



Mon, Mar 26 (Day B)	Tue, Mar 27 (Day A)	Wed, Mar 28 (Day B)	Thu, Mar 29 (Day A)	Fri, Mar 30 (Off-Day)
<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of civil engineering I will demonstrate my research abilities to define key terms related to civil engineering <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Login to Computer or Chromebook <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review expectations for Pre-Test <ul style="list-style-type: none"> Mark as DONE in Classroom for grade Review expectations for Key Terms 	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of structural design <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Select Team Members <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Overview of Build a Table or Stand <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Lab 13-1 <p>Graded Items</p>	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of structural design <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Select Team Members <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Overview of Build a Table or Stand <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Lab 13-1 <p>Graded Items</p>	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my understanding and mastery of bridge builder software <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Boot-Up Desktop Computer <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Introduction to Bridge Builder <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Build a Basic Truss <p>Independent Practice: (You Do)</p>	<p>HOLIDAY: GOOD FRIDAY</p>

Mon, Mar 26 (Day B)	Tue, Mar 27 (Day A)	Wed, Mar 28 (Day B)	Thu, Mar 29 (Day A)	Fri, Mar 30 (Off-Day)
<ul style="list-style-type: none"> ◦ Locate assigned key term(s) and define them ◦ Do NOT define terms assigned to other people <ul style="list-style-type: none"> • Review expectations for Vocabulary Activity <ul style="list-style-type: none"> ◦ Access Quizlet ◦ Mark as DONE in Classroom for grade <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> • Trigonometric Functions Homework <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> • Trigonometric Functions Homework - Problems 1 & 2 <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> • Complete Unit 13 Pre-Test http://www.g-wlearning.com/technologyeducation/2852/ch13/pre.htm • Complete Unit 13 Key Terms Google Doc 	<ul style="list-style-type: none"> • Daily Grades (50%) <ul style="list-style-type: none"> ◦ Lab 13-1 <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> </div>	<ul style="list-style-type: none"> • Daily Grades (50%) <ul style="list-style-type: none"> ◦ Lab 13-1 <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> </div>	<ul style="list-style-type: none"> • Build a Basic Truss <p>Graded Items</p> <ul style="list-style-type: none"> • Daily Grades (50%) <ul style="list-style-type: none"> ◦ Truss Build <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> </div>	

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<ul style="list-style-type: none"> Complete Unit 13 Quizlet Activity https://quizlet.com/280979598/pae-chapter-13-flash-cards/ Unit 13 Homework Textbook Page 259 / Google Form (Due Thursday) <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Unit 13 Pre-Test Unit 13 Key Terms Unit 13 Vocabulary Activity in Quizlet Minor Grade (25%) <ul style="list-style-type: none"> Unit 13 Math Application (Due Thursday) <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual</p>	<p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>	<p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>	<p>5c: describe how and why technology progresses</p> <p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>	

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<p>communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> <p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability</p>				

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<p>to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>				
<p>COMPUTER SCIENCE 2 (8:54 AM - 10:24 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of problems 1 through 5 of the UIL written test. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> N/A <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p>	<p>COMPUTER SCIENCE 1 - SECTION 1 (8:54 AM - 10:24 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of algorithm refinement I will demonstrate my understanding of application input by creating a program that asks users for various inputs. I will demonstrate my understanding of matrices by processing the user input into an application. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Turn-On and Log-In to Computer Log-In to Repl.it 	<p>COMPUTER SCIENCE 2 (8:54 AM - 10:24 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of problems 1 through 5 of the UIL written test. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> N/A <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p>	<p>COMPUTER SCIENCE 1 - SECTION 1 (8:54 AM - 10:24 AM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the program I have written by documenting its use. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Turn-On and Log-In to Computer Log-In to Repl.it <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review Keyboard Input Review Matrix (2-D Arrays) <p>Introduction to New Material: (I Do)</p>	

Mon, Mar 26 (Day B)	Tue, Mar 27 (Day A)	Wed, Mar 28 (Day B)	Thu, Mar 29 (Day A)	Fri, Mar 30 (Off-Day)
<ul style="list-style-type: none"> Solve practice problems <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Solve Practice Problems 	<p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review Keyboard Input Review Matrix (2-D Arrays) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Review Project Expectations <ul style="list-style-type: none"> Program will ask for user class schedule Program will ask if full-year or half-year course Program will ask for S1 grade, if applicable Program will ask for Q3 grade Program will calculate the minimum Q4 and SE2 grades for an A, B, and C in the course <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Semester Grade Calculations (45, 45, 10) Annual Grade Calculations (50, 50) <p>Independent Practice: (You Do)</p>	<ul style="list-style-type: none"> Write your own problems and solve. <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Write & Solve Practice Problems. 	<ul style="list-style-type: none"> Review Project Expectations <ul style="list-style-type: none"> Program will ask for user class schedule Program will ask if full-year or half-year course Program will ask for S1 grade, if applicable Program will ask for Q3 grade Program will calculate the minimum Q4 and SE2 grades for an A, B, and C in the course <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Semester Grade Calculations (45, 45, 10) Annual Grade Calculations (50, 50) <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Create an algorithm that will calculate the minimum grade for 70, 80, and 90 given S1, and Q3 grade. <p>Graded Items</p> <ul style="list-style-type: none"> None 	

Mon, Mar 26 (Day B)	Tue, Mar 27 (Day A)	Wed, Mar 28 (Day B)	Thu, Mar 29 (Day A)	Fri, Mar 30 (Off-Day)
	<ul style="list-style-type: none"> • Create an algorithm that will calculate the minimum grade for 70, 80, and 90 given S1, and Q3 grade. <p>Graded Items</p> <ul style="list-style-type: none"> • None <ul style="list-style-type: none"> ◦ Project Grade at Conclusion <p>Standards/Expectations:</p> <p>c.4.: Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p> <p>c.4.A.: use program design problem-solving strategies to create program solutions;</p> <p>c.4.B.: define and specify the purpose and goals of solving a problem;</p> <p>c.4.C.: identify the subtasks needed to solve a problem;</p>		<ul style="list-style-type: none"> ◦ Project Grade at Conclusion <p>Standards/Expectations:</p> <p>c.4.: Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p> <p>c.4.A.: use program design problem-solving strategies to create program solutions;</p> <p>c.4.B.: define and specify the purpose and goals of solving a problem;</p> <p>c.4.C.: identify the subtasks needed to solve a problem;</p> <p>c.4.D.: identify the data types and objects needed to solve a problem;</p> <p>c.K.: explore common algorithms, including finding greatest common divisor, finding the biggest number out of three, finding primes, making</p>	

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	<p>c.4.D.: identify the data types and objects needed to solve a problem;</p> <p>c.K.: explore common algorithms, including finding greatest common divisor, finding the biggest number out of three, finding primes, making change, and finding the average;</p> <p>c.K.L.: analyze and modify existing code to improve the underlying algorithm;</p> <p>c.K.N.: select the most appropriate algorithm for a defined problem;</p> <p>EU.4.1: Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p>LO.4.1.1: Develop an algorithm for implementation in a program. [P2]</p> <p>EK.4.1.1G: Knowledge of standard algorithms can</p>		<p>change, and finding the average;</p> <p>c.K.L.: analyze and modify existing code to improve the underlying algorithm;</p> <p>c.K.N.: select the most appropriate algorithm for a defined problem;</p> <p>EU.4.1: Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p>LO.4.1.1: Develop an algorithm for implementation in a program. [P2]</p> <p>EK.4.1.1G: Knowledge of standard algorithms can help in constructing new algorithms.</p>	

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	<div data-bbox="499 207 835 344" style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; background-color: #f9f9f9;"> <p>help in constructing new algorithms.</p> </div>			
<p>ROBOTICS I & II - SECTION 2 (10:28 AM - 12:02 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the FTC 12645 robot systems and programming to continue preparation for the Blacklight Tournament. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Collect Robot and Parts Collect LEGO Mindstorm Robot <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review date of tournament (April 28th, 2018) Review date of TxLA Conference (April 4th, 2018) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p>	<p>ROBOTICS I & II - SECTION 1 (10:28 AM - 12:02 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the FTC 11242 robot systems and programming to continue preparation for the Blacklight Tournament. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Collect Robot and Parts Collect LEGO Mindstorm Robot <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review date of tournament (April 28th, 2018) Review date of UIL announcement (March 30th, 2018) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p>	<p>ROBOTICS I & II - SECTION 2 (10:28 AM - 12:02 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the FTC 12645 robot systems and programming to continue preparation for the Blacklight Tournament. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Collect Robot and Parts <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review date of tournament (April 28th, 2018) Review date of TxLA Conference (April 4th, 2018) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A 	<p>ROBOTICS I & II - SECTION 1 (10:28 AM - 12:02 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the FTC 11242 robot systems and programming to continue preparation for the Blacklight Tournament. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Collect Robot and Parts <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review date of tournament (April 28th, 2018) Review date of UIL Announcement (March 30th, 2018) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> N/A <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A 	

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<ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> LEGO Mindstorm Racer <ul style="list-style-type: none"> Tear Down Secure/Sort Parts FTC 12645 Robot <ul style="list-style-type: none"> Continue Build <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> LEGO Mindstorm Tear Down and Clean-Up FTC 12645 Build 	<ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> LEGO Mindstorm Racer <ul style="list-style-type: none"> Tear Down Secure/Sort Parts FTC 11242 Robot <ul style="list-style-type: none"> Continue Build <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> LEGO Mindstorm Tear Down and Clean-Up FTC 12645 Build 	<p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> FTC 12645 Robot <ul style="list-style-type: none"> Continue Build <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> FTC 12645 Build 	<p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> FTC 11242 Robot <ul style="list-style-type: none"> Continue Build <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> FTC 11242 Build 	
<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of civil engineering I will demonstrate my research abilities to define key terms related to civil engineering <p>Warm-Up Assignment:</p>	<p>COMPUTER SCIENCE 1 - SECTION 2 (1:06 PM - 2:36 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of algorithm refinement I will demonstrate my understanding of application input by creating a program that asks users for various inputs. I will demonstrate my understanding of matrices 	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of structural design <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Select Team Members <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A 	<p>COMPUTER SCIENCE 1 - SECTION 2 (1:06 PM - 2:36 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate mastery of the program I have written by documenting its use. <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Turn-On and Log-In to Computer Log-In to Repl.it 	

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<ul style="list-style-type: none"> Login to Computer or Chromebook <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review expectations for Pre-Test <ul style="list-style-type: none"> Mark as DONE in Classroom for grade Review expectations for Key Terms <ul style="list-style-type: none"> Locate assigned key term(s) and define them Do NOT define terms assigned to other people Review expectations for Vocabulary Activity <ul style="list-style-type: none"> Access Quizlet Mark as DONE in Classroom for grade <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Trigonometric Functions Homework <p>Guided Practice: (We Do)</p>	<p>by processing the user input into an application.</p> <p>Warm-Up Assignment:</p> <ul style="list-style-type: none"> Turn-On and Log-In to Computer Log-In to Repl.it <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review Keyboard Input Review Matrix (2-D Arrays) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Review Project Expectations <ul style="list-style-type: none"> Program will ask for user class schedule Program will ask if full-year or half-year course Program will ask for S1 grade, if applicable Program will ask for Q3 grade Program will calculate the minimum Q4 and SE2 grades for an A, B, and C in the course 	<p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Overview of Build a Table or Stand <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Lab 13-1 <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Lab 13-1 <div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended</p> </div>	<p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> Review Keyboard Input Review Matrix (2-D Arrays) <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Review Project Expectations <ul style="list-style-type: none"> Program will ask for user class schedule Program will ask if full-year or half-year course Program will ask for S1 grade, if applicable Program will ask for Q3 grade Program will calculate the minimum Q4 and SE2 grades for an A, B, and C in the course <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Semester Grade Calculations (45, 45, 10) Annual Grade Calculations (50, 50) <p>Independent Practice: (You Do)</p>	

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<ul style="list-style-type: none"> Trigonometric Functions Homework - Problems 1 & 2 <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Complete Unit 13 Pre-Test http://www.g-wlearning.com/technologyeducation/2852/ch13/pre.htm Complete Unit 13 Key Terms Google Doc Complete Unit 13 Quizlet Activity https://quizlet.com/280979598/pae-chapter-13-flash-cards/ Unit 13 Homework Textbook Page 259 / Google Form (Due Thursday) <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Unit 13 Pre-Test Unit 13 Key Terms Unit 13 Vocabulary Activity in Quizlet Minor Grade (25%) 	<p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Semester Grade Calculations (45, 45, 10) Annual Grade Calculations (50, 50) <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Create an algorithm that will calculate the minimum grade for 70, 80, and 90 given S1, and Q3 grade. <p>Graded Items</p> <ul style="list-style-type: none"> None <ul style="list-style-type: none"> Project Grade at Conclusion <p>Standards/Expectations:</p> <p>c.4.: Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p> <p>c.4.A.: use program design problem-solving strategies to create program solutions;</p>	<p>and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> <p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p>	<ul style="list-style-type: none"> Create an algorithm that will calculate the minimum grade for 70, 80, and 90 given S1, and Q3 grade. <p>Graded Items</p> <ul style="list-style-type: none"> None <ul style="list-style-type: none"> Project Grade at Conclusion <p>Standards/Expectations:</p> <p>c.4.: Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p> <p>c.4.A.: use program design problem-solving strategies to create program solutions;</p> <p>c.4.B.: define and specify the purpose and goals of solving a problem;</p> <p>c.4.C.: identify the subtasks needed to solve a problem;</p>	

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<p>◦ Unit 13 Math Application (Due Thursday)</p> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p>	<p>c.4.B.: define and specify the purpose and goals of solving a problem;</p> <p>c.4.C.: identify the subtasks needed to solve a problem;</p> <p>c.4.D.: identify the data types and objects needed to solve a problem;</p> <p>c.K.: explore common algorithms, including finding greatest common divisor, finding the biggest number out of three, finding primes, making change, and finding the average;</p> <p>c.K.L.: analyze and modify existing code to improve the underlying algorithm;</p> <p>c.K.N.: select the most appropriate algorithm for a defined problem;</p> <p>EU.4.1: Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p>	<p>9d: develop and test the model for the project</p>	<p>c.4.D.: identify the data types and objects needed to solve a problem;</p> <p>c.K.: explore common algorithms, including finding greatest common divisor, finding the biggest number out of three, finding primes, making change, and finding the average;</p> <p>c.K.L.: analyze and modify existing code to improve the underlying algorithm;</p> <p>c.K.N.: select the most appropriate algorithm for a defined problem;</p> <p>EU.4.1: Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p>LO.4.1.1: Develop an algorithm for implementation in a program. [P2]</p> <p>EK.4.1.1G: Knowledge of standard algorithms can</p>	

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<p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>	<p>LO.4.1.1: Develop an algorithm for implementation in a program. [P2]</p> <p>EK.4.1.1G: Knowledge of standard algorithms can help in constructing new algorithms.</p>		<p>help in constructing new algorithms.</p>	
	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my existing knowledge of structural design <p>Warm-Up Assignment:</p>		<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> I will demonstrate my understanding and mastery of bridge builder software <p>Warm-Up Assignment:</p>	

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	<ul style="list-style-type: none"> Select Team Members <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Overview of Build a Table or Stand <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> N/A <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Lab 13-1 <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Lab 13-1 <div data-bbox="499 1045 835 1485" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3a: use clear and concise written, verbal, and visual</p> </div>		<ul style="list-style-type: none"> Boot-Up Desktop Computer <p>Review of Prior Knowledge:</p> <ul style="list-style-type: none"> N/A <p>Introduction to New Material: (I Do)</p> <ul style="list-style-type: none"> Introduction to Bridge Builder <p>Guided Practice: (We Do)</p> <ul style="list-style-type: none"> Build a Basic Truss <p>Independent Practice: (You Do)</p> <ul style="list-style-type: none"> Build a Basic Truss <p>Graded Items</p> <ul style="list-style-type: none"> Daily Grades (50%) <ul style="list-style-type: none"> Truss Build <div data-bbox="1262 1086 1598 1435" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>Standards/Expectations:</p> <p>3: The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> </div>	

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	<p>communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> <p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p> <p>9: The student demonstrates the ability</p>		<p>3a: use clear and concise written, verbal, and visual communication techniques</p> <p>5: The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p>5a: describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p>5c: describe how and why technology progresses</p> <p>6: The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p>6b: identify the chemical, mechanical, and physical properties of engineering materials</p>	

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	<p>to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>		<p>9: The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p>9d: develop and test the model for the project</p>	