



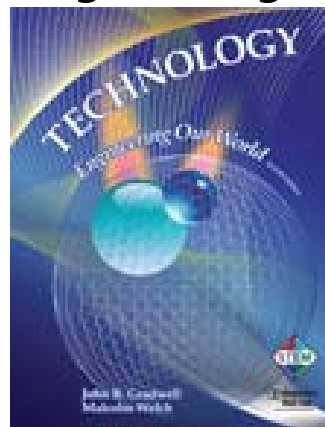
GOODHEART-WILCOX PUBLISHER

**GEORGIA DEPARTMENT OF EDUCATION
2011 LEARNING RESOURCES RECOMMENDATION PROCESS
GRADES 6-12 CAREER, TECHNICAL AND AGRICULTURAL EDUCATION (CTAE)**

INSTRUCTIONAL MATERIAL CORRELATION

Course: Exploring Engineering and Technology (21.02100)

Text: *Technology: Engineering Our World* ©2012



FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: Career, Technical & Agricultural Education **State-Funded Course:** 21.02100 Exploring Engineering and Technology, Grade 6

Textbook Title: *Technology: Engineering Our World*

Publisher: Goodheart-Willcox Publisher

The Georgia Performance Standards for Grades 6-12 Career, Technical and Agricultural Education (CTAE) may be accessed on-line at: <http://www.georgiastandards.org/>.

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MSENGR-EET-1	Students will examine the nature of engineering and technology.	
a.	Define engineering and technology.	16
b.	Compare the relationship of math and science to engineering and technology.	22–24, 29, 61, 63, 80, 91, 101, 116, 131, 146, 190, 203, 209, 224, 275, 283, 299, 310, 334, 348, 360, 367, 380, 399, 414–415, 428, 435, 449, 458, 462, 498, 517, 527
c.	Investigate the pathways for engineering and technology.	16, 21, 23
MSENGR-EET-2	Students will evaluate the impacts of engineering and technology on society.	
a.	Explore the historical impacts engineering and technology.	21, 23, 25–26, 454–457, 461, 528–529
b.	Examine the effects of engineering and technology on society including social, cultural, political, economic and environmental impacts.	17–20, 25–26, 28, 38, 62, 69, 120, 164, 187, 219, 258, 289, 293–294, 329, 341, 370, 397, 411, 441, 461, 471, 478–488, 493, 497, 512
c.	Assess the impact(s) of technological products and systems.	25–26, 28, 37–38, 69, 120, 164, 187, 219, 258, 289, 329, 341, 397, 411, 441, 461, 471, 478–488, 493, 497, 512
d.	Demonstrate an understanding of the Universal Systems Model.	212–217
MSENGR-EET-3	Students will explain the engineering design process.	
a.	Examine the engineering design attributes.	32–43, 62
b.	Demonstrate the principles of research and design.	43, 50–54, 57, 436
MSENGR-EET-4	Students will demonstrate an	

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	understanding for a technological world through hands-on projects.	
a.	Apply the engineering design process.	33–42, 55, 63, 86, 91, 169, 97, 182, 190, 224, 261, 262, 281, 299, 334, 367, 399, 428, 449, 475, 498
b.	Use and maintain technological products and systems.	104–127, 134–166, 530–540
c.	Apply the Universal Systems Model to existing systems.	213–217, 266, 289–291, 329–330, 402
MSENGR-EET-5	Students will analyze the designed world of engineering, electronics, manufacturing, and energy systems.	
a.	Examine Engineering.	16, 63, 91, 169, 190, 224, 262, 281, 299, 334, 367, 399, 428, 449, 475, 489
b.	Examine Electronics.	384–393
c.	Examine Manufacturing.	42, 452–457, 459–461, 463–471
d.	Examine Energy Systems.	302–309, 311–330
MSENGR-EET-6	Students will examine and research careers in fields related to engineering and technology.	
a.	Identify educational requirements for engineering and technology careers.	91, 131, 224, 261, 298, 333, 367, 398, 428, 448, 474, 498
b.	Investigate careers in the four engineering and technology pathways (Energy Systems; Electronics; Manufacturing; and Engineering).	333, 398, 474, 502–505, 510
c.	Investigate earnings potential for engineering and technology careers.	91, 131, 224, 261, 298, 333, 367, 398, 428, 448, 474, 498
d.	Identify gender and diversity related issues in engineering and technology careers.	509

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MSENGR-EET-7	Students will develop leadership skills and work ethics.	
a.	Demonstrate work ethics within the classroom and lab environment.	298, 508–509, 523–524
b.	Investigate leadership skills through co-curricular activities.	510, 527