Oct. Gr. 7 Unit 2 Applied Technology

Content Area: **Technology**
Course(s):
Time Period: **October**
Length: **4-6Weeks**
Status: **Published**

Unit Overview

Students will learn advanced techniques of CAD software.

Students will use their skills to solve increasingly difficult problems.

Enduring Understandings

How do we use technology to better our lives.

How can we use technology to creatively solve problems.

Essential Questions

What steps are used to design a product in CAD software?

What are the steps in the design process?

Instructional Strategies & Learning Activities

Objective: The students will be able to learn revolve, fillet, and chamfer.

The students will create a mug to learn the revolve tool.

Differentiation: Students will design own mug.

Assessment: observation and demonstration

Objective: The students will be able to research and apply findings on snowflakes to create a snowflake. The student will be able to use CAD software to create a snowflake.

Differentiation:
Group work, student choosen task.

Assessment:
Rubric

Objective: The students will be able to fix the bottle rocket launcher.
The student will be able to identify problem in the apparatus, come up with a solution, draw the solution, design and print the fix.

Differentiation:
Content for each group

Assessment:
Rubric

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to

	determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

See activities above and standards below.

Interdisciplinary Connections

LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Differentiation

- 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:

Differentiation will be offered as listed in the above activities.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

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

Additional Benchmarks used in this unit

Teacher made assessments to measure growth.

Formative Assessments

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:

Discussion

Teacher observation

projects

Summative Assessments

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:

Projects

Assessments listed above

Instructional Materials

Materials as needed for projects

Standards

TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
TECH.8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
TECH.8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
TECH.8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.
TECH.8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
TECH.8.2.8.E.CS1	Computational thinking and computer programming as tools used in design and engineering.