



# Eric Evans' Lesson Plans for the Week of **Apr 1, 2018**

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
		Evans out starting at 10:00 for Texas Library Association presentation for Robotics FTC 12645.		
<p><b>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of the stable truss (<math>2j = m + 3</math>) formula</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Access of Bridge Designer Software</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Analysis of (<math>2j = m + 3</math>) formula for stable truss design.</li> </ul> <p><b>Guided Practice: (We Do)</b></p>	<p><b>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of the stable truss (<math>2j = m + 3</math>) formula</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Access of Bridge Designer Software</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Analysis of (<math>2j = m + 3</math>) formula for stable truss design.</li> </ul> <p><b>Guided Practice: (We Do)</b></p>	<p><b>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Review Engineering Design Cycle               <ul style="list-style-type: none"> <li>Define Problem</li> <li>Generate Ideas (Research / Brainstorm)</li> <li>Create Solution</li> <li>Test &amp; Analyze</li> <li>Final Solution</li> </ul> </li> </ul>	<p><b>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Review Project Guidelines</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>PRINCIPLES OF APPLIED ENGINEERING - SECTION 1 (8:00 AM - 8:50 AM)</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Review Project Guidelines</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

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<ul style="list-style-type: none"> <li>Design a basic stable truss by hand.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-2 <ul style="list-style-type: none"> <li>Activity 1 &amp; 2</li> </ul> </li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Hand-drawn truss from GP</li> </ul> </li> </ul> <div data-bbox="117 708 455 1490" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances.</p> </div>	<ul style="list-style-type: none"> <li>Design a basic stable truss by hand.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-2 <ul style="list-style-type: none"> <li>Activity 3, 4, 5, &amp; 6</li> </ul> </li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-2</li> </ul> </li> </ul> <div data-bbox="497 667 835 1450" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances.</p> </div>	<ul style="list-style-type: none"> <li>Design Improvements</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Overview of Engineering Design Cycle</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Write Problem Statement</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="877 894 1215 1498" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> The student describes the factors that affect the</p> </div>	<p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="1262 505 1600 1482" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> 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><b>5a:</b> describe how technology has affected individuals, societies,</p> </div>	<p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="1640 505 1978 1482" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> 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><b>5a:</b> describe how technology has affected individuals, societies,</p> </div>

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<p>The student is expected to:</p> <p><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>	<p>The student is expected to:</p> <p><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>	<p>progression of technology and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project.</p>	<p>cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>	<p>cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>

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		<div data-bbox="879 207 1215 435" style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <p>The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p> </div>		
<p>COMPUTER SCIENCE 2 (8:54 AM - 10:24 AM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my readiness to participate in the UIL Region 2 Academics Tournament by completing a written test.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Complete a written exam (45 minutes)</li> </ul> <p><b>We Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Review written exam (45 minutes)</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Practice Exam</li> </ul> </li> <li>Quiz/Minor Grades (25%) <ul style="list-style-type: none"> <li>Practice Exam Review Participation</li> </ul> </li> </ul>	<p>COMPUTER SCIENCE 1 - SECTION 1 (8:54 AM - 10:24 AM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of algorithm development by creating a formula for a "Guess My Number" game.</li> <li>I will demonstrate my understanding of pseudocode development by creating a flowchart for a "Guess My Number" game.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Play "Guess My Number"</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>What is an algorithm?</li> <li>What is a program flowchart?</li> <li>What is pseudocode?</li> </ul>	<p>COMPUTER SCIENCE 2 (8:54 AM - 10:24 AM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my readiness to participate in the UIL Region 2 Academics Tournament by completing a written test.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Complete a written exam (45 minutes)</li> </ul> <p><b>We Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Review written exam (45 minutes)</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Practice Exam</li> </ul> </li> <li>Quiz/Minor Grades (25%) <ul style="list-style-type: none"> <li>Practice Exam Review Participation</li> </ul> </li> </ul>	<p>COMPUTER SCIENCE 1 - SECTION 1 (8:54 AM - 10:24 AM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of Python by developing a program that will guess a number selected by the user.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Play "Guess My Number"</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Presentation of Project</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Setup Document Header</li> <li>Setup Outer Loop for "Run Again"</li> </ul>	<p>COMPUTER SCIENCE 2 (8:54 AM - 10:24 AM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my readiness to participate in the UIL Region 2 Academics Tournament by completing a written test.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Complete a written exam (45 minutes)</li> </ul> <p><b>We Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Review written exam (45 minutes)</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Practice Exam</li> </ul> </li> <li>Quiz/Minor Grades (25%) <ul style="list-style-type: none"> <li>Practice Exam Review Participation</li> </ul> </li> </ul>

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<p><b>Standards/Expectations:</b></p> <p><b>c.1.:</b> Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:</p> <p><b>c.2.:</b> Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:</p> <p><b>c.3.:</b> Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:</p> <p><b>c.4.:</b> 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><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>• Presentation of Random Numbers in Excel</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>• Pseudocode of "Guess My Number"</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>• Flowchart of "Guess My Number"</li> <li>• Algorithm of "Guess My Number"</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>• Daily Grades (50%) <ul style="list-style-type: none"> <li>◦ Flowchart of "Guess My Number"</li> <li>◦ Algorithm of "Guess My Number"</li> </ul> </li> </ul> <p><b>Standards/Expectations:</b></p> <p><b>EK.4.1.2A:</b> Languages for algorithms include natural language, pseudocode, and visual and textual programming languages.</p> <p><b>EK.4.1.2B:</b> Natural language and pseudocode describe algorithms so</p>	<p><b>Standards/Expectations:</b></p> <p><b>c.1.:</b> Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:</p> <p><b>c.2.:</b> Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:</p> <p><b>c.3.:</b> Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:</p> <p><b>c.4.:</b> 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><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>• Program Application</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>• Major Grades (25%) <ul style="list-style-type: none"> <li>◦ Completed Program (Due Wednesday)</li> </ul> </li> </ul> <p><b>Standards/Expectations:</b></p> <p><b>c.4.:</b> 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><b>c.K.N.:</b> select the most appropriate algorithm for a defined problem;</p> <p><b>c.K.S.:</b> develop algorithms to decision-making problems using branching control statements;</p> <p><b>c.K.T.:</b> develop iterative algorithms and code programs to solve practical problems;</p> <p><b>EU.4.1:</b> Algorithms are precise sequences of</p>	<p><b>Standards/Expectations:</b></p> <p><b>c.1.:</b> Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:</p> <p><b>c.2.:</b> Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:</p> <p><b>c.3.:</b> Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:</p> <p><b>c.4.:</b> Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p>

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<p><b>c.5.:</b> Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:</p> <p><b>c.6.:</b> Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:</p>	<p>that humans can understand them.</p> <p><b>c.4.:</b> 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><b>c.K.N.:</b> select the most appropriate algorithm for a defined problem;</p> <p><b>c.K.S.:</b> develop algorithms to decision-making problems using branching control statements;</p> <p><b>c.K.T.:</b> develop iterative algorithms and code programs to solve practical problems;</p> <p><b>EU.4.1:</b> Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p><b>LO.4.1.1:</b> Develop an algorithm for</p>	<p><b>c.5.:</b> Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:</p> <p><b>c.6.:</b> Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:</p>	<p>instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p><b>LO.4.1.2:</b> Express an algorithm in a language. [P5]</p> <p><b>c.4.J.:</b> debug and solve problems using error messages, reference materials, language documentation, and effective strategies;</p> <p><b>EK.4.1.2C:</b> Algorithms described in programming languages can be executed on a computer.</p> <p><b>EK.4.1.2F:</b> The language used to express an algorithm can affect characteristics such as clarity or readability but not whether an algorithmic solution exists.</p> <p><b>EK.5.5.1D:</b> Mathematical expressions using arithmetic operators are part of most programming languages.</p>	<p><b>c.5.:</b> Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:</p> <p><b>c.6.:</b> Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:</p>

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	<p>implementation in a program. [P2]</p> <p><b>EK.4.1.1A:</b> Sequencing, selection, and iteration are building blocks of algorithms.</p> <p><b>EK.4.1.1B:</b> Sequencing is the application of each step of an algorithm in the order in which the statements are given.</p> <p><b>EK.4.1.1C:</b> Selection uses a Boolean condition to determine which of two parts of an algorithm is used.</p> <p><b>EK.4.1.1D:</b> Iteration is the repetition of part of an algorithm until a condition is met or for a specified number of times.</p> <p><b>LO.4.1.2:</b> Express an algorithm in a language. [P5]</p> <p><b>EK.4.1.2G:</b> Every algorithm can be constructed using only sequencing, selection, and iteration.</p>			

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	<p><b>EK.4.1.2H:</b> Nearly all programming languages are equivalent in terms of being able to express any algorithm.</p> <p><b>EK.4.1.2I:</b> Clarity and readability are important considerations when expressing an algorithm in a language.</p> <p><b>EU.4.2:</b> Algorithms can solve many, but not all, computational problems.</p> <p><b>EK.4.2.3B:</b> A decidable problem is one in which an algorithm can be constructed to answer “yes” or “no” for all inputs (e.g., “Is the number even?”).</p> <p><b>EK.4.2.2D:</b> Some problems cannot be solved using any algorithm.</p> <p><b>LO.5.2.1:</b> Explain how programs implement algorithms. [P3]</p> <p><b>EU.5.2:</b> People write programs to execute algorithms.</p>			



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	<p><b>EK.4.2.4E:</b> Sometimes, more efficient algorithms are more complex.</p> <p><b>EK.4.2.4F:</b> Finding an efficient algorithm for a problem can help solve larger instances of the problem.</p>			
<p><b>ROBOTICS I &amp; II - SECTION 2</b> (10:28 AM - 12:02 PM)</p> <p><b>Engineering Team</b></p> <ul style="list-style-type: none"> <li>Perform Maintenance / Update Build on Robot</li> </ul> <p><b>Programming Team</b></p> <ul style="list-style-type: none"> <li>Update Programming for Challenge</li> </ul> <p><b>Community Engagement Team</b></p> <ul style="list-style-type: none"> <li>Research Teams Competing in Blacklight Tournament</li> <li>Create Advertising Banners for Blacklight Tournament</li> </ul> <p><i>Standards/Expectations:</i></p>	<p><b>ROBOTICS I &amp; II - SECTION 1</b> (10:28 AM - 12:02 PM)</p> <p><b>Engineering Team</b></p> <ul style="list-style-type: none"> <li>Perform Maintenance / Update Build on Robot</li> </ul> <p><b>Programming Team</b></p> <ul style="list-style-type: none"> <li>Update Programming for Challenge</li> </ul> <p><b>Community Engagement Team</b></p> <ul style="list-style-type: none"> <li>Research Teams Competing in Blacklight Tournament</li> <li>Create Advertising Banners for Blacklight Tournament</li> </ul> <p><i>Standards/Expectations:</i></p>	<p><b>ROBOTICS I &amp; II - SECTION 2</b> (10:28 AM - 12:02 PM)</p> <p><b>Engineering Team</b></p> <ul style="list-style-type: none"> <li>Perform Maintenance / Update Build on Robot</li> </ul> <p><b>Programming Team</b></p> <ul style="list-style-type: none"> <li>Update Programming for Challenge</li> </ul> <p><b>Community Engagement Team</b></p> <ul style="list-style-type: none"> <li>Research Teams Competing in Blacklight Tournament</li> <li>Create Advertising Banners for Blacklight Tournament</li> </ul> <p><i>Standards/Expectations:</i></p>	<p><b>ROBOTICS I &amp; II - SECTION 1</b> (10:28 AM - 12:02 PM)</p> <p><b>Engineering Team</b></p> <ul style="list-style-type: none"> <li>Perform Maintenance / Update Build on Robot</li> </ul> <p><b>Programming Team</b></p> <ul style="list-style-type: none"> <li>Update Programming for Challenge</li> </ul> <p><b>Community Engagement Team</b></p> <ul style="list-style-type: none"> <li>Research Teams Competing in Blacklight Tournament</li> <li>Create Advertising Banners for Blacklight Tournament</li> </ul> <p><i>Standards/Expectations:</i></p>	<p><b>ROBOTICS I &amp; II - SECTION 2</b> (10:28 AM - 12:02 PM)</p> <p><b>Engineering Team</b></p> <ul style="list-style-type: none"> <li>Perform Maintenance / Update Build on Robot</li> </ul> <p><b>Programming Team</b></p> <ul style="list-style-type: none"> <li>Update Programming for Challenge</li> </ul> <p><b>Community Engagement Team</b></p> <ul style="list-style-type: none"> <li>Research Teams Competing in Blacklight Tournament</li> <li>Create Advertising Banners for Blacklight Tournament</li> </ul> <p><i>Standards/Expectations:</i></p>

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
<p><b>c3:</b> The student participates in team projects in various roles. The student is expected to:</p> <p><b>c3A:</b> explain the importance of teamwork in the field of robotics;</p> <p><b>c3B:</b> apply principles of effective problem solving in teams to collaboration and conflict resolution; and</p> <p><b>c3C:</b> demonstrate proper attitudes as a team leader and team member.</p> <p><b>c1D:</b> recognize the principles of teamwork related to engineering and technology;</p> <p><b>c3:</b> The student learns and contributes productively as an individual and as a member of a project team. The student is expected to:</p> <p><b>c3A:</b> demonstrate an understanding of and discuss how teams function;</p>	<p><b>c3:</b> The student participates in team projects in various roles. The student is expected to:</p> <p><b>c3A:</b> explain the importance of teamwork in the field of robotics;</p> <p><b>c3B:</b> apply principles of effective problem solving in teams to collaboration and conflict resolution; and</p> <p><b>c3C:</b> demonstrate proper attitudes as a team leader and team member.</p> <p><b>c1D:</b> recognize the principles of teamwork related to engineering and technology;</p> <p><b>c3:</b> The student learns and contributes productively as an individual and as a member of a project team. The student is expected to:</p> <p><b>c3A:</b> demonstrate an understanding of and discuss how teams function;</p>	<p><b>c3:</b> The student participates in team projects in various roles. The student is expected to:</p> <p><b>c3A:</b> explain the importance of teamwork in the field of robotics;</p> <p><b>c3B:</b> apply principles of effective problem solving in teams to collaboration and conflict resolution; and</p> <p><b>c3C:</b> demonstrate proper attitudes as a team leader and team member.</p> <p><b>c1D:</b> recognize the principles of teamwork related to engineering and technology;</p> <p><b>c3:</b> The student learns and contributes productively as an individual and as a member of a project team. The student is expected to:</p> <p><b>c3A:</b> demonstrate an understanding of and discuss how teams function;</p>	<p><b>c3:</b> The student participates in team projects in various roles. The student is expected to:</p> <p><b>c3A:</b> explain the importance of teamwork in the field of robotics;</p> <p><b>c3B:</b> apply principles of effective problem solving in teams to collaboration and conflict resolution; and</p> <p><b>c3C:</b> demonstrate proper attitudes as a team leader and team member.</p> <p><b>c1D:</b> recognize the principles of teamwork related to engineering and technology;</p> <p><b>c3:</b> The student learns and contributes productively as an individual and as a member of a project team. The student is expected to:</p> <p><b>c3A:</b> demonstrate an understanding of and discuss how teams function;</p>	<p><b>c3:</b> The student participates in team projects in various roles. The student is expected to:</p> <p><b>c3A:</b> explain the importance of teamwork in the field of robotics;</p> <p><b>c3B:</b> apply principles of effective problem solving in teams to collaboration and conflict resolution; and</p> <p><b>c3C:</b> demonstrate proper attitudes as a team leader and team member.</p> <p><b>c1D:</b> recognize the principles of teamwork related to engineering and technology;</p> <p><b>c3:</b> The student learns and contributes productively as an individual and as a member of a project team. The student is expected to:</p> <p><b>c3A:</b> demonstrate an understanding of and discuss how teams function;</p>

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
<p><b>c3B:</b> apply teamwork to solve problems;</p> <p><b>c3C:</b> follow directions and decisions of responsible individuals of the project team;</p> <p><b>c3D:</b> participate in establishing team procedures and team norms; and</p>	<p><b>c3B:</b> apply teamwork to solve problems;</p> <p><b>c3C:</b> follow directions and decisions of responsible individuals of the project team;</p> <p><b>c3D:</b> participate in establishing team procedures and team norms; and</p>	<p><b>c3B:</b> apply teamwork to solve problems;</p> <p><b>c3C:</b> follow directions and decisions of responsible individuals of the project team;</p> <p><b>c3D:</b> participate in establishing team procedures and team norms; and</p>	<p><b>c3B:</b> apply teamwork to solve problems;</p> <p><b>c3C:</b> follow directions and decisions of responsible individuals of the project team;</p> <p><b>c3D:</b> participate in establishing team procedures and team norms; and</p>	<p><b>c3B:</b> apply teamwork to solve problems;</p> <p><b>c3C:</b> follow directions and decisions of responsible individuals of the project team;</p> <p><b>c3D:</b> participate in establishing team procedures and team norms; and</p>
<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of the stable truss (<math>2j = m + 3</math>) formula</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Access of Bridge Designer Software</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p>	<p>COMPUTER SCIENCE 1 - SECTION 2 (1:06 PM - 2:36 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of algorithm development by creating a formula for a "Guess My Number" game.</li> <li>I will demonstrate my understanding of pseudocode development by creating a flowchart for a "Guess My Number" game.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Play "Guess My Number"</li> </ul>	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Review Engineering Design Cycle <ul style="list-style-type: none"> <li>Define Problem</li> </ul> </li> </ul>	<p>COMPUTER SCIENCE 1 - SECTION 2 (1:06 PM - 2:36 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of Python by developing a program that will guess a number selected by the user.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Play "Guess My Number"</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Presentation of Project</li> </ul>	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Review Project Guidelines</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p>

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
<ul style="list-style-type: none"> <li>Analysis of <math>(2j = m + 3)</math> formula for stable truss design.</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Design a basic stable truss by hand.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-2 <ul style="list-style-type: none"> <li>Activity 1 &amp; 2</li> </ul> </li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Hand-drawn truss from GP</li> </ul> </li> </ul> <div data-bbox="121 906 457 1419" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> </div>	<p><b>Review of Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>What is an algorithm?</li> <li>What is a program flowchart?</li> <li>What is pseudocode?</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Presentation of Random Numbers in Excel</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Pseudocode of "Guess My Number"</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Flowchart of "Guess My Number"</li> <li>Algorithm of "Guess My Number"</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Flowchart of "Guess My Number"</li> <li>Algorithm of "Guess My Number"</li> </ul> </li> </ul> <div data-bbox="499 1382 840 1458" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Standards/Expectations:</b></p> </div>	<ul style="list-style-type: none"> <li>Generate Ideas (Research / Brainstorm)</li> <li>Create Solution</li> <li>Test &amp; Analyze</li> <li>Final Solution</li> <li>Design Improvements</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>Overview of Engineering Design Cycle</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Write Problem Statement</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="877 1143 1218 1490" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> </div>	<p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>Setup Document Header</li> <li>Setup Outer Loop for "Run Again"</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Program Application</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Major Grades (25%) <ul style="list-style-type: none"> <li>Completed Program (Due Wednesday)</li> </ul> </li> </ul> <div data-bbox="1262 743 1602 1419" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>c.4.:</b> 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><b>c.K.N.:</b> select the most appropriate algorithm for a defined problem;</p> <p><b>c.K.S.:</b> develop algorithms to decision-making problems using branching control statements;</p> </div>	<ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>Daily Grades (50%) <ul style="list-style-type: none"> <li>Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="1640 699 1980 1479" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> The student describes the factors that affect the progression of technology and the potential intended and unintended consequences of technological advances.</p> </div>

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
<p><b>5:</b> 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><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing</p>	<p><b>EK.4.1.2A:</b> Languages for algorithms include natural language, pseudocode, and visual and textual programming languages.</p> <p><b>EK.4.1.2B:</b> Natural language and pseudocode describe algorithms so that humans can understand them.</p> <p><b>c.4.:</b> 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><b>c.K.N.:</b> select the most appropriate algorithm for a defined problem;</p> <p><b>c.K.S.:</b> develop algorithms to decision-making problems using branching control statements;</p> <p><b>c.K.T.:</b> develop iterative algorithms and code programs to solve practical problems;</p> <p><b>EU.4.1:</b> Algorithms are precise sequences of</p>	<p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> 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><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p>	<p><b>c.K.T.:</b> develop iterative algorithms and code programs to solve practical problems;</p> <p><b>EU.4.1:</b> Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p><b>LO.4.1.2:</b> Express an algorithm in a language. [P5]</p> <p><b>c.4.J.:</b> debug and solve problems using error messages, reference materials, language documentation, and effective strategies;</p> <p><b>EK.4.1.2C:</b> Algorithms described in programming languages can be executed on a computer.</p> <p><b>EK.4.1.2F:</b> The language used to express an algorithm can affect characteristics such as clarity or readability but not whether an</p>	<p>The student is expected to:</p> <p><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
<p>a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>	<p>instructions for processes that can be executed by a computer and are implemented using programming languages.</p> <p><b>LO.4.1.1:</b> Develop an algorithm for implementation in a program. [P2]</p> <p><b>EK.4.1.1A:</b> Sequencing, selection, and iteration are building blocks of algorithms.</p> <p><b>EK.4.1.1B:</b> Sequencing is the application of each step of an algorithm in the order in which the statements are given.</p> <p><b>EK.4.1.1C:</b> Selection uses a Boolean condition to determine which of two parts of an algorithm is used.</p> <p><b>EK.4.1.1D:</b> Iteration is the repetition of part of an algorithm until a condition is met or for a specified number of times.</p> <p><b>LO.4.1.2:</b> Express an algorithm in a language. [P5]</p>	<p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>	<p>algorithmic solution exists.</p> <p><b>EK.5.5.1D:</b> Mathematical expressions using arithmetic operators are part of most programming languages.</p>	

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	<p><b>EK.4.1.2G:</b> Every algorithm can be constructed using only sequencing, selection, and iteration.</p> <p><b>EK.4.1.2H:</b> Nearly all programming languages are equivalent in terms of being able to express any algorithm.</p> <p><b>EK.4.1.2I:</b> Clarity and readability are important considerations when expressing an algorithm in a language.</p> <p><b>EU.4.2:</b> Algorithms can solve many, but not all, computational problems.</p> <p><b>EK.4.2.3B:</b> A decidable problem is one in which an algorithm can be constructed to answer “yes” or “no” for all inputs (e.g., “Is the number even?”).</p> <p><b>EK.4.2.2D:</b> Some problems cannot be solved using any algorithm.</p>			

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	<p><b>LO.5.2.1:</b> Explain how programs implement algorithms. [P3]</p> <p><b>EU.5.2:</b> People write programs to execute algorithms.</p> <p><b>EK.4.2.4E:</b> Sometimes, more efficient algorithms are more complex.</p> <p><b>EK.4.2.4F:</b> Finding an efficient algorithm for a problem can help solve larger instances of the problem.</p>			
	<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of the stable truss (<math>2j = m + 3</math>) formula</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p>		<p>PRINCIPLES OF APPLIED ENGINEERING - SECTION 2 (2:40 PM - 3:30 PM)</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I will demonstrate my understanding of stable truss design and build a model bridge.</li> </ul> <p><b>Warm-Up Assignment:</b></p> <ul style="list-style-type: none"> <li>Boot-Up Desktop Computer</li> </ul> <p><b>Review of Prior Knowledge:</b></p>	



Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
	<ul style="list-style-type: none"> <li>• Access of Bridge Designer Software</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>• Analysis of <math>(2j = m + 3)</math> formula for stable truss design.</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>• Design a basic stable truss by hand.</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>• Lab 13-2 <ul style="list-style-type: none"> <li>◦ Activity 3, 4, 5, &amp; 6</li> </ul> </li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>• Daily Grades (50%) <ul style="list-style-type: none"> <li>◦ Lab 13-2</li> </ul> </li> </ul> <div data-bbox="499 1057 835 1495" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual</p> </div>		<ul style="list-style-type: none"> <li>• Review Project Guidelines</li> </ul> <p><b>Introduction to New Material: (I Do)</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Guided Practice: (We Do)</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Independent Practice: (You Do)</b></p> <ul style="list-style-type: none"> <li>• Lab 13-3</li> </ul> <p><b>Graded Items</b></p> <ul style="list-style-type: none"> <li>• Daily Grades (50%) <ul style="list-style-type: none"> <li>◦ Lab 13-3 (Due Friday)</li> </ul> </li> </ul> <div data-bbox="1262 850 1598 1490" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p><b>Standards/Expectations:</b></p> <p><b>3:</b> The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p><b>3a:</b> use clear and concise written, verbal, and visual communication techniques</p> <p><b>5:</b> The student describes the factors that affect the progression of technology</p> </div>	

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
	<p>communication techniques</p> <p><b>5:</b> 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><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability</p>		<p>and the potential intended and unintended consequences of technological advances. The student is expected to:</p> <p><b>5a:</b> describe how technology has affected individuals, societies, cultures, economies, and environments</p> <p><b>5c:</b> describe how and why technology progresses</p> <p><b>6:</b> The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:</p> <p><b>6b:</b> identify the chemical, mechanical, and physical properties of engineering materials</p> <p><b>9:</b> The student demonstrates the ability to function as a team member while completing a comprehensive project. The student is expected to:</p>	

Mon, Apr 2 (Day B)	Tue, Apr 3 (Day A)	Wed, Apr 4 (Day B)	Thu, Apr 5 (Day A)	Fri, Apr 6 (Day B)
	<p>to function as a team member while completing a comprehensive project. The student is expected to:</p> <p><b>9d:</b> develop and test the model for the project</p>		<p><b>9d:</b> develop and test the model for the project</p>	