

Mechatronics II

Primary Career Cluster:	Advanced Manufacturing
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C13H17
Prerequisite(s):	<i>Mechatronics I</i> (C13H16) and <i>Physics</i> (G03H20) Note: <i>Physics</i> (G03H20) may be taken as a co-requisite.
Credit:	1
Grade Level:	12
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Manufacturing courses.
POS Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Mechatronics</i> program of study.
Aligned Student Organization(s):	Skills USA: http://www.skillsusatn.org/ Technology Student Association (TSA): http://www.tntsa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	157, 232, 233, 470, 477, 523, 537, 551, 552, 582, 596, 701, 760, 982
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-advanced-manufacturing.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration. These include Career Pathways Showcase, Job Interview, Automated Manufacturing Technology, Additive Manufacturing, Mechatronics, and Electronics Technology.

Using a Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | Include a safety briefing in a visit to an industry partner/job site.
- **Standard 2.2** | Have an employee at a local company explain decisions made related to control systems.
- **Standard 2.6** | Have the students do a project that is useful to a local employer. The employer can critique the student's illustration.
- **Standards 3.1-3.2** | Do a project that is used by local industry or evaluated by local industry managers.
- **Standard 4.1** | Ask an industry rep to discuss how often employees use documents and logs on the job.
- **Standard 4.2** | Discuss troubleshooting with an employee responsible for troubleshooting.

Course Description

Mechatronics II is an advanced course in the manufacturing career cluster for students interested in learning more about such careers as mechatronics technician, maintenance technician, or electromechanical technician. Following the groundwork of mechanics and electronics laid in *Mechatronics I*, this course covers basics of pneumatic, electro pneumatic, and hydraulic control circuits in a complex mechatronic system. In addition, the course addresses basic digital logic and programmable logic controllers (PLCs) employed in the mechanical, electronic, and control systems in a mechatronics system. Upon completion of this course, proficient students are able to explain the inter-relationships of components and modules within a complex mechatronic system. They understand the differences between hydraulic and pneumatic fluid power and can explain the scientific principles that apply. They also use technical documentation (such as datasheets, circuit diagrams, displacement step diagrams, timing diagrams, and function charts) to troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. They demonstrate understanding of the role of programmable logic controllers (PLC) in mechatronic systems and the ability to write, debug, and run basic ladder logic.

Course Standards

1. Safety

- 1.1 Safety: Accurately read and interpret **safety rules**, including but not limited to the rules of handling high-pressure pneumatics and hydraulics. Analyze the implications of the various rules and employ them accordingly while working on mechatronic systems with control system components, explaining why certain rules apply.

2. Fluid Power Systems

- 2.1 Pneumatic and Hydraulic Components: Demonstrate understanding of the interrelationships and specific roles of (electro) **pneumatic and hydraulic components** and modules within a complex mechatronic system. For example, explain the expected changes in one or more systems on other components and modules in the total mechatronic system.
- 2.2 Pneumatic and Hydraulic Differences: Identify the **differences between hydraulic and pneumatic fluid power** and justify decisions surrounding when to use control systems based on one component as opposed to the other.
- 2.3 Pneumatic and Hydraulic Principles: Create laboratory setups or simple control systems that apply **hydraulic and pneumatic principles** such as Boyle's Law and Pascal's Law. Apply these principles to solving problems and troubleshooting mechatronic systems, explaining the reasoning behind each step.
- 2.4 Components of Fluid Power Systems: Conduct research to identify the basic **components and functions in a fluid power system** using real-world examples of hydraulic/pneumatic systems. Summarize and explain this information.

- 2.5 Properties of Components: Measure and analyze basic **physical properties of (electro) pneumatic and hydraulic components** (such as cylinders, directional control valves, regulators, flow control valves, pumps, and motors) within a given system. Interpret resolved work orders by analyzing underlying issues and explaining the correct physical operation of the included components.
- 2.6 Flow of Fluid Energy: Describe the **flow of fluid energy** in a given mechatronic system or subsystem. Create a graphic illustration to represent the transfer of energy from one component to others in the system.

3. Computers and Control Systems

- 3.1 Programmable Logic Controllers: Explain the different roles of **programmable logic controllers** (PLCs) in complex mechatronic systems, modules, and subsystems, and be able to verbally describe their components and operation to others. Explain the basic components of a PLC, addressing how the role of a PLC varies in different systems (such as mechatronic systems, modules, and subsystems).
- 3.2 Flow of Information: Demonstrate understanding of the **flow of information** in a given mechatronic system or subsystem, focusing on the control function of PLCs in the system. Describe the flow of information to/from an equipment operator.
- 3.3 Boolean Logic: Given a control scenario, bound by several logical parameters, create **Boolean logic equations** to prescribe the use of logic gates in the implementation of the scenario. Show how they apply to the functioning of a real-world mechatronics system, explaining the reasoning involved.
- 3.4 Codes: Demonstrate understanding of **hexadecimal, decimal, octal, binary, 2s complement, and binary coded decimal (BCD) values** as used in a common PLC. Explain how these codes are relevant to mechatronic systems.
- 3.5 PLC Programming: Convert wiring and ladder diagrams for simple logic chores into **PLC programs** that use common instructions such as digital, logical, compare, compute, move, file, sequencer, and program control instruction sets.

4. Technical Documentation and Troubleshooting

- 4.1 Maintenance Assessment: Referencing technical documents (such as data sheets, circuit diagrams, displacement step diagrams, timing diagrams, function charts, operations manuals, and schematics) for pneumatic and hydraulic components within a mechatronic system, **assess the required maintenance** for such systems, taking appropriate measurements where needed, and perform the necessary adjustments on these systems. Document and justify adjustments in an equipment log that can be referenced by technicians and engineers.

4.2 Troubleshooting: **Troubleshoot malfunctioning pneumatic and hydraulic systems.**

Identify the source of the problem(s), plan a multistep procedure to correct the malfunction, implement the plan, and verify the corrective action. Document the cause of the malfunction and justify the procedure used to correct it.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#).
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.