1. Write your given standard in the first column labeled "Standard"
2. 2Reflect on the standard… (What does the standard mean, why are we learning this, what should learners know, what should learners be able to do, how does this apply to learners in this course, where might it stand on a Depth of Knowledge Chart or Bloom's Taxonomy)
3. Determine the content by reviewing the standard and circling the nouns. (This will help you determine content and allow you to determine what is appropriate for your class) In the column below "What Learners Need to Know" write down what learners will need to know using the circled nouns.
4. Investigate the skills by reviewing the standard and circling the verbs. (This will allow you to determine the appropriate grade level skills to be practiced by learners. This can be aligned to Depth of Knowledge, Blooms, and/or 21st century 4 C's.) List these in the column below "What Learners Are to be Able to do".
5. Create Learning Targets demonstrating what learners will be able to do from your reflection and listing of verbs and nouns. Use language and terms that are clear to you and your peers. (Keep in mind the project you are about to start). List these in the column below "Learning Targets".

Standard	What Learners Need to Know (nouns)	What Learners Are to be Able to do (verb)	Learning Targets
Design 2 C3A - Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.	Organize Leadership based on trust, positive attitude, integrity, willingness and responsibilities.	Analyze and implement effective control leadership and accept responsibility for the team's actions.	Evaluate effectiveness of leadership Wisely select a leader with the team's interest at heart Assess the actions of the leader Have trust in fellow team members to complete their assigned task on time Have a positive attitude towards work
Design 2 C3B - demonstrate teamwork skills through working cooperatively with others to achieve tasks;	Students need to know how to work together to achieve a common goal.	Students demonstrate the ability to work cooperatively with their peers in order to progress towards a goal.	Work with and communicate with the team in order to achieve the goal. Communicate with team members

			about your progress with the task you're given . Use your skills in order to benefit the team. Students must stay on task. Understand what the team already accomplished. Know what the team's next step is. Teammates must be able to give and ask for help from other teammates when needed.
Design 2 C3F - demonstrate effective working relationships using interpersonal skills;	Students need to know how to communicate and cooperate effectively, using their social skills to create a working team.	Students must effectively communicate throughout the team Students must cooperate with each other Students must respect their team members	Students will offer their help and input in a team. Each student should be able to make a contribution by effective discussion amongst team members. Students should put aside personal differences for the sake of completing the task.
Design 2 C3H - negotiate effectively to arrive at decisions	Students need to communicate ideas correctly and have full understanding of decisions that benefit the overall project.	Communicate with team members to reach an agreement in an orderly manner.	● Listen to all group members opinions and ideas before completing a major project decision. ● Respect and discuss all learners and clients ideas and thoughts that contribute towards the discussion. ● Present own ideas to clients or team effectively ● Effectively compromise

			with client or team when necessary
Design 2 C3I - demonstrate respect for individuals, including those from different cultures, genders, and backgrounds; .	Students will need to know how to respect and not offend others from all diverse backgrounds, cultures, and genders.	Be able to effectively communicate with others with respect. Take into consideration all aspects of their clients and the other students that you work with.	Meet with clients to determine user backgrounds and needs Students give teammates respect and treat each other equally no matter their background Team respects clients and teammates of different cultures in order to effectively communicate Team members utilize individuals backgrounds and skills in order to benefit the team
Design 2 C3J Demonstrate sensitivity to and value for diversity	Students need to value everyone's thoughts and opinions. We all need to be sensitive to decisions and respond to each comment respectively.	Students must respect each others personal ideals and values.	Respectfully acknowledge the advantages and proficiencies of each team member. Be able to empathize with people who have a different set of needs Use diversity to effectively fulfill roles of the team. Take into account different perspectives and opinions and use those differences to the benefit of the team.
Design 2 C4F - apply active listening skills to obtain and clarify information	Students should know how to listen respectfully	Students are able to let every opinion be heard within their team Clear up any confusion among teammates and client	Students respectfully and attentively listen to each other's opinions, ideas, and questions Students ask questions to either

			teammates, supervisor, or client if clarification is needed
Design 2 C4G - use academic skills to facilitate effective written and oral communication.	Students need to know how to use their academic abilities to effectively communicate with both the team members and the client.	Students must be able to effectively communicate with the client as well as team members and use their academic skills to resolve any potential issues.	Resolve any communicational conflicts with the client or team members. Use communicational skills to resolve any potential issues with the product that you may encounter with the client or team members. Express ideas effectively Check in with team members every class day and periodically with the client in order to give updates and/or feedback to help meet the client's needs.
Design 2 C5C - accept critical feedback provided by the supervisor	The student will need to know to take all forms of feedback that anyone could provide, especially that provided by the supervisor.	Communicating with supervisor and taking feedback into consideration when making changes to the outcome of project	Listen and respond to feedback with respect be able to apply the feedback to the project to improve the overall quality.
ISTE St C1B - demonstrate positive work behaviors and attitudes, including punctuality, time management, initiative, and cooperation	● What positive behavior looks like ● How to work with teammates effectively ● How to manage their time effectively ● What it looks like to participate in a team	**cooperate** with their teammates in a respectful manner, **complete** their work before it is needed, and always **participate** and **contribute** to the team effort.	● Every team member completes their assigned tasks on time and to the specifications desired by the client or other team members ● Working through team conflict with a good attitude and respectful manner. ● Be on time for any meetings with team

			members or the clients
Design 2 C1C - Accept Constructive Criticism	Constructive Criticism Learners need to understand the positive value in constructive criticism, and how to successfully apply helpful criticism into their projects/work.	Accept Revise Learners are able to accept constructive criticism and utilize it to improve their design, creating an environment where constructive criticism is encouraged.	Accept constructive criticism as a means of improvement in order to refine a design. Utilize constructive criticism to increase functionality and effectiveness of products. Allow constructive criticism to be a means of strengthening communication with peers, clients, and supervisors.
ISTE st C1E- Complete tasks with the highest standards to ensure quality products and services; W	students need to know how to manage their time effectively in order to complete tasks understand the process in which products are designed in order to achieve the highest standards. They also need to know how to communicate with a client about getting feedback and improving until the product or service is quality.	Students must be sure that throughout the project, deliverables and deadlines are met and that they are completed with quality. they must ensure that the quality of the product or service is up to standard and that any feedback received is applied. be able to take over any other team members task if need be to maintain the highest standards possible.	Create high quality products by managing time effectively and completing necessary tasks, with attention to detail. Communicating with clients and applying feedback to the design until the product is considered to be quality by the client. Identifying the standards of the product or service you are providing based on the client's needs.

ISTE St 1C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Students need to know how to use different forms of technology and the effectiveness of it in relation to the project	Communicate with client and teammates with technology Prototype Use different forms of technology	~~Be able to show progression of product using feedback received effectively~~ Be able to show effectively how feedback received via technology improved product Be able to proactively seek feedback from client and supervisor using forms of technology
ISTE St 4A - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Students need to know how to create an efficient design process for solving problems and creating ideas and theories.	Effectively communicate and use the design process to create, test, generate ideas and theories while learning innovative techniques.	Each student should know and be able to visibly incorporate a design process in major steps of the project. All students should visibly contribute to ~~the project by making ideas~~ each step of the process. Identify a design process at the onset of a new project.
ISTE St 4C - Students develop, test and refine prototypes as part of a cyclical design process.	Students need to know how to create a working prototype of their model in order to make improvements to the final product as part of the design process..	Students need to be able to create a working prototype of their model and identify potential issues with it in order to refine the product before it becomes final.	Be able to create multiple detailed models (2D & 3D) that directly fulfills the needs of the client and reflect the ideas of the team. Effectively test your design and be able to identify potential problems with it. Use the prototype and the issues you found to effectively refine your product.

ISTE St 6B - Students create original works or responsibly repurpose or remix digital resources into new creations.	Recognize the limitations of repurposing or remixing into new creations.	Make resources available to others more easily by putting them online Establish a distinguishable difference between the repurposed work and the original work.	Students create original prototypes that meet the client's needs. Accurately cite sources Appropriately using licences
ISTE C2A - analyze elements of a problem to develop creative and innovative solutions;	- How to define and understand the problem - How to develop creative solutions that address the entire problem.	● How to analyze all facets of the problem in order to develop effective and creative solutions that address the problem.	- Be able to define and understand the given problem. - Be able to make a creative, feasible solution that addresses the defined problem.
ISTE St 2C - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Students will need to know how to take in information but use their own words to express themselves. Credit any information or ideas that may have been taken from another intellectual source or databases.	Be able to Identify when a person is properly citing or giving credit to a source of inspiration that may have helped create the end product. Always highlight small/large ideas that may have a major impact on the initial or final designs of the project.	● Being able to cite sources that assisted work and the final product of a team. ● Understanding the restrictions and allowances of copyright laws and various licenses, and applying them to your team's work as appropriate. ● Document all sources to ensure that all team members are aware of the

			sources used throughout the project. ● Communicate your ideas or designs to a wide community of intellectual sources or databases.
ISTE St C3C - Demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;	Learners will need to **understand** what **effort** is required to work within a team in order to be **compatible** and **successful**.	Learners are able to **demonstrate** how to be an effective team player through **promoting team building** and **respecting the opinion of other** team members, even in disagreement.	**Bloom's Taxonomy: Evaluate** Being able to justify a stand or decision while promoting team building in the process. ● Respect other team members opinions by having civilized conversations rather than arguments within the team. ● Resolve conflict by explaining why or why not certain ideas are being accepted and denied, through a civilized conversation. ● Each team member contributes an equal amount of effort, and finishes their assigned work on time. ● Stay on task throughout the project, only focus on what needs to be done or could be done to benefit the team. ● If a team member is absent or unable to work, the team should adapt to that. ●

ISTE C3D - Demonstrate responsibility for shared team and individual work tasks.	Students need to know how to manage team and individual **tasks** with **responsibility**.	Students will need to be able to: **Demonstrate** a good work ethic in all given tasks. **Communicate** positively and effectively between team members. **Provide** quality contribution to all team tasks through the duration of the project.	● Complete all given tasks by the given deadline with quality work. ● All work should be focused on meeting client expectations and needs throughout the duration of the project. ● Participate actively in on-task communication between team members inside and outside the classroom.
Design 2 C3E [Establish and maintain effective working relationships in order to accomplish objectives and tasks.]	Relationships - The way two or more people are connected but not literally. Objectives -goals or things that must be met Tasks -small obstacles that need to be accomplished.	**Establish** - **to set the understanding or to set something into creation.** - **Maintain** - **to uphold something's well being.** **Working** **-to be productive** **Accomplish** **-to complete a task or objective**	Function together as a familiar team, because when you work together, ~~you can achieve a lot more things effectively.~~ Be able to communicate clearly with other workers in your team, where there will be no discrepancy in plans and contribution. To stay focused on the objective of your team, and able to make constant progress at a continuous rate, so that you can complete your goals. ~~Remember failure is one step closer to success.~~ Understand what your team members are going through, empathy ~~sympathy helps build relationships between team members.~~

Design 2 C3G - Use positive interpersonal skills to work cooperatively with others.	Communicate using interpersonal skills to collaborate with other team members and clients effectively.	Interact with the team and client by using various communication skills and different methods to help the team accomplish the goal or task assigned.	Use the appropriate form of communication to work with your team and clients. Communicate with the clients in an effective way to get them the product that they want within the deadline.
Design 2 C5A - develop advanced technical knowledge and skills related to the student's occupational objective;	What technology you are going to use and be able to understand the capacity of the technology.	Display the advanced technical skills required for any given project	Demonstrate technical knowledge (in any form) gained related to the student's objective Show progress with the technology regarding your part
Design 2 C5B - Evaluate strengths and weaknesses in technical skill proficiency.	Students6 need to know how to work around technical issues, and understand that not all teammates are equal in skill.	After assessing each team member's technical proficiency. Assign tasks and or roles based off of respective strengths and weaknesses.	Teams are able to adjust workload to fit with each team member's proficiency in whatever technology being used. Students can help other team members learn or acquire the skill necessary to use a technology. Utilize each member's skills and talents to help facilitate the project.