

Unit 05: 3D Modeling

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 to clarify and refine a model, an explanation, or an engineering problem.

Integration of Career Readiness, Life Literacies and Key Skills

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-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.4	Apply the elements of the design process.
12.9.3.ST-SM	Science & Mathematics Career Pathway
12.9.3.ST-SM.1	Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
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

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.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.
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

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.SL.11-12	Speaking and Listening Presentation of Knowledge and 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.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New 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 allow students to take a 2D design and transition it to a scaled 3D when creating a design solution.

Meaning

Essential Questions

Essential Questions

- Why is it necessary to draw out multiple views of a design?
- How do our drawings assist us in creating a 3D model?
- What is the importance of creating properly scaled subsystems and parts?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- With 3D design, the designer needs to take into consideration every aspect of the design.
- This includes all views of the design in order to accomplish proper measurements.
- Drawings allow the designer to map out what is being designed before getting on a 3D program. It allows the designer to consider all views of the design.
- When creating an object with multiple parts, the designer must make sure all the parts fit together. This is accomplished through proper scaling and the use of assemblies.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- How CAD programs and machines are used and benefit the design world.
- How proper measurements are essential when designing.
- The difference between the 2D and 3D views using the program.
- How to properly set up an engineering drawing paper as well as in the software.
- The importance of subsystems.
- Major tools in the program.
- How different views and tools are used for different purposes.

Skills

Skills

Student will be skilled at ...

- Create a 2D sketch and transition it into a 3D CAD model.
- Be able to properly scale images.
- Use the proper tools and features depending on the design.
- Properly set up and export a documents.
- Properly set up documents to be run on the 3D printer.
- Design products that solve a design solution.
- Be able to use the tool bars.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Autodesk Inventor
- Autodesk.com
- Youtube.com
- <https://academy.autodesk.com/software/inventor>
- TED talks

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)**
- **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.