



## Engineering I: Problem-Solving Through Design

*Fairfield Ludlowe High School - Fairfield Warde High School*

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### Half Year/Semester

#### COURSE DESCRIPTION

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This course will engage student teams in the process of problem-solving, engineering challenges, and building machines. In this course, students learn and apply the engineering design process, proper tool usage, and basic building principles. While learning about mechanical and structural design, projects may include: trebuchets, mechanical arms, Rube Goldberg Machines, basic robotics. This is a great course for any student considering a career in engineering or robotics.

#### COURSE OBJECTIVES

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Students will be able to:

- safety procedures and instructions.
- how to properly use an Engineering Design Notebook.
- potential careers in engineering.
- universal Design Model (USM) vs. Engineering Design Process (EDP).
- what is meant by data and results.
- how to translate a model into something functional.
- simple machines
- hearing.
- how forces and energy in a trebuchet system are affected by scaling.

#### UNITS OF STUDY

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Unit 1 - Introduction to Engineering

Unit 2 - Engineering Design Process

Unit 3 - Mechanical Systems

#### COURSE POLICIES AND REQUIREMENTS

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**GRADING:** Generally....See district policy ([Policy 6146.1AR](#))

Grading Communication

- Specific grading expectations and practices will be communicated to all students and families at the start of the school year via a consistent format.

- If students or parents have questions about grading practices, they should follow the district's established chain of command structure (see district website) with the first contact being to the teacher and then to the school administration.
- Buildings will send out reminders of the importance of checking students' grades in the Grading Portal with directions.
- Teachers will notify guardians when students fall into the F range after October 1st.

#### Grade Reporting

- For a processed piece or "chunked" assignments that are part of a larger task, feedback and the grade shall be shared before the next step in the process, so long as students have submitted their work at those checkpoints, on time.
- Grades for summative assessments shall be entered within 10 school days from the date of submission or the date it was due, whichever is later.
- Grades for formative assessments shall be entered within 5 school days from the date of submission or the date it was due, whichever is later, and prior to any subsequent assessment.

#### Guidelines for Late Work :

- Teachers will accept late work for both summative and formative tasks beyond the due date.
- Teachers will not accept late work beyond the deadline for late work. The deadline is defined as the next class period from the due date of the assignment or the alternative date that the teacher and student may agree upon depending on individual circumstances.
- Teachers may reduce the total points students can achieve as a penalty for late work up to the deadline. Students will earn a zero (0) if the assignment is not submitted or is submitted after the deadline.
- Late work only consists of assignments with an expected due date. Assessments, such as tests, quizzes and in class assignments, must be taken on the scheduled date except in cases of make-up assessments due to an excused absence.

### REASSESSMENT GUIDELINES:

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|----------------------------|--|
| Eligibility of assessments | Teachers of the same course will determine which summative assessments are eligible. Students can select any part of a project to reassess. Reassessments may not be allowed one week before the end of a term.  |
| Process                    | Students have two class periods in which to indicate they would like to take a reassessment. Teachers will make clear to students their preferred method for students to request reassessment ( <i>e.g.</i> email or filling out a simple form/spreadsheet). |
| Frequency                  | Students will have the opportunity to reassess on two summatives per year but not more than one per term (quarter).  |
| Assessment Format          | Based on discussion between the student and teacher, students will revise portions of the original assessment in which they did not show proficiency.  |
| Gradebook impact           | Original and reassessment scores will be averaged in the gradebook.  |

### MATERIALS:

- As provided by the course.

## EXPECTATIONS OF STUDENTS:

- Be Tech and Learning Ready: Come prepared with all necessary materials, including your charged device and any required software.
- Prioritize Safety: Follow all safety guidelines and procedures, especially when working with tools, equipment, or hazardous materials.
- Participate Actively: Engage in class discussions, ask questions, and contribute to group projects. Actively participate in lab activities by following instructions, working collaboratively, and cleaning up your workspace.
- Respect the Digital Realm: Treat all digital resources and equipment with care. Avoid actions that could harm or disrupt the learning environment.
- Embrace Digital Citizenship: Use technology ethically and responsibly. Be mindful of copyright laws and online etiquette.

## EXTRA HELP:

- Students should seek out extra help when needed. The teacher is available for extra help before and after school as well as during prep periods.