



Journey Middle School

217 Celtic Drive, Madison, Alabama 35758

Design and Modeling - 6th, 7th, and 8th Grade Thomas

Teacher Contact Information

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Classroom Digital Platforms

Webpage Link: <https://www.madisoncity.k12.al.us/Domain/2880>
 Schoology Link:
 Quarter 2 C-Block <https://madisoncity.schoology.com/course/7360351474/materials>
 Quarter 2 D-Block <https://madisoncity.schoology.com/course/7360351486/materials>
 Quarter 3 C-Block <https://madisoncity.schoology.com/course/7360351477/materials>
 Quarter 3 D-Block <https://madisoncity.schoology.com/course/7360351480/materials>
 Quarter 4 C-Block <https://madisoncity.schoology.com/course/7360351482/materials>
 Quarter 4 D-Block <https://madisoncity.schoology.com/course/7360351489/materials>
 Distribution List Link: <https://forms.gle/DABY9rwjqPhdD9T3A>

Textbook Information

Curriculum is through myPLTW.org.

Course Description

9 Weeks Course
 Students discover the engineering design process and develop an understanding of the influence of creativity and innovation in their lives, while solving problems. They are then challenged to apply what is learned throughout the unit to design a therapeutic toy for a child who has Cerebral Palsy. Students will also learn the importance of effective communication of a design solution, the importance of team norms in a collaborative setting, and the critical role documentation plays in each step of the design process.

Course Prerequisites

None

Course Objectives

PLTW Design and Modeling (DM) is a nine-week, STEM unit of study. DM provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons. Students learn to use methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

Course Goals

By the time the course is finished, students will be able to:

- Persistently apply an iterative process to solve a problem or create an opportunity that can be justified.
- Apply user-centered design principles when creating a solution.

	<ul style="list-style-type: none"> - Solve a problem using computational thinking, analytical, and critical thinking skills. - Analyze and describe design functionality by observation of an artifact. - Design and conduct an experiment that investigates a question. - Collaborate effectively on a diverse and multidisciplinary team. - Communicate effectively for specific purposes and settings. - Demonstrate the ability to manage multiple resources throughout a project. - Identify the variety of careers related to engineering, biomedical sciences, and computer science. - Demonstrate personal responsibility and initiative. - Apply a mathematical model to represent an authentic situation. - Construct a solid model.
<p>Instructional Delivery Plan, Course Outline, and Culminating Project</p>	<p style="text-align: center;">Unit 1: Introduction to Design (Project 1.6 Investigate the Inside)</p> <p>Students discover the design process as they complete an instant design challenge to create an ankle foot orthosis. They learn thumbnail, orthographic, isometric, and perspective sketching as methods for communicating design ideas effectively without the use of technology. The use of a common measurement system is essential for communicating and fabricating designs. Students use both measurement systems and apply measurement skills while dimensioning sketches. They create and launch paper air skimmers and complete statistical analysis on their results. Students conduct a mechanical dissection in the lesson project to better understand how objects and parts interact while using sketches to communicate and document their findings.</p> <p style="text-align: center;">Unit 2: Solid Modeling (Project 2.4 Puzzle Cube Design Challenge)</p> <p>In this lesson, students transfer a two-dimensional representation to a three-dimensional solid model with technology. Students learn how to use a computer-aided design (CAD) application to create solid models of various objects and designs. During the design project, students work in teams and apply the design process to create a puzzle cube. Students create a solid model of their design using the CAD application and fabricate their design solution for testing. Students use a dynamic mathematics program to complete statistical analysis from their testing results to determine if their design met the criteria and constraints.</p> <p style="text-align: center;">Unit 3: Design Challenge (Problem 3.1 Therapeutic Toy Design)</p> <p>Within teams, students brainstorm and select a design solution to the Therapeutic Toy Design Challenge problem based on design requirements. They establish team norms, collaborate, and recognize that solving authentic problems involves interdisciplinary skills such as engineering and biomedical science. Using the design process, students create a solid model of their design, build a prototype for design testing, and make necessary design modifications based on testing results.</p>
<p>Course Outline</p>	<p>Week 1 - Lesson 1: Introduction to Design Week 2 - Lesson 1: Introduction to Design Week 3 - Lesson 1: Introduction to Design Week 4 - Lesson 2: Solid Modeling Week 5 - Lesson 2: Solid Modeling Week 6 - Lesson 2: Solid Modeling Week 7 - Lesson 3: Design Challenge Week 8 - Lesson 3: Design Challenge Week 9 - Lesson 3: Design Challenge</p> <p><i>*This is subject to change.</i></p>
<p>Credentials</p>	<p>None</p>

<p>CTSO Integration (JMS Career Technical Student Organization is TSA)</p>	<p>Technology Student Association, TSA, is a career technical student organization and a fundamental part of this course. It is a national career and technical student organization of students engaged in science, technology, engineering, and mathematics (STEM). TSA is integrated into the program which includes competitions and leadership opportunities. TSA provides students with activities during their class time and after school with our local TSA Chapter. <i>TSA Based Activities relevant to CSIM include but are not limited to: Lab Safety Posters, Coding Challenges, Career Prep, Cyber Security, Essays on Technology, Challenging Tech Issues</i></p>
<p>Embedded Numeracy Anchor Assignment (Unit 2 - Problem 2.4 - Puzzle Cube Design Challenge) 100 Points</p>	<p>MA19.6.25 - Graph polygons in the coordinate plane given coordinates of the vertices to solve real-world and mathematical problems.</p> <p>MA19.8.23 Use coordinates to describe the effect of transformations (dilations, translations, rotations, and reflections) on two- dimensional figures.</p>
<p>Embedded Literacy Anchor Assignment (Unit 1 - Project 1.6 - Investigate the Inside) 100 Points</p>	<p>ELA21.6.7 - Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>ELA21.7.7b - Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.</p>
<p>Embedded Science Anchor Assignment (Unit 2 - Problem 2.4 - Puzzle Cube Design Challenge) 100 points</p>	<p>SC15.8.8 - Use Newton’s first law to demonstrate and explain that an object is either at rest or moves at a constant velocity unless acted upon by an external force (e.g., model car on a table remaining at rest until pushed).</p>
<p>CTE Lab Safety Guidelines</p>	<p>Each student in a CTE/PLTW course will be required to complete a lab safety exam and score 100% correct before being allowed to use any tools on projects. We expect students to responsibly and safely use the CTE equipment. Examples of equipment used in CTE courses may include and are not limited to the following: scissors, hot glue guns, box cutters, power tools, hand tools, measuring tools, electronic equipment, computers, medical supplies, adhesives, robotics equipment, food items (consumable and non-consumable).</p>
<p>Classroom Expectations</p>	<ol style="list-style-type: none"> 1. Be prepared to learn each day. 2. Bring necessary materials to class each day. 3. Treat yourself and others with respect. 4. Respect the belongings and personal space of others. 5. Be responsible for all technology and supplies. 6. Set high expectations for yourself. 7. Follow all district-level, school-level, and classroom-level policies and procedures.
<p>Progressive Discipline Procedures (JMS Policy)</p>	<p>All progressive discipline will correspond with the Madison City Schools Code of Conduct regarding Class I and II offenses. Class III offenses are a direct office referral.</p> <ul style="list-style-type: none"> • Warning • Conference with student with parent notification

	<ul style="list-style-type: none"> • Parent Contact • Detention • Referral to administration for repeat Class I violations and initial Class II and III offenses--Consequences determined to be reasonable and appropriate by the school administration.
Cell Phone Procedures	Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. In secondary schools, students will have access to their phones and earbuds/headphones outside of classroom instruction time, such as between classes and during lunch, but devices should be put away when students are in the lunch serving line. Failure to follow these procedures will result in a disciplinary referral to the office.
Grading Policy (MCS Policy)	<p>60% = Assessments (Tests, Essays, Projects)</p> <p>40% = Daily Grades (Quizzes, Homework, Classwork, and Participation)</p> <p>Testing Days: Tuesdays and Thursdays</p>
Late Work Policy	<p>Late work in CTE/STEM classes will not be accepted due to the brief nature of the classes. Students are expected to follow up with teachers upon return from an excused absence.</p> <p>Students present in class on the day of instruction are expected to turn in all in-class and out-of-class assignments on time.</p>
Make-up Work/Test Policy	Students with excused absences will be allowed to make-up all work within three days of returning to school. It is the student's responsibility to ask for make-up work. Students can get with a classmate or ask the teacher for help. Work that is not made up will become a zero (including tests/quizzes). Many times, missed quizzes and tests can be made up during school.
Technology	Student laptops should not be hard-wired to the network or have print capabilities. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. Neither the teacher nor the school is responsible for broken, stolen, or lost laptops. Laptops and other electronic devices will be used at the individual discretion of the teacher.
Accommodations	Requests for accommodations for this course or any school event are welcomed from students and parents.
Materials & Supplies	<p>JMS Chromebook and Charger</p> <p>Composition Notebook</p> <p>Colored Pencils/Markers</p> <p>Assorted Highlighters</p> <p>Pencils / Pens</p> <p>Glue Stick</p> <p>Individual Headphones / Earbuds with auxiliary jack cord (no wireless)</p> <p>Donations (Optional But Greatly Appreciated!):</p> <p>Index Cards</p> <p>Sticky Notes</p> <p>Loose-Leaf Paper</p> <p>Loose-Leaf Graph Paper</p>

Homework	Students are allotted time in class to complete assignments. In the event that a student is absent or does not finish during class time, they will need to complete the assignment for homework.
Parent & Student Acknowledgment Form	Please click to find and complete the Parent / Guardian and Student Syllabus Acknowledgement Form for this class. This form acknowledges that you have read and understand the expectations and procedures of the class. Please contact me with any questions!