Due Date: Monday May 13, 2019 by 2:30 pm. No late submissions will be accepted.
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Denton Magnet School of Technology

ACES Program Application 2019 - 2020 SY

What is the ACES Program?

ACES stands for Advancing Computing, Engineering, and Science. Students in the ACES program will complete a variety of hands on projects in these fields, using the engineering design process, and learning key skills in one of a variety of crafts along the way. The ACES program supports the DMST mission to cultivate curiosity and prepare students to thrive as productive citizens in an evolving, technology-driven, global society.

- Students accepted to the ACES program are grouped with other highly motivated and driven students, giving them opportunities to form friendships with one another and have constant intellectual challenges, driving all students to reach new heights.
- Students have opportunities to develop key skills for success, like collaboration, leadership, public speaking, planning, problem solving, and business/entrepreneurship.
- Student have opportunities to engage in advanced student led projects using cutting edge tools like our 3D printer, CNC Machine, and more.

Application Window

There are two applications windows for the Denton ACES program. They are announced each year, held in early Fall and late Spring. No ACES applications will be accepted outside of the application window.

Receiving Help

The ACES Program is very rewarding for students who choose to commit to the program and work hard. Students are expected to have their work reviewed for feedback by peers and adults before submission. However, if it is determined that anyone besides the student did the submission project, the student will be immediately removed from the ACES program.

Students in the ACES Program

The ACES Program is a full school year commitment. Participation in other school (or out of school) programs will not exclude a student from participating in ACES. However, students should be aware of what the commitment to ACES entails and be prepared schedule their activities so that they can fully complete all of their commitments. For example, a student participating in ACES and the basketball team may plan to complete some of their ACES projects early so that they are not behind after basketball season is over.

Parents in the ACES Program

Parents are an important part of our program. As the parent of an ACES student, you are a key part of the support both to your child in this program, but also to the shared goals of the ACES Program. Parents will be called on to help with fundraising, mentoring, planning support, and student monitoring throughout the year in a variety of capacities. As you can see from the general schedule, our whole school year is very busy. We can't do it without you! Here are some things our parents helped with this past school year, and a few things I anticipate needing help implementing next year.

- Help getting lunch (financial and planning) for BEST Robotics Saturday workshops.
- Assist with planning and organizing fundraising activities throughout the year.
- Stay informed! Make sure you are included on the remind classes, like the Facebook page, join virtual calendars, and read all information sent home, and keep in contact with coordinating teacher mentors.

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ACES - General Yearly Schedule

This schedule is a rough outline intended to give parents and students an idea of the commitment to the ACES Program.

August	• Elect TSA officers and determine Fundraising Plan for TSA Travel • Build skills, especially: Robot C, 3D modeling, 3D printer, CNC machine • Start VEX EDR / Register VEX EDR Teams • Graphic Arts Project #1 begins • BEST Robotics Kickoff
September	• Begin Fundraising Plan for TSA Travel • TSA - research projects and READ THE RULES • BEST Robotics after school and weekend workshops • Video ACTE-(Regional Fair) and MCPSS Film Festival Intro • Coding ACTE-(Regional Fair) Choose a category
October	• TSA - planning, researching • Implement TSA Fundraising Plan (for travel) • BEST Robotics Game Day usually in October • Video and Coding Prep work for ACTE Regional
November	• Implement TSA Fundraising Plan (for travel) • TSA Project #1 • Fall STEM Fair - students help plan and implement • VEX EDR Build & Design • Graphic Arts Christmas Project begins • Video and Coding ACTE -(Regional Fair) Project Work • MCPSS Film Festival – Get Ideas and Script/Storyboard Approved •
December	• TSA Project #2 • Implement TSA Fundraising Plan (for travel) • VEX EDR Build & Design
January	• TSA Project #3 • Implement TSA Fundraising Plan (for travel) • VEX EDR Tournaments • ACES-(Regional Fair)-MCPSS Film Festival – First Draft of Videos Completed • Coding – First draft of coding project completed
February	• VEX EDR Tournaments • Spring BEST Robotics Kickoff (beginning of month) • ACES-(Regional Fair)-MCPSS Film Festival – Finish and polish video and presentation notebooks • Coding – Finish digital projects and finalize presentation notebooks • Graphic Arts Spring project begins
March	• VEX Alabama STATE Championship (can qualify for VEX Worlds) • SPRING BEST Robotics Game Day (Mid/end of month) • TSA County (if available) • ACTE Regional (Faulkner Computer Science Fair)
April	• TSA STATE mid-month • ACTE STATE end month • MCPSS Film Festival Competition

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	• ACTE State (Location TBA)
May	• Spring STEM Fair • Prepare for TSA Nationals • ACES Application for next year

Competitions Info & Coordinating Teachers

Robotics

Website Information

BEST Robotics
bestinc.org
friendsofbest.org
VEX Robotics
vexrobotics.com/vexedr/competition

Coordinating Mentor Teachers

Amanda Shaw – ashaw@mcpss.com
Jacquelyn Adams – jadams2@mcpss.com
Nina Stiell – nstiell@mcpss.com
Debra Quinones – ddquinones@mcpss.com
Mallory Boykin – mboykin@mcpss.com

ACTE

Website Information

bit.ly/acte-categories

Coordinating Mentor Teachers

Lisa Molyneux – lmolyneux@mcpss.com
Kathleen Woodard – kwoodard@mcpss.com
Debra Quinones – ddquinones@mcpss.com
Tiffany Baker – tbaker@mcpss.com

TSA

Website Information

tsaweb.org
alabamatsa.rocks

Coordinating Mentor Teachers

Melissa Barnett – mbarnett@mcpss.com
Tiffany Baker- tbaker@mcpss.com

MCPSS Film Festival

Information

(See the Coordinating Mentor Teachers for competition information)

Coordinating Mentor Teachers

Lisa Molyneux – lmolyneux@mcpss.com
Kathleen Woodard – kwoodard@mcpss.com

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ACES Student Application 2018 - 2019

Instructions

Read the accompanying page of this document about the ACES Program and show it to your parents. Complete the design challenge for the pathway that you choose. Document your work in a project portfolio answering the questions listed below the task. Turn in your printed project portfolio, the project itself, and video of your project in action.

Engineering Design Process:

Be aware of how you use the Engineering Design Process to solve the problem.

1. Define the problem
2. Research and brainstorm solutions
3. Build and test a prototype
4. Redesign
5. Communicate Results

Hints and Tips

- If you feel stuck, follow the engineering design process
- Build your prototype quickly and spend most of your time testing/improving
- At least half of your time should be spent answering the questions
- Be prepared to work on ACES projects at home
- Always make sure to read the rules and instructions
- Be attentive to deadlines

Which Project Should I Complete?

New Applicants	
Students who have not participated in any ACES teams.	Penny Launcher and General Questions

Returning Applicants	
Students who have participated in an ACES team or competition before.	Rubber Band Car and General Questions

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Project: Penny Launcher

Build: Design and build a projectile launcher. Your launcher must meet the following criteria:

- Launch a penny 7 feet
- Accurately hit a target (circle on the floor with center 7 feet away.)
- Be contained in a 15" x 15" cube
- Use only the materials allotted. You do not have to use all materials. You are not limited in the quantity of any material.
    - pencils
    - popsicle stick (any size)
    - balsa wood or similar
    - tape (any kind)
    - glue(any kind)
    - string, rope, or paracord
    - plastic or metal bottle caps
    - shoe box or tissue box
    - paper clips
    - binder clips
    - any paper, plastic, cardboard
    - straws
    - CDs or DVDs
    - Sponge
    - rubber band
    - plastic utensil

Documentation: Respond to the following questions and instructions in complete sentences (as it applies). You should demonstrate your ability to communicate your reasoning and how you used the engineering design process.

1. Insert an engineering drawing of your launcher on graph paper. You should have a front, side, and top and isometric views. Include measurements and labels. The drawing can be done by hand or on Onshape.
2. Describe the design of your launcher and why you made the decisions you did. Discuss significant design decisions in depth.
3. Describe how you applied each step of the engineering design process. Be detailed and use examples.
4. Evaluating your design is an important part of improving. Include a table that measures the accuracy of your build and document multiple tests conducted over time. Describe how you used this data to help you evaluate and improve your design.
5. If you were to redesign your launcher, what would you change and why?

Video: Make a 3 – 5-minute edited video demonstrating your build and discussing the process. Your video will be scored on the content and the production value.

Video Content

- Describe and introduce the problem, your solution and the process you used to build and design it.
- Describe interesting features of your build or interesting problems solved.
- Demonstrate the effectiveness of your design at more than one stage of development. Keep this in mind as you build, you cannot save the video to work on at the end.
- Use effective and professional transitions to help the viewer know what is about to be discussed.
- Use creative title/introduction and credits with references to any research or resources used.

Video Production

- Voice levels are loud and clear. Expression is used in voice. There is no background noise.
- Varied angles are used with a purpose. The subject of the video is clearly presented.
- Background is purposefully chosen and there are no visual distractors.
- Transitions, titles, and introductions/credits look natural and professional.

Graphic Design: You will design a logo that communicates a brand promise for your product. You will incorporate the logo throughout your project including your build, portfolio and video. You may use any technology tools including but not limited to Microsoft Publisher, Canva, Adobe Illustrator, and/or Photoshop.

Required Elements

- Include a brand name, graphic image, and a tagline to represent your brand promise.
- Use only colors white, black, or school colors (Hex codes: Navy -0f1576, Gold FFd700).
- Display your design in at least two places in your build, portfolio or video.

Design Principles

- Your brand name is most important. Use size and color to apply visual hierarchy to your design.
- Simple designs are recognizable. Use color and purposefully chosen fonts to make your logo highly visible.
- Consider the relative sizes of your design elements and white space or negative space between them to ensure that your final product is not over crowded.

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Penny Launcher Submission Checklist

- □ **Build:** Submit your project with your name clearly visible on the build submission.
- □ **Documentation:** Submit your printed portfolio in a report cover with your application cover letter as the first page. Please put your portfolio in order of the rubric items. Include the rubric (this page) as the second page.
- □ **Video:** Submit video on a flash drive, sharing on Google Drive, or email to ashaw@mcpss.com. If you do not receive an email response confirming your submission, the video has not been received and you will not earn any points for it. Videos will not be accepted late due to technical complications.
- □ **Logo:** Incorporate your logo in at least 3 places in your project build, documentation, and video.

Penny Launcher Submission Rubric

	Exceeds	Proficient	Needs work	Missing
Build	Build works and construction is sturdy.	Build works, but construction is not sturdy.	Build works, but construction is flimsy.	Build doesn't work.
Overall Portfolio and grammar/spelling	Portfolio is complete and free of grammar mistakes.	Portfolio is complete. Grammar mistakes do not take away from understanding.	Portfolio is complete. Grammar mistakes negatively impact understanding of content.	Portfolio is incomplete or grammar is very poor throughout.
General Questions	Applicant answered the questions.			Did not answer the questions.
Engineering Drawing	The drawing is clear. The drawing has multiple views, measurements, scales, and labels.	The drawing is clear. The drawing may be lacking in one area: labels, views, or measurements.	The drawing is missing a lot of information.	There is no drawing provided.
Description and explanation of design	The description is thorough and addresses all the features of the launcher.	The description is thorough and addresses most of the features of the launcher.	The description is broad and the features of the launcher are not addressed.	There is no description provided.
Application of engineering process	The student addresses all aspects of the EDP with meaningful and relevant answers.	The student addresses all aspects of the EDP with somewhat meaningful/relevant answers.	The student addresses most aspects of the EDP with few details or relevance to the project.	The EDP is not referenced in a meaningful way.
Evaluation of Design	The table documents design improvements. Information from the table is used to design improvements. Reasoning is scientific, thorough, and meaningful.	The table documents design improvements Information from the table is used to design improvements. Reasoning is mostly reflected in the results.	The table documents design improvements. Information from the table is used to design improvements. Reasoning is loosely reflected in the results.	There table is poorly constructed or has missing information. OR The student does not use as evidence to describe improvements. OR Reasoning is not reflected in the results.
Redesign of Launcher	The student makes note of a redesign with reasonable explanations.	The student makes note of a redesign with a somewhat clear explanation.	The applicant makes note of a redesign without explaining the need for it.	There are no redesigns or there is a redesign with no meaningful explanation.
Video Build Demo	The build is successfully demonstrated multiple times.	The build is successfully demonstrated once.	The build is demonstrated, but not successful.	The video is missing or does not demonstrate the build.
Video Content	The video demonstrates a high degree of analysis and thought presenting the requirements. The video content covers requirements in depth.	The video demonstrates a thorough and thoughtful overview of the project design, redesign, and evaluation. The video covers all requirements.	The video demonstrates a general overview of the project design, redesign, and evaluation. Missing 1-2 requirements.	The video demonstrates a superficial overview of the project design, redesign, and evaluation. Missing 2+ requirements.
Video Production	The mechanics are fully developed and aid in communicating reasoning and learning. The production covers requirements listed in the problem statement very effectively.	The mechanics are mostly developed. Where mistakes are made, communication of reasoning does not meaningfully suffer. The production covers most of the requirements listed.	The mechanics are generally developed. Mistakes were made, but communication of reasoning is minimally affected. A few of the production requirements are missing.	The mechanics are superficially developed. Mistakes were made and communication of student learning and reasoning is poor. Several of the production requirements are missing.
Graphic Design Required Elements	All required elements are included. They support communication of the brand promise.	All required elements are included. The brand promise is mostly communicated through the logo.	All required elements are included, but the brand promise is poorly communicated or confusing.	Missing required elements or elements do not communicate a brand promise.
Graphic Design Principles	Visual hierarchy, white space, size and color are used purposefully to communicate the brand promise.	Visual hierarchy, white space, size and color communicate a brand promise somewhat successfully.	Design principles are present, but are only loosely connected to a brand promise.	The design principles are not used successfully.
Understanding of Commitment	Applicant exhibits full understanding of commitment and an eagerness to complete responsibilities.	Applicant exhibits some understanding of the commitment and will likely be able to complete responsibilities.	Applicant does not seem to fully understand the commitment required to the ACES Program.	Applicant seems unlikely to succeed in the ACES program along with their full course load of classes at DMST.

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Project: Rubber Band Car

Build: Design and build a vehicle with a rubber band engine. Your vehicle must meet the following criteria:

- Travel in a straight line as far as possible, but at least 10 feet
- Be driven by potential energy stored in a rubber band
- The drive action should be repeatable
- Include at least one interchangeable component for testing a variable of your choice
- Be contained in a 15" x 15" cube
- Use only the materials allotted. You do not have to use all materials. You are not limited in the quantity of any material.
    - pencils
    - popsicle stick (any size)
    - balsa wood or similar
    - tape (any kind)
    - glue(any kind)
    - string, rope, or paracord
    - plastic or metal bottle caps
    - shoe box or tissue box
    - paper clips
    - binder clips
    - any paper, plastic, cardboard
    - straws
    - CDs or DVDs
    - Sponge
    - rubber band
    - plastic utensil

Documentation: Respond to the in complete sentences. You should demonstrate your ability to communicate your reasoning and how you used the engineering design process.

1. Insert an engineering drawing of your rubber band car on graph paper. You should have a front, side, and top view, as well as an isometric view. Remember to include measurements and labels as you deem appropriate. The drawing can be done by hand or on Onshape.
2. Describe the design of your rubber band car and why you made the decisions you did. You should discuss a few significant design decisions in depth.
3. Describe how you applied each step of the engineering design process.
4. Think of the "fuel economy" for your rubber band–powered car. Gasoline-powered cars calculate their fuel economy in miles per gallon, or how many miles the car can travel on one gallon of fuel. Your car uses a stretched rubber band as the energy source instead of gasoline. To measure the fuel economy for your car, you can track how many feet can your car travel per initial windup rotation of the axle. You will pick one variable to test, for example you may test different rubber band sizes, different sized wheels, or different paper clip positions. Complete a table of your testing results and answer these questions. You should use data from the table to support your reasoning. How does the fuel economy change as the variable you tested changes? What gives you the best fuel economy?

	Distance Traveled			
Rubber Band Windup Rotations	Paperclip position 1	Paperclip position 2	Paperclip position 3	Paperclip position 4
3 rotations				
6 rotations				
9 rotations				
12 rotations				
15 rotations				

Note: Your chart may differ from the example above. For example, your rubber band may not allow for 15 axle rotations, or you may choose to test different rubber band sizes or even test a variable of your own choosing. Plan your chart to fit your project so that you collect the same amount of information and test the same quantity of variables.

5. If you were to redesign your rubber band car, what would you change and why?

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Project: Rubber Band Car (continued)

Video: You will make a 3 – 5-minute edited video demonstrating your build and discussing the process. Your video will be scored on the content and the production value.

Video Content

- Describe and introduce the problem, your solution and the process you used to build and design it.
- Describe interesting features of your build or interesting problems solved.
- Demonstrate the effectiveness of your design at more than one stage of development. Keep this in mind as you build, you cannot save the video to work on at the end.
- Use effective and professional transitions to help the viewer know what is about to be discussed.
- Use creative title/introduction and credits with references to any research or resources used.

Video Production

- Voice levels are loud and clear. Expression is used in voice. There is no background noise.
- Varied angles are used with a purpose. The subject of the video is clearly presented.
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Graphic Design: You will design a logo that communicates a brand promise for your product. You will incorporate the logo throughout your project including your build, portfolio and video. You may use any technology tools including but not limited to Microsoft Publisher, Canva, Adobe Illustrator, and/or Photoshop.

Required Elements

- Include a brand name, graphic image, and a tagline to represent your brand promise.
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- Display your design in at least two places in your build, portfolio or video.

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- Your brand name is most important. Use size and color to apply visual hierarchy to your design.
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- □ **Documentation:** Submit your printed portfolio in a report cover with your application cover letter as the first page. Please put your portfolio in order of the rubric items. Include the rubric (this page) as the second page.
- □ **Video:** Submit video on a flash drive, sharing on Google Drive, or email to ashaw@mcpss.com. If you do not receive an email response confirming your submission, the video has not been received and you will not earn any points for it. Videos will not be accepted late due to technical complications.
- □ **Logo:** Incorporate your logo in at least 3 places in your project build, documentation, and video.

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Application of engineering process	The student addresses all aspects of the EDP with meaningful and relevant answers.	The student addresses all aspects of the EDP with somewhat meaningful/relevant answers.	The student addresses most aspects of the EDP with few details or relevance to the project.	The EDP is not referenced in a meaningful way.
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General Questions for New Applicants

Directions: These questions should be turned in with all application portfolios.

1. What role do you hope to play on the Denton ACES Competition Team?
2. What projects do you hope to complete for the ACES Team? (Use the competition websites listed in this application to research the project options.)
3. How do you plan to contribute to the Fall and Spring STEM Fair next year?
4. What extracurricular or after school responsibilities do you plan on taking on next year? How do you plan to balance these with your ACES responsibilities?
5. Though some of our competitions are at the end of the year, students should still begin working on their projects for in August. What steps will you take to ensure that you have fully completed your projects before heading to the competition?
6. Write a response to the quote describing what it means to you.
   "Embrace every opportunity to be reflective, ethical, trustworthy, decisive, confident, optimistic, flexible, and innovative. … Accept the challenge to do things that support your goals. Communicate, motivate others, advocate for yourself and others, solve problems, think critically, think creatively, act with integrity, serve others, and be a lifelong learner."

General Questions for Returning Applicants

Directions: These questions should be turned in with all application portfolios.

1. What role did you play on the Denton ACES team last year? List one area where you excelled and one area where you need to improve. What roles do you plan for next year?
2. What projects did you complete for ACES this year? What projects do you hope to complete for ACES next year? (Use the competition websites listed in this application to research the project options.)
3. How did you contribute to the fall and Spring STEM Fair this year? How do you plan to contribute to the Fall and Spring STEM Fair next year?
4. What extracurricular or after school responsibilities do you plan on taking on next year? How do you plan to balance these with your ACES responsibilities?
5. Though some of our competitions are at the end of the year, students should still begin working on their projects for in August. Reflect on your achievements this school year. Were you able to complete your projects with plenty of time to review your work or were you rushing at the end? What steps will you take to ensure that you have fully completed your projects before heading to the competition?
6. Write a response to the quote describing what it means to you.
   "Embrace every opportunity to be reflective, ethical, trustworthy, decisive, confident, optimistic, flexible, and innovative. … Accept the challenge to do things that support your goals. Communicate, motivate others, advocate for yourself and others, solve problems, think critically, think creatively, act with integrity, serve others, and be a lifelong learner."

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ACES Student Application Cover Letter

Student Name: _____

Student Grade Level (for '19 - '20 sy): _____

Submission Date: _____

Project Selection: _____

Competitions:

Please select which competitions you would like to participate in:

- ❑ BEST Robotics
- ❑ ACTE
- ❑ TSA

To be filled out by a parent/guardian.

- ❑ I have fully read the information in this packet and understand the requirements of the ACES Program.

Guardian Name: _____ _____

Guardian Email: _____ _____

Guardian Phone: _____ _____

NOTE: The provided email and phone numbers will be added to contact lists for sending out ACES information for the upcoming year. This is how you will stay informed on the variety of activities that are going on.

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