

Unit 6 Reverse Engineering Lesson Plan

COURSE:

Introduction to Engineering Design (Honors)

TEACHER:

Jason D. Redd

DURATION:

7 Days

STANDARDS:

This course connects to standards in the following:

- Common Core State Standards for English Language Arts Anchor Standards
- Common Core State Standards for English Language Arts
- Common Core State Standards for Mathematics
- Next Generation Science Standards
- Standards for Technological and Engineering Literacy

PLTW FRAMEWORK:

Provided by Project Lead the Way (PLTW), the PLTW Framework provides an overview of the levels of understanding that each student will build upon throughout the lesson/unit. It includes: Established Goals, Transfer, Understandings, Knowledge and Skills, and Essential Questions. The most fundamental level of learning is defined by course Knowledge and Skills statements. Each Knowledge and Skills statement reflects

content. Students apply Knowledge and Skills to achieve Learning Objectives, which are skills that directly relate to the workplace or applied academic settings.

Established Goals

It is expected that students will:

- Demonstrate an ability to identify, formulate, and solve engineering problems.
- Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety,

AGENDA / ACTIVITIES / INSTRUCTIONAL PROCEDURES:

Teacher Activity

- The teacher may ask students to reflect on the outcomes from the lesson.
- The teacher may ask students if they met and how they met the learning objectives for the lesson.
- The teacher may ask students to demonstrate what was learned.
- Teacher and students may play Kahoot! (or some other type of game) to check for mastery.
- Student will share why the lesson is important via guided questions.
- Student will complete some sort of exit ticket.

Assignments and Assessments

The students will:

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