

Unit 02: Civil Engineering

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information.

Practice 2. Developing and using models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

Design a test of a model to ascertain its reliability.

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| MA.G-MG | Modeling with Geometry |
| MA.G-MG.A | Apply geometric concepts in modeling situations |
| MA.G-MG.A.3 | Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). |

Integration of Career Readiness, Life Literacies and Key Skills

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| 12.9.3.ST | Science, technology, engineering & mathematics |
| 12.9.3.ST.1 | Apply engineering skills in a project that requires project management, process control and quality assurance. |
| 12.9.3.ST.2 | Use technology to acquire, manipulate, analyze and report data. |
| 12.9.3.ST.3 | Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces. |
| 12.9.3.ST.4 | Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy. |
| 12.9.3.ST.5 | Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways. |
| 12.9.3.ST-ET | Engineering & Technology Career Pathway |
| 12.9.3.ST-ET.1 | Use STEM concepts and processes to solve problems involving design and/or production. |
| 12.9.3.ST-ET.2 | Display and communicate STEM information. |

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| 12.9.3.ST-ET.3 | Apply processes and concepts for the use of technological tools in STEM. |
| 12.9.3.ST-ET.4 | Apply the elements of the design process. |
| 12.9.3.ST-ET.5 | Apply the knowledge learned in STEM to solve problems. |
| 12.9.3.ST-ET.6 | Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner. |
| 12.9.3.ST-SM | Science & Mathematics Career Pathway |
| 12.9.3.ST-SM.3 | Analyze the impact that science and mathematics has on society. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

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| TECH.8.2.12 | Technology Education, Engineering, Design, and Computational Thinking - Programming: 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. |
| TECH.8.2.12.A | The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live. |
| TECH.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. |
| TECH.8.2.12.B | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |
| TECH.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. |
| TECH.8.2.12.C | Design: The design process is a systematic approach to solving problems. |
| TECH.8.2.12.C.5 | Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled. |
| TECH.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. |
| TECH.8.2.12.D | Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems. |

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| TECH.8.2.12.D.1 | Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review. |
| TECH.8.2.12.D.3 | Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system. |

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

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| LA.K-12.NJLSA.SL | Speaking and Listening Comprehension and Collaboration |
| LA.K-12.NJLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Presentation of Knowledge and Ideas |
| LA.K-12.NJLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| LA.K-12.NJLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| LA.SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

This unit will provide students with some insight into the field of Civil Engineering through STEM issues.

Meaning

Essential Questions

Essential Questions

- Why are contours important in site design?
- Why is zoning important in site planning and design?
- How do communication skills assist in marketing a project to an audience?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- **A contour line is an imaginary line that connects points of equal elevation.**
- **Zoning allows local and national authorities to regulate and control land and property markets. It also provides the opportunity to stimulate or slow down development in specific areas.**
- **Through communication, the speaker can market the project in a way that is relatable and meets the audience's needs.**

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Civil Engineers design and supervise the construction of:
 - roads, buildings, airports, tunnels, dams, bridges, and water supply and sewage systems.
- How site planning is done in the real world
- Why communication skills are important in the workforce
- What the square footage of an acre is
- The importance of contours to site planning and design

Skills

Skills

Student will be skilled at ...

- Calculate construction costs
- Draw a site plan for subdivision and park
- Generate multiple site layouts and describe each layout
- Apply the design process to a site plan design project.
- Safely and properly use tools and machines in the lab to solve a design problem

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- CTE Curriculum
- <http://civil.columbia.edu/what-civil-engineering>
- <https://urban-regeneration.worldbank.org/node/39>

Formative Assessment Strategies

Formative Assessment Strategies

- Exit ticket
- Engineering notebooks
- Notebook checks
- Design sketches
- Twitter board
- Teacher-led questions and discussion
- Morph chart
- Peer feedback
- Scale model
- What did we learn? chart
- KWL chart
- Daily design logs
- Feedback meetings with teacher
- Self rating on cleanup/organization
- Presentation run-throughs
- Thumbs up/down/sideways

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- **Do Now--Review questions, take out materials from the previous day, log on to computers and open up documents, small activity to recap the day before**
- **Review - recap on material that has been covered (questions, discussion, whiteboard)**
- **Lecture on the Civil Engineering.**
- **Demos- teacher will show student new skills by going through them step by step (illustrator skills, machine demos, brainstorming techniques, tutorials)**
- **Partners/teams - students will work in teams for projects, receive feedback, and complete other assignments.**
- **Review and practice skills using a variety of materials - (machines, programs, brainstorming techniques, work through design challenges/projects)**
- **Student led instruction**
- **Thumbs up/down/sideways - quick formative assessment to gauge students level of understanding.**
- **Jeopardy style review games.**
- **Student presentations- students will present their ideas to the class to receive feedback from their classmates.**
- **Feedback meetings- students will meet with teacher at the conclusion of each step in order to get the teachers approval before moving forward.**
- **Open lab days- students will work on design projects or assignments(students/teams may be at different steps of the project).**
- **Testing and evaluation- students along with the teacher will test student projects and evaluate the projects success.**

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.