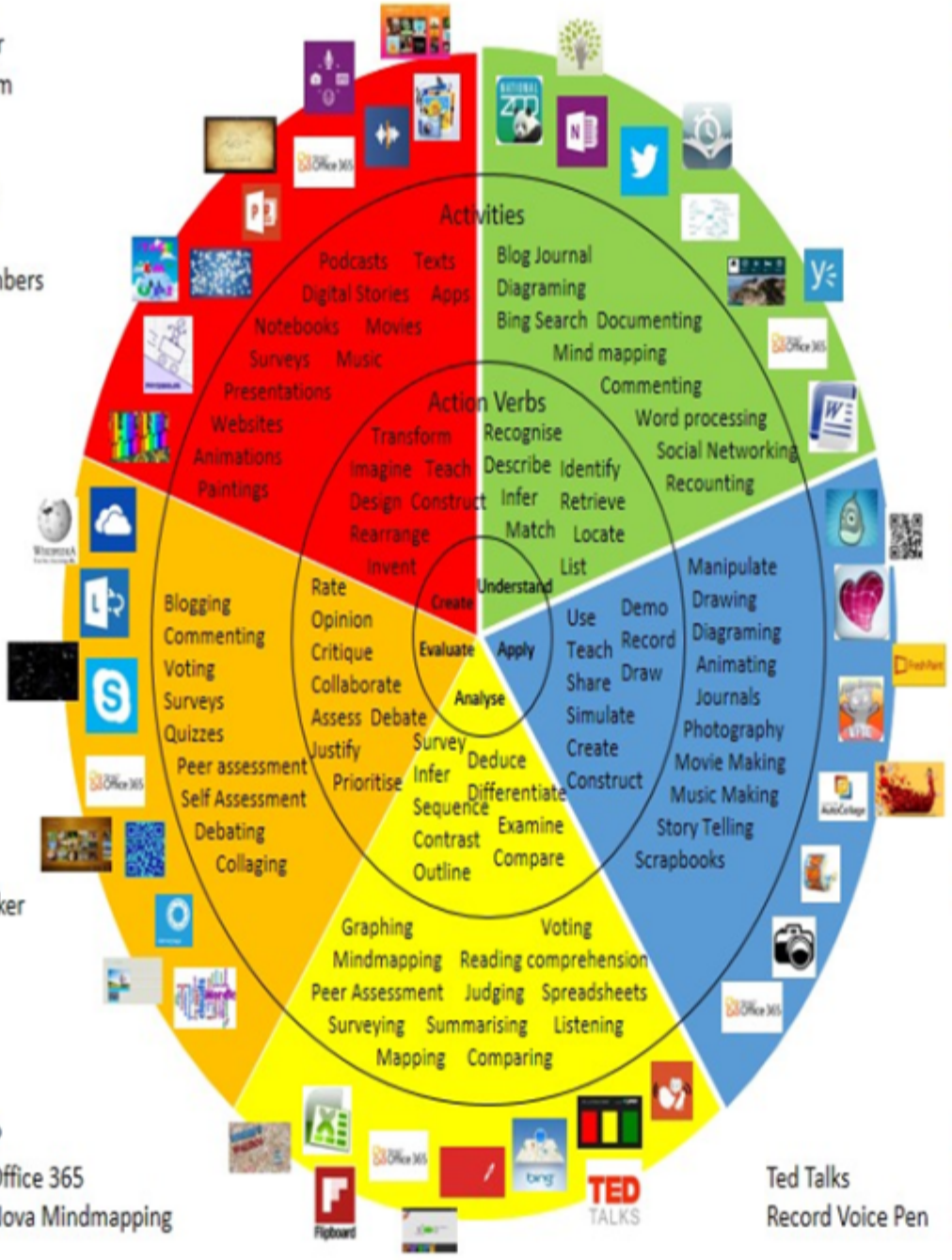
3D Printer

CAD

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of

	world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Small Group Instruction

Study Guides

Project Based Learning

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Quiz and Test Study Guides

Graphic Organizers

Powerpoints posted on google classroom

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Peer to assist students

Allow tests and quizzes to be taken in ESL room with extra time

Students allowed to use electronic devices for translation

Word Lists provided

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Provide modified test

Tutoring times offered

Allow students to correct test for partial credit

Extended time for assignments

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Provide enrichment articles and assignments

Allow students to complete independent study assignments

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge