

Unit: Promotional Graphics Layout and Design	Concept: Criteria and Constraints
<p><b>Standard</b></p> <ul style="list-style-type: none"> <li>3.5.9-12.T (ETS) Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</li> </ul>	
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>(LTTG) Students will be able to apply investigation, imagination, innovative thinking, and physical skills to accomplish goals.</li> </ul>	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li>How can I apply investigation, imagination, innovative thinking, and physical skills to accomplish goals?</li> </ul>
<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How do criteria and constraints drive design?</li> </ul>	
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Qualitative, Quantitative, Societal Needs, and Societal Wants</li> </ul>	
<p><b>Learning Experience</b></p> <ul style="list-style-type: none"> <li>Students who demonstrate understanding can analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</li> <li>Clarifying Statement: Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.</li> </ul>	
<p><b>(Big Idea) Technology &amp; Engineering Curriculum Framework Big Ideas</b></p> <ul style="list-style-type: none"> <li>Design optimization is driven by criteria and constraints.</li> </ul>	
<p><b>(SEP) Science and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>Asking Questions and Defining Problems - Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</li> </ul>	
<p><b>(DCI) Disciplinary Core Ideas</b></p> <ul style="list-style-type: none"> <li>ETS1.A: Defining and Delimiting Engineering Problems - Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.</li> <li>ETS1.A: Defining and Delimiting Engineering Problems - Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.</li> </ul>	
<p><b>(TEP) Technology and Engineering Practices</b></p>	

- Critical Thinking - Uses evidence to better understand and solve problems in technology and engineering, including applying computational thinking.

**Terms**

- (ETS) Engineering, Technology, and Applications of Science – Standards applicable across the Science, Environmental Literacy & Sustainability, and Technology & Engineering content areas.
- (LTTG) PDE Technology & Engineering Long Term Transfer Goals
- (Learning Experience) A learning experience refers to any interaction, activity, or other experience in which students acquire new understanding, knowledge, behaviors, or skills.
- (Big Idea #) PDE Technology & Engineering Curriculum Framework Big Ideas
- (SEP) PDE Science and Engineering Practices
- (DCI) PDE Disciplinary Core Ideas
- (TEP) PDE Technology and Engineering Practices