

# Sept. Gr. 1 Unit 1: Engineering

Content Area: **Science**  
Course(s):  
Time Period: **September**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will explore engineering, learn the design process, investigate a problem, and use the design process to solve the problem.

## Enduring Understandings

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People who are engineers solve real world problems using a process called the design process.

We can work like engineers to solve problems.

## Essential Questions

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What is engineering?

How do engineers work?

What is the design process?

How can engineering be used to solve a problem?

## Instructional Strategies & Learning Activities

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- Unit 1: Engineering and Technology

Engineering and Technology: Unit At a Glance

Unit at a Glance for "Engineering and Technology" includes the unit table of contents, unit vocabulary words, and the vocabulary game, Guess the Word. In this unit, children will:

- define and identify problems;
- define and identify examples of technology;
- describe how people understand problems and use technology to solve problems;

- explore and apply a design process.

- Unit 1: Engineering and Technology  
Teacher Edition

Engineering and Technology: Connecting with NGSS

These opportunities for informal science learning provide local context and extend and enhance concepts from the unit "Engineering and Technology."

- Unit 1: Engineering and Technology  
Teacher Edition

Engineering and Technology: 3D Unit Planning

Planning resources are available for each lesson and hands-on activity in the unit "Engineering and Technology."

- Unit 1: Engineering and Technology  
Home Letter

Engineering and Technology: Home Letter

This is the home letter for the unit "Engineering and Technology."

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- Unit 1: Engineering and Technology

Student eBook

Engineering and Technology: Unit Opener

The Unit Opener for "Engineering and Technology" introduces the unit project, Pocket Lock-It. During this unit project, children will:

- Ask questions learn more information about why things fall out of a pocket.
- Describe the characteristics of a tool or object that would solve the problem.
- Plan and conduct an investigation to identify possible solutions to keep an object from falling out of a pocket.

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Unit 1: Engineering and Technology

Teacher eBook

Engineering and Technology: Unit Opener

The Unit Opener introduces the unit "Engineering and Technology" and the unit project, Pocket Lock-It.

- Unit 1: Engineering and Technology

Teacher Edition

Engineering and Technology: Unit Opener

The Unit Opener introduces the unit "Engineering and Technology" and the unit project, Pocket Lock-It.

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Unit 1: Engineering and Technology

Assessment Guide

Engineering and Technology: Unit Test

The Unit Test for "Engineering and Technology" assesses students' ability to apply knowledge to solve problems and explain phenomena in relation to the Performance Expectations associated with the unit.

In this unit, children:

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- describe how people understand problems and use technology to solve problems;
- explore and apply a design process.

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Unit 1: Engineering and Technology

Teacher Edition

Engineering and Technology: Differentiate Instruction

This page provides differentiated support for this unit's Science & Engineering Leveled Readers, "How Do You Investigate?" "How Do Engineers Solve Problems?" "Making a Car Go Faster," and "Design a Home for a Pet."

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Unit 1: Engineering and Technology

Online Assessment

Engineering and Technology: Unit Pretest

The interactive Unit Pretest for "Engineering and Technology" focuses on prerequisite knowledge. The test is composed primarily of DOK 1 items that evaluate student preparedness for the upcoming content.

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Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

- Teacher eBook

## Engineer It - How Do Engineers Use Technology?

During the lesson "Engineer It - How Do Engineers Use Technology?" children will explore how engineers make and use technology to solve problems.

- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?  
Teacher eBook

## Engineer It - How Do Engineers Use Technology?: Take It Further

During this Careers in Science & Engineering feature, children will investigate how packaging engineers design boxes, bottles, and other packages.

- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Teacher eBook

## Engineer It - How Do Engineers Use Technology?: What Is Technology?

During the activity "What Is Technology?" children will explore examples of technology and how structures in the natural world can inspire technology. They will then define a problem and gather information about it to design a solution. Finally, they will identify how the shape of the solution is connected to how it works.

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- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Assessment Guide

## Engineer It - How Do Engineers Use Technology?: Lesson Quiz

The Lesson Quiz for "Engineer It - How Do Engineers Use Technology?" provides a quick assessment of the learning goals and the portions of Performance Expectations aligned to the lesson. During this lesson, children explore how engineers make and use technology to solve problems.

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- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Student Edition

## Engineer It - How Do Engineers Use Technology?

By the end of this lesson, children will be able to describe how people understand problems and make technology.

- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?  
Student Edition

Engineer It - How Do Engineers Use Technology?: Take It Further

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- Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?  
Student Edition

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Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Teacher Edition

Engineer It - How Do Engineers Use Technology?: Engage

During the lesson "Engineer It - How Do Engineers Use Technology?" children will explore how engineers make and use technology to solve problems.

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Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Online Assessment

Engineer It - How Do Engineers Use Technology?: Lesson Quiz

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## Unit 1: Engineering and Technology Lesson 1: Engineer It - How Do Engineers Use Technology?

Hands On Activity Worksheet

## Engineer It - How Do Engineers Use Technology?: Hands-On Activity (Editable)

This is the editable Hands-On Activity worksheet for "Engineer It - Solve the Headphones Problem." During this activity, children will work collaboratively to define a problem, gather information about it, and build something to solve the problem.

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Teacher Edition

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Student eBook

## Engineer It - How Do Engineers Use Technology?

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Student eBook

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#### Launch

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## **Integration of Career Exploration, Life Literacies and Key Skills**

Students will establish and follow rules, routines, and responsibilities throughout the year.

Students will learn about how engineers use technology.

|                 |   |
|-----------------|---|
| 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.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.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.CRP12  | Work productively in teams while using cultural global competence.  |
| CAEP.9.2.4.A.2  | Identify various life roles and civic and work - related activities in the school, home, and community.                       |
| CAEP.9.2.4.A.3  | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.                |
| CAEP.9.2.4.A.4  | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).                          |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).   |
| TECH.9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).                                  |
| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  |
|                 | Different types of jobs require different knowledge and skills.   |

## Technology and Design Integration

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This unit on technology lets the students explore different types of technology and its role in modern day society. They will create different products (see above in activities) using the design process and present their products to the class. Students will use the interactive textbook on the Smartboard.

|                  |  |
|------------------|--|
| TECH.8.1.2.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.2.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.2.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.2.2.A     | The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.                           |
| TECH.8.2.2.A.2   | Describe how designed products and systems are useful at school, home and work.  |
| TECH.8.2.2.A.4   | Choose a product to make and plan the tools and materials needed.  |
| TECH.8.2.2.B.1   | Identify how technology impacts or improves life.  |
| TECH.8.2.2.C     | Design: The design process is a systematic approach to solving problems.   |
| TECH.8.2.2.C.2   | Create a drawing of a product or device that communicates its function to peers and discuss.   |
| TECH.8.2.2.C.4   | Identify designed products and brainstorm how to improve one used in the classroom.  |
| TECH.8.2.2.C.CS1 | The attributes of design.  |
| TECH.8.2.2.C.CS2 | The application of engineering design.   |
| TECH.8.2.2.D.1   | Collaborate and apply a design process to solve a simple problem from everyday experiences.  |

## Interdisciplinary Connections

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Students go to the STEM lab bi-monthly to create hands-on projects that align with the unit.

Students will listen to and read non-fiction texts about engineering.

|           |  |
|-----------|--|
| LA.RI.1.1 | Ask and answer questions about key details in a text.  |
| LA.RI.1.2 | Identify the main topic and retell key details of a text.  |
| LA.RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| LA.RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |
| LA.RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               |
| LA.RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.                 |
| LA.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  |



## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

See suggestions in the teacher manual for differentiation for struggling and advanced learners.

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

### **Additional Benchmarks used in this unit:**

Teacher will use the assessments located in the series to compare growth over time.

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Self-Check and Unit Reviews

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

## Instructional Materials

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HMH Science Dimensions program materials

Materials listed for hands on exploration.

Materials for the STEM lab

## Standards

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|                             |   |
|-----------------------------|---|
| CS.K-2.8.2.2.ED.1           | Communicate the function of a product or device.  |
| CS.K-2.8.2.2.ED.2           | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.  |
| CS.K-2.8.2.2.ED.3           | Select and use appropriate tools and materials to build a product using the design process.   |
| CS.K-2.8.2.2.ED.4           | Identify constraints and their role in the engineering design process.  |
| CS.K-2.8.2.2.ITH.1          | Identify products that are designed to meet human wants or needs.   |
| CS.K-2.8.2.2.ITH.2          | Explain the purpose of a product and its value.   |
| CS.K-2.ED                   | Engineering Design  |
| CS.K-2.ITH                  | Interaction of Technology and Humans  |
| SCI.K-2.K-2-ETS1            | Engineering Design  |
| SCI.K-2.K-2-ETS1-1.1.1      | Ask questions based on observations to find more information about the natural and/or designed world(s).  |
| SCI.K-2.K-2-ETS1-1.1.2      | Define a simple problem that can be solved through the development of a new or improved object or tool.   |
| SCI.K-2.K-2-ETS1-3.4.1      | Analyze data from tests of an object or tool to determine if it works as intended.  |
| SCI.K-2.K-2-ETS1-2.6.1      | students observe the shape and stability of structures of natural and designed objects are related to their function(s).  |
| SCI.K-2.K-2-ETS1-1.ETS1.A.1 | A situation that people want to change or create can be approached as a problem to be solved through engineering.   |
| SCI.K-2.K-2-ETS1-1.ETS1.A.2 | Asking questions, making observations, and gathering information are helpful in thinking about problems.  |
| SCI.K-2.K-2-ETS1-2.ETS1.B.1 | Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.  |
| SCI.K-2.K-2-ETS1-3.ETS1.C.1 | Because there is always more than one possible solution to a problem, it is useful to compare and test designs.<br><br>Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions. |

Limitations (constraints) must be considered when engineering designs.

Human needs and desires determine which new tools are developed.