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Engineering Essentials. A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems.

PLTW Engineering Curriculum | PLTW

After having Project Lead The Way for 15 years at our school, we ' re seeing the fruits of our labor and how our graduates thrive with this kind of education ~~being prepared for engineering universities, architectural schools, or any kind of STEM profession. Those students are excelling in post-secondary institutions and high-tech careers because of their PLTW experience.~~

This text contains an integrated bound-in CD-ROM, and has a strong emphasis on design. Its active visual approach and inclusion of space-orientated engineering make it an interesting examination of the aerospace engineering field.

Orbital Mechanics for Engineering Students, Second Edition, provides an introduction to the basic concepts of space mechanics. These include vector kinematics in three dimensions; Newton ' s laws of motion and gravitation; relative motion; the vector-based solution of the classical two-body problem; derivation of Kepler ' s equations; orbits in three dimensions; preliminary orbit determination; and orbital maneuvers. The book also covers relative motion and the two-impulse rendezvous problem; interplanetary mission design using patched conics; rigid-body dynamics used to characterize the attitude of a space vehicle; satellite attitude dynamics; and the characteristics and design of multi-stage launch vehicles. Each chapter begins with an outline of key concepts and concludes with problems that are based on the material covered. This text is written for undergraduates who are studying orbital mechanics for the first time and have completed courses in physics, dynamics, and mathematics, including differential equations and applied linear algebra. Graduate students, researchers, and experienced practitioners will also find useful review materials in the book. NEW: Reorganized and improved discussions of coordinate systems, new discussion on perturbations and quaternions NEW: Increased coverage of attitude dynamics, including new Matlab algorithms and examples in chapter 10 New examples and homework problems

Engineering education in K-12 classrooms is a small but growing phenomenon that may have implications for engineering and also for the other STEM subjects--science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy and to develop a workforce with the knowledge and skills to address technical and technological issues. Engineering in K-12 Education reviews the scope and impact of engineering education today and makes several recommendations to address curriculum, policy, and funding issues. The book also analyzes a number of K-12 engineering curricula in depth and discusses what is known from the cognitive sciences about how children learn engineering-related concepts and skills. Engineering in K-12 Education will serve as a reference for science, technology, engineering, and math educators, policy makers, employers, and others concerned about the development of the country's technical workforce. The book will also prove useful to educational researchers, cognitive scientists, advocates for greater public understanding of engineering, and those working to boost technological and scientific literacy.

Engineering education is emerging as an important component of US K-12 education. Across the country, students in classrooms and after- and out-of-school programs are participating in hands-on, problem-focused learning activities using the engineering design process. These experiences can be engaging; support learning in other areas, such as science and mathematics; and provide a window into the important role of engineering in society. As the landscape of K-12 engineering education continues to grow and evolve, educators, administrators, and policy makers should consider the capacity of the US education system to meet current and anticipated needs for K-12 teachers of engineering. Building Capacity for Teaching Engineering in K-12 Education reviews existing curricula and programs as well as related research to understand current and anticipated future needs for engineering-literate K-12 educators in the United States and determine how these needs might be addressed. Key topics in this report include the preparation of K-12 engineering educators, professional pathways for K-12 engineering educators, and the role of higher education in preparing engineering educators. This report proposes steps that stakeholders - including professional development providers, postsecondary preservice education programs, postsecondary engineering and engineering technology programs, formal and informal educator credentialing organizations, and the education and learning sciences research communities - might take to increase the number, skill level, and confidence of K-12 teachers of engineering in the United States.

A guide to building vocabulary, improving reading comprehension, increasing other verbal skills, and reviewing basic mathematics. Sample tests are included.

Many professional theater artists attempt to use live performances in formal theater spaces to disrupt racism and create a more equitable society. Privileged Spectatorship: Theatrical Interventions in White Supremacy examines the impact of such projects, looking at how and why they do and do not intervene in white supremacy. In this incisive study, Dani Snyder-Young examines audience responses to a range of theatrical events that focus on race-related conflict or racial identity in the contemporary United States. The audiences for these performances, produced at mainstream not-for-profit professional theaters in major American cities in 2013– 18, reflect dominant patterns of theater attendance: the majority of spectators are older, affluent, white, and describe themselves as politically progressive. Snyder-Young studies the ways these audience members consume the stories of racialized others and analyzes how different artistic, organizational, and programmatic strategies can (or cannot) mitigate white privilege. This book is essential reading for scholars and students of theater, performance studies, and critical ethnic studies and for theater practitioners interested in equity and inclusion.

Standards for technological literacy: content for the study of technology (referred to henceforth as Technology content standards) presents a vision of what students should know and be able to do in order to be technologically literate.

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

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