

Newport-Mesa Unified School District  
Office of Career Technical Education  
High School Course of Study

<b>Course Title</b>	<i>Advanced Design Engineering (ADE)</i>	<b>Course Code</b>	<i>KT373-KT374</i>
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<b>Transcript Title:</b>	<i>AdvDesEngi AB</i>	<b>Grades Levels:</b>	<i>12</i>	<b>Board Adoption Date:</b>	<i>May 18, 2021</i>
<b>Content Area:</b>	<i>Inter-Disciplinary</i>	<b>GPA Scale:</b>	<i>4.0</i>	<b>Date Course Submitted:</b>	<i>4/23/21</i>
<b>Credential Required:</b>	<i>CTE</i>	<b>Graduation Subject Areas:</b>	<i>Elective</i>	<b>CALPADS Code:</b>	<i>7731</i>
<b>UC/CSU "A-G" Area Approvals:</b>		<b>School Site/person that wrote and submitted the course:</b>		<i>CDM/Christine Darnall</i>	
<b>Recommend Skills:</b>	<i>Strong math skills; prerequisite is Robotics and Artificial Intelligence</i>				
<b>Next course(s):</b>	<i>N/A; this is the capstone of a four-course pathway</i>				
<b>Textbook to be used:</b>	<i>Software and industry publications and scholarly articles.</i>				

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**DATE:** March 5, 2021

**INDUSTRY SECTOR:** Engineering and Architecture

**PATHWAY:** Engineering Design

**CALPADS TITLE:** Advanced Engineering Design (Pathway 152).

**CALPADS CODE:** 7731

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	36	144

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Electronics Engineering Technologist	17-3029.04	Mechatronics Engineers	17-2199.05
Robotics Technicians	17-3024.01		
Software Developers	15-1132.00		

**COURSE DESCRIPTION:**

Advanced Design Engineering (ADE) is the capstone course in the high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Due to the individual nature of the topics, students will use open-source resources to conduct extensive research around their selected topic.

Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

**PREREQUISITES:**

High School Name:	Site Prerequisite:
Corona del Mar	Robotics and Artificial Intelligence

**A – G APPROVAL:**  Yes  No  Desired

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**ARTICULATION:**

High School Name:	College Name:	College Course Title:
None at this time	N/A	N/A

**LEVEL:**  Introductory     Concentrator     Capstone

**CERTIFICATION:**

High School Name:	Embedded/Leads to:	Description:
Corona del Mar	Certified SolidWorks Associate (CSWA)	SolidWorks is the industry-standard computer-aided design (CAD) software

**METHOD OF STUDENT EVALUATION:**

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments

**METHOD OF INSTRUCTION:**

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

**RECOMMENDED TEXTS OR SOFTWARE:**

A14All.org  
 You Tube  
 Google Apps for Education  
 Anaconda Python 3.7  
 Arduino 1.8.13  
 Vex Robotics  
 LocoRobo

**MODEL CTE PATHWAY:**

Four-course pathway

Grade:	Fall Semester:	Spring Semester:
9	Design Engineering	Design Engineering
10	Electro-Mechanical Engineering	Electro-Mechanical Engineering
11	Robotics and Artificial Intelligence	Robotics and Artificial Intelligence
12	Advanced Design Engineering	Advanced Design Engineering

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**INDUSTRY SECTOR  
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Engineering and Architecture academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Engineering and Architecture sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

**4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Engineering and Architecture sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research projects to create alternative solutions to answer a question or solve a problem unique to the Engineering and Architecture sector using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

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- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Engineering and Architecture sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Engineering and Architecture sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Engineering and Architecture sector.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Engineering and Architecture industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Engineering and Architecture sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Engineering and Architecture sector laws and practices.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

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- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Engineering and Architecture sector issues and problems.

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Engineering and Architecture sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11 -12.6)

- 10.1 Interpret and explain terminology and practices specific to the Engineering and Architecture sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Engineering and Architecture sector.
- 10.3 Construct projects and products specific to the Engineering and Architecture sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Engineering and Architecture anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Engineering and Architecture sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Engineering and Architecture sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

CR = Classroom Hours LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	Project Management	CR	LAB/CC	STANDARDS
	<p>Unit 1: The major focus of this Unit is to teach the necessary project management and professional skills required to successfully complete and document an engineering design process. Topics students will study and skills they will refine are:</p> <ul style="list-style-type: none"> <li>● Lesson 1: the engineering design process</li> <li>● Lesson 2: project management &amp; timelines</li> <li>● Lesson 3: documentation</li> <li>● Lesson 4: collaboration</li> <li>● Lesson 5: connections with industry experts</li> </ul>	4	16	<p><b>Academic:</b>            AS.R.1,2,4,10            AS.W.1,2,4-10            AS.SL.1-6            AS.L.1-6            N.Q.1-3            AS.SSE.1            S.ID.1-9            S.IC.2,3,5,6            RSIT 11-12.2            RHSS 11-12.2,7,10            RLST 11-12.2,4, 7,10            AD 12.3            PE 12.1,2            US 11.5,6,8,11            WH 10.3,9,11            CSR 1,4            SEP 6-8            CC 3,6,7            LS 11-12.1-2</p>

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	<ul style="list-style-type: none"> <li>Lesson 6: project evaluation</li> <li>Lesson 7: intellectual property</li> </ul>			<p>WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C11.0</p>
<b>II.</b>	<b>Research Project</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Unit 2 guides students through the initial steps of brainstorming possible problems, conducting preliminary research to ensure that students are working toward a valid problem, and devising a problem statement for their team’s project. Although preliminary research is an important step in the design process, there is no natural conclusion to this step of the process. At any point in the process, it may also be necessary to adjust the problem statement or start over with a new problem statement.</p> <p>The major goal of Unit 2 is to clearly define a justified problem worth solving. Students should become experts on the problem through initial research. They should only be allowed to contact experts and stakeholders related to the problem after they have generated a clear and concise problem statement.</p>	4	16	<p><b>Academic:</b> AS.R.1,2,4,6-10 AS.W.1-10 AS.SL.1-6 AS.L.1-6 N.Q.1-3 A.SSE.1 A.REI.10 F.IF.1,4,5 F.LE.1,3,5 S.ID.1-4,6,9 S.IC.1,3,4,6 S.MD.5-7 RSIT 11-12.2 RHSS 11-12.2,7,10 RLST 11-12.2,4, 7,10 AD 12.3 PE 12.1,2 US 11.5,6,8,11 WH 10.3,9,11 CSR 1,4 SEP 6-8 CC 3,6,7 LS 11-12.1-2 WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0</p>

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	<p><b>UNIT 2 ASSIGNMENT</b></p> <p>This Unit requires students to identify a problem for which they will design a solution during the remainder of the course. Once their work is defined, students are asked to perform additional research in order to justify the problem by confirming that the expense and effort involved with solving the problem is warranted based on need and cost. Students will explore and analyze prior solution attempts. Based on their research, students will write a 3-5 page research paper that explores the problem, the history of prior solution attempts (if any), and a justification for why their proposed solution has the potential for success.</p>			<p>6.0 7.0 8.0 9.0 10.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C11.0</p>
<b>III.</b>	<b>Design</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Unit 3: Based on the design requirement identified through research, students develop multiple solution possibilities. Through an evaluation process that involves feedback from experts and stakeholders and the application of a decision matrix or data-driven process, students will select the best potential solution to pursue. Students will refine the final selected solution path and provide evidence that the solution selected is viable.</p> <p><b>UNIT 3 ASSIGNMENT</b></p> <p>Students will be asked to design a useful object using the design criteria of form, function, materials, aesthetics, ergonomics, safety and legal issues, cost, and customer needs. At the conclusion of the design phase, groups are asked to submit and present to the class a Preliminary Design Review. The goal of the Preliminary Design Review is</p>	4	40	<p><b>Academic:</b> AS.R.1,2,4,6-10 AS.W.1-10 AS.SL.1-6 AS.L.1-6 N.Q.1-3 A.SSE.1,3 A.APR.1 A.CED.1,2,4 A.REI.3,4,10,11 F.IF.1,7,8 F.BF.1 F.LE.1,3,5 G.CO.1,4,5,12 G.GMD.4 G.MG.1-3 S.ID.7 RSIT 11-12.2 RHSS 11-12.2,7,10 RLST 11-12.2,4,7,10 AD 12.3 PE 12.1,2 US 11.5,6,8,11 WH 10.3,9,11 CSR 1,4 CC 3,6,7 F-IF 1,7,8 G-CO 12 SEP 4-8 F-TF 1 N-Q 3</p>



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	<p>to make sure that a solution is viable before beginning the prototyping phase. Students will refine and finalize their design and create a 3 minute presentation to the class that shows evidence that the proposed design has merit beyond the classroom or lab as a real solution and that the design could realistically get into the hands of the people the design is trying to help in a sustainable way. In a two-page written report students will consider the financial aspect of creating their product. In the report, students must analyze the cost of their proposed design, and discuss ways to limit the costs of production and materials.</p>			<p>G-CO 12,13 CC 3-4 G-GMD 5 G-MG 3 LS 11-12.1-2 WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p> <p><b>CTE Anchor:</b> 1.0 2.0 4.0 5.0 7.0 9.0 10.0 11.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C3.0 C4.0 C5.0 C6.0 C7.0 C8.0 C9.0 C10.0 C11.0</p>
<b>IV.</b>	<b>Prototype and Test</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Unit 4 focuses on designing and carrying out testing procedures to verify and validate the product design. Students are required to clearly define test criteria based on design specification and then design tests to prove that the product design solves the problem. As part of the test design, students are required to write a test procedure for each test that will be performed.</p> <p><b>UNIT 4 ASSIGNMENT</b></p> <p>Students must build a prototype to carry out the tests as design, collect and analyze data, and draw conclusions based on the test results. The test results may result</p>	4	40	<p><b>Academic:</b> AS.R.1,4,7,10 AS.W.1-10 AS.SL.1-6 AS.L.1-6 N.Q.1-3 A.SSE.1,3 A.CED.1,2,4 A.REI.3,6,10,12 F.IF.1,2,4-6,7a F.BF.1,2 F.LE.1-3 S.ID.1-9 S.IC.1,3-6 S.MD.5-7 RSIT 11-12.2 RHSS 11-12.2,7,10 RLST 11-12.2,4, 7,10 AD 12.3 PE 12.1,2 US 11.5,6,8,11 WH 10.3,9,11 CSR 1,4</p>

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	<p>in modification of the test, the design, or the prototype, and re-testing may be required for some groups. Finally, a formal critical design review is conducted during which input is solicited from experts and stakeholders. During the design review, the project is evaluated based on the work done to-date. Students will give a Critical Design Review presentation of their design process. Students will also research different types and methodologies for testing prototypes (scale models, digital simulation, to-size prototype), and submit a written paper on their ideal testing methodology, with research backed justification for their decision.</p>			<p>SEP 6-8 CC 3,6,7 LS 11-12.1-2 WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p> <p><b>CTE Anchor:</b> 1.0 2.0 4.0 5.0 7.0 9.0 10.0 11.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C11.0</p>
<b>V.</b>	<b>Evaluation of Project and Process</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Unit 5: At this point in the design process, it is critical to seek and document feedback from all stakeholders. The designer(s) should reflect on all design decisions and the analysis that was generated from the testing process. Finally, the designer(s) can begin to formulate next steps.</p> <p><b>UNIT 5 ASSIGNMENT</b></p> <p>Students will design and participate in a Critical Design Review to evaluate their prototype to determine how their project will proceed. Following the review, students will identify, define, and implement necessary modifications to their design based upon their test results. Students will document, in writing, their project's progress in their engineering notebook. Students will also create a brief 1-3-minute presentation on their updated progress to provide the class, including a discussion of</p>	6	15	<p><b>Academic:</b> AS.R.1-10 AS.W.1-10 AS.SL.1-6 AS.L.1-6 N.Q.1-3 S.ID.1-9 S.IC.1-6 S.MD.5-7 RSIT 11-12.2 RHSS 11-12.2,7,10 RLST 11-12.2,4,7,10 AD 12.3 PE 12.1,2 US 11.5,6,8,11 WH 10.3,9,11 CSR 1,4 CC 3,6,7 F-IF 1,7,8 G-CO 12 SEP 4-8 F-TF 1 N-Q 3 G-CO 12,13 CC 3-4 G-GMD 5 G-MG 3 LS 11-12.1-2 WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p>

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	the data and modification made based on the results.			<p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C3.0 C4.0 C5.0 C6.0 C7.0 C8.0 C9.0 C10.0 C11.0</p>
<b>VI.</b>	<b>Design Review and Reflection</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>Unit 6 involves compiling the work that has been performed throughout the course, reflecting on the work, and presenting the work to industry experts. Regardless of the career path that a student follows, it will be necessary at times to present information to others. ADE students are expected to be able to present technical information publicly. Formal presentations and trade show formats are often used to present ADE projects. Within the lesson, additional resources have been added for consideration as alternative methods for presenting projects. Students must consider how the documentation matches the way that projects will be demonstrated.</p> <p>UNIT 6 ASSIGNMENT:</p> <p>The information is to be presented as an oral presentation with visual</p>	8	13	<p><b>Academic:</b> AS.R.1-10 AS.W.1-10 AS.SL.1-6 AS.L.1-6 A.SSE.1 A.REI.1,2 F.IF.5 S.ID.1-6 S.IC.3-6 S.MD.5,6 RSIT 11-12.2 RHSS 11-12.2,7,10 RLST 11-12.2,4,7,10 AD 12.3 PE 12.1,2 US 11.5,6,8,11 WH 10.3,9,11 CSR 1,4 CC 3,6,7 F-IF 1,7,8 G-CO 12 SEP 4-8 F-TF 1 N-Q 3 G-CO 12,13 CC 3-4 G-GMD 5</p>

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	<p>aids. Students will prepare a 5 Minute Presentation to a panel of industry experts that includes:</p> <ul style="list-style-type: none"> <li>• Problem Statement</li> <li>• Best Justification</li> <li>• Design Statement</li> <li>• Specifications and Constraints</li> <li>• Testing Results</li> <li>• Recommendations for Refinement</li> </ul> <p>After presentations are complete, industry experts will ask questions and provide feedback to the students.</p>			<p>G-MG 3 LS 11-12.1-2 WS 11-12.2,4-8 WHSST 11-12.2,6 ETS 2.A,B</p> <p><b>CTE Anchor:</b> 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0</p> <p><b>CTE Pathway:</b> C1.0 C2.0 C3.0 C4.0 C5.0 C6.0 C7.0 C8.0 C9.0 C10.0 C11.0</p>
<b>VII.</b>	<b>Employment Portfolio</b>	<b>CR</b>	<b>LAB/CC</b>	<b>STANDARDS</b>
	<p>In Unit 8 students will prepare a professional portfolio.</p> <ul style="list-style-type: none"> <li>• Portfolio showcases best professional level work</li> <li>• Portfolio is organized</li> <li>• Preparation for industry recognized certification exam</li> <li>• Job application</li> <li>• Resume</li> <li>• References</li> </ul>	2	4	<p><b>Academic:</b> LS 9-10, 11-12.6 SLS 11-12.2</p> <p><b>CTE Anchor:</b> 2.0 3.0</p> <p><b>CTE Pathway:</b> C4.0, C7.0</p>