New Hampshire
Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Laconia Flight Academy/Sky Bright Aviation

Name of Primary Contact: Gena Adams, Chief Flight Instructor

Mailing Address: Laconia Airport, 65a Aviation Dr, Gilford NH 03249

Email Address: gadams@skybright.com

Phone Number: 603-528-6818

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

At Laconia Flight Academy, it is our mission to provide flight students with an excellent flight training experience that produces highly skilled and safe pilots. Safety is our number one priority, and every member of our team is committed to ensuring our flight students receive the highest in professional flight instruction in well-maintained aircraft.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

All our instructors are required to be FAA Certified Flight Instructors at a minimum and advanced Instructor ratings are preferred.

All CFIs must meet the following requirements.

- Be 18 years of age
- Read, speak, write and understand the English language
- Hold either a commercial pilot certificate or airline transport pilot certificate and an instrument rating
- Have logged at least 250 hours of flight time
- Hold a valid FAA 3rd Class Medical Certificate (or higher)
- Receive a logbook endorsement from an authorized instructor on the fundamentals of instructing
- Pass a knowledge test on the aeronautical knowledge areas appropriate to the flight instructor rating sought
- Pass a Practical Exam administered by a DPE; which involves an Oral Exam (Typically more than 4 hours long) followed by a Check Ride flight (approximately 1.5 hours)

All CFIIs (a CFI - Instrument – which is required to teach a student pursuing their IFR rating) must meet the following requirements.

- Have a CFI Certificate
- Pass the FAA test on instrument flying
- Pass a CFI Practical Exam administered by a DPE; which involves an Oral Exam (Typically 1 hour long) followed by a Check Ride flight (approximately 1 hour)

Laconia Flight Academy assures that Learn Everywhere program instructors will satisfy the above requirements.

4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].

It is Laconia Flight Academy's policy that it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of**,** any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V.

5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27*(v)* for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

Flight instruction requires the student to be proficient in a variety of competencies related to Technology, Engineering, Earth and Physical Sciences. Flight instruction is an ideal course to fulfill elective credit in Science as an "Open Elective" per Ed 306.27(v).

Students that successfully complete the Private Pilot License Course or the Instrument Flight Rating Course will be awarded a certificate for credit as an "Open Elective" to be applied toward meeting public high school graduation requirements.

6.0 An outline of the program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Program Goals and Performance Objectives
(From the NHTEA Technology & Engineering Education Curriculum Guide R2022)

The recent revision of the NHTEA Technology & Engineering Education Curriculum Guide R2022 has been updated using the ITEEA Standards for Technology & Engineering Literacy as a guide. The NHTEA Technology & Engineering Curriculum Guide illustrates where our state grade level performance objectives correspond to the technology and engineering standards from ITEEA STEL. The ITEEA STEL document explains the process of comparing the STEL Benchmarks to the Benchmarks from NGSS, CCSS Math and CCSS ELA. ITEEA STEL can be viewed as a free download from iteea.org and a link to the STEL ETOOL is found at https://www.iteea.org/stel

NHTEA Goals and Performance Objectives that are met through Private Pilot Lessons at Laconia Flight Academy/Sky Bright Aviation are outlined below. The Academy uses the Private Pilot Syllabus by FLY8MA, copyright 2023.

NHTEA Goals: Technology/Engineering Education will contribute to the development of all students by:

A. Providing opportunities to utilize the engineering design process to overcome real world situations using age appropriate, thematically related, and hands on solutions.
B. Encouraging those habits of mind necessary to a lifelong learner, such as the ability to question, investigate, design, experiment, and evaluate.
C. Providing opportunities to develop safe and appropriate skills, and awareness of a wide range of traditional and contemporary technologies.
D. Preparing students to recognize, use, prepare (and communicate) technical information in order to engineer solutions to problems related to a variety of technological systems.
E. Promoting an appreciation for the interdependency of technology and other disciplines.
F. Increasing understanding of the (current and historical) relationships between technology, individuals, and society.
G. Providing an introduction to the impact technology has on society and the environment.
H. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
I. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.

Performance Objectives: The student will be able to:

Grade 9-12	
A8	Design, develop, manage, and evaluate activities using identified problem-solving techniques.
B5	Demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.
B6	Evaluate the use of technology to solve issues.
C6	Exhibit the safe and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes.
C7	Recognize and demonstrate safe, appropriate and ethical use of information technology.
D11	Demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world.
D12	Select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.
D13	Recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias.

E5	Integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.
F9	Evaluate examples of how technological systems and processes have developed to satisfy human needs and wants.
G7	Analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life.
H7	Design, schedule, manage, and assess technical processes and systems.
H8	Diagnose and repair malfunctioning systems.
I5	Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment.
I6	Discover and develop talents, aptitudes, and interests related to technical pursuits.

Laconia Flight Academy is proposing two courses that would earn Learn Everywhere credit. Both courses are a combination of "Ground School" for knowledge and "Flight Activities" to learn and improve skills. The first is the Private Pilot Certificate course (VFR-Visual Flight Rules) and the second is the IFR (Instrument Flight Rules) course.

Private Pilot License Course Lessons (VFR) (FLY8MA)

In order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit. Ground School includes on-line work through fly8ma.com with supplemental ground training by certified instructors to review work, answer questions and prepare students to pass their written Private Pilot Knowledge Test. The Flight Activities portion of the course includes time in the air as well as pre-flight and ground activities directly related to safety of the aircraft.

This first course is outlined below. It entails a minimum of 49 hours of ground school and 63 hours of flight activities.

Stage 1

1. PPL Certificate and Flight Fundamentals
2. Aircraft Control & Configuration Changes
3. Energy Management
4. Stalls & Wind Correction
5. Ground Reference & Multitasking
6. Instrument Flight Emergency Procedures
7. Preflight Planning & Towered Airports
8. Flight Environment & Emergency Procedures
9. Energy Management in the Traffic Pattern
10. Advanced Traffic Pattern
11. Traffic Pattern Eps
12. Performance Takeoffs & Landings

13. Simulated Instrument & Unusual Attitudes
14. Day-to-Night Transitions
15. Stage 1 Check

    Ground Hours = 15 Activity Hours = 23.2

Stage 2

16. First Solo – Pattern
17. Second Solo (Pattern) + Maneuver Review
18. Unaccompanied Pattern Solo
19. Local Area Solo
20. Principles of Navigation
21. XC Flight Emergency Procedures
22. XC Flight Planning
23. VORs + Maneuver Review
24. Local Area Solo
25. Advanced Navigation Systems
26. Local Area or Pattern Solo OPTIONAL
27. First Dual XC Flight
28. Unfamiliar Airport Traffic Pattern Ops
29. Local Area Solo OPTIONAL
30. Night XC Flight
31. Long Dual XC Flight
32. Stage 2 Check

    Ground Hours = 22 Activity Hours = 24.8

Stage 3

33. First Solo XC Flight
34. Emergency Procedures & Pattern Work
35. Second Solo XC Flight
36. Maneuver Review
37. Mock PPL Checkride
38. Local Area Solo
39. Student Progress Evaluation
40. Stage 3 Check

    Ground Hours = 12 Activity Hours = 15

<u>Instrument Flight Rating Course Lessons (VFR) (FLY8MA)</u>

The Private Pilot License Course is a pre-requisite for the advanced course. Like the first, this course also has two parts: Ground School and Flight Activities.

Ground School includes on-line work through fly8ma.com with supplemental ground training by certified instructors to review work, answer questions and prepare students to pass their written IFR

Knowledge Test. The Flight Activities portion of the course includes time in the air as well as simulator time and ground activities directly related to the use of aircraft instruments.

This first course is outlined below. It entails a minimum of 33.7 hours of ground school and 40.8 hours of flight activities.

Stage 1

1. Introduction to the IFR Rating and Instrument Flight
2. IFR Aeronautical Decision Making & Aeromedical Factors
3. Navigation in the World of IFR
4. The National Airspace System
5. Holding Patterns
6. Instrument Federal Aviation Regulation
7. Enroute/Chart Supplements & Airport Lighting/Diagrams
8. Approach Charts

Stage 1 Check

Stage 2

9. Standard Instrument Departures & Terminal Arrival Routes
10. Weather
11. Weather Charts, Publications and Resources
12. IFR Flight Planning
13. Instrument Flying Emergencies
14. IFR Scenario 1
15. IFR Scenario 2
16. IFR Scenario 3
17. IFR Scenario 4
18. IFR Scenario 5

Stage Check 2

7.0 A plan for recording student progress in meeting expected student outcomes for the course of instruction [Ed 1403.01(b)(1)(c)].

A plan for formative and summative assessments is in place for this course. All formative assessments will be informal resulting from instructor observation of performance-based learning. Performance evaluation rubrics will be used to evaluate program proficiencies and student performance.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Flight instruction is individualized and can be very fast paced. For formative assessments, instructors will be provided with check sheets and charts on which they can record brief notes concerning student performance of certain tasks. For summative assessments, project evaluation rubrics will be used to evaluate program proficiencies and student performance. A four-point scale from “not yet meeting,” to “Exceeding,” will indicate what degree of mastery the student has achieved.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

We propose 1 credit for achieving a Private Pilot License (Course 1). A student requires a minimum of 49 hours of ground school and 63 hours of ground activity & flight time. The average student logs many more hours than this. As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

We propose an additional 1 credit for a student who successfully completes the Instrument Flight Rating Course (VFR) (FLY8MA).

10.0 A description of the competency-based grading system to be used for this proposed course of instruction [Ed 1403.01(b)(1)(e)].

A rubric for this course is included at the end of this application. Students will be evaluated on each Performance Objective listed using the following scale:

Not yet meeting; Approaching: Meeting: Exceeding

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

Laconia Flight Academy/Sky Bright Aviation advertises flight instruction through a variety of media. Individuals wishing to study for their Private Pilot license are responsible for tuition payments. When grants and other financial assistance opportunities are available the instructors ensure students are aware of them.

The methods for admission shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

Students with 504 Plans are encouraged to share those with our instructors and we will do what we can within our resources to meet the accommodations outlined in the plan. As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

Students with IEPs are encouraged to share those with our instructors and we will do what we can within our resources to meet the accommodations outlined in the plan. As mentioned above, in order to

earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

Laconia Flight Academy understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations as required in Ed 1403.01(b)(2)(d). As mentioned above, in order to earn a Private Pilot License, a student must be able to comply with 14 CFR Part 67 concerning FAA Medical Certification Rules. A student who is unable to pass their FAA Medical could complete the Ground School portion for ½ credit while a student who passes their FAA Medical and completes the flight activities portion of the course, can earn 1 credit.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

Laconia Flight Academy has a classroom in the Sky Bright hangar at Laconia Airport that is available for ground school use. A full motion Red Bird Simulator is housed in the room next door. The classroom and the Simulator are in a climate-controlled environment. Three aircraft are available for student and instructor use for flight instruction and are stored in a heated hangar during cold weather and out on the ramp in warmer weather.

16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

Laconia Flight Academy affirms that all facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations as required in Ed 1403.01(b)(3)(b).

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

Laconia Flight Academy agrees to disclosed to Learn Everywhere program participants insurance it maintains, if any, which would cover the participants in the Learn Everywhere program.

Additional Information

Formative Assessment Check Sheet

2024 Laconia Flight Academy: Instructor: Name

A formative assessment should take place every couple of lessons and instruction modified as needed. The following check sheet will be used as students are working on activities on the ground and in the air.

Circle: “B” = Beginning; “D” = Developing; “P” = Proficient; “E” = Exceeds

Student Name	Uses Engineering Process	Developing Habits of Mind	Skills & Awareness	Use Tech Info	Plan, Develop, Operate, Maintain	Leadership
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E
	B D P E	B D P E	B D P E	B D P E	B D P E	B D P E

NHTEA Engineering and Technology Goals

A. Providing opportunities to utilize the engineering design process to overcome real world situations using age appropriate, thematically related, and hands on solutions.
B. Encouraging those habits of mind necessary to a lifelong learner, such as the ability to question, investigate, design, experiment, and evaluate.
C. Providing opportunities to develop safe and appropriate skills, and awareness of a wide range of traditional and contemporary technologies.
D. Preparing students to recognize, use, prepare (and communicate) technical information in order to engineer solutions to problems related to a variety of technological systems.
E. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
F. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.

G. Providing an introduction to the impact technology has on society and the environment.

H. Providing opportunities to plan, develop, operate, control and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, robotics and automation and emerging technologies.
I. Encourage the development of (career awareness and) leadership abilities. Through (classroom activities and) participation in extracurricular activities such as the Technology Student Association and other Career & Technical Student Organizations, Design Challenges, and projects that support their communities.

Laconia Flight Academy 2024; Instructor: _____

Summative Assessment Competency Rubric

Student Name	Uses Engineering Process A8, B6, E5, F9	Developing Habits of Mind B5, C7, G7	Skills & Awareness B5, B6, C6, D12	Use Tech Info B7, C7, D11, D12, D13, E5, H7, G7	Plan, Develop, Operate, Maintain A8, C6, H8	Leadership I5, I6

A8 Design, develop, manage, and evaluate activities using identified problem-solving techniques. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to design, develop, manage, and evaluate activities using identified problem-solving techniques.	Learner *uses support* to design, develop, manage, and evaluate activities using identified problem-solving techniques.	Learner *consistently and independently* designs, develops, manages, and evaluates activities using identified problem-solving techniques.	Learner *consistently and independently* analyzes designs and evaluates development & management plans as well as evaluating activities using

			identified problem-solving techniques.
Still Learning…	Sometimes…	Always…	Always independently…
• I can use identified problem-solving techniques to design solutions to technical problems. • I can use identified problem-solving techniques to develop solutions to technical problems. • I can use identified problem-solving techniques to manage solutions to technical problems. • I can use identified problem-solving techniques to evaluate solutions to technical problems.			

B5 Demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.	Learner *uses support* to demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.	Learner *consistently and independently* demonstrates an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.	Learner *consistently and independently* analyses the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.
Still Learning…	Sometimes…	Always…	Always independently…
• I can demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility. • I can demonstrate an understanding of and an appreciation for the importance of developing a solid work ethic. • I can demonstrate an understanding of and an appreciation for the importance of learning to plan and work effectively.			

B6 Evaluate the use of technology to solve issues. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to evaluate the use of technology to solve issues.	Learner *uses support* to evaluate the use of technology to solve issues.	Learner *consistently and independently* evaluates the use of technology to solve issues.	Learner *consistently and independently* evaluates and analyzes the use of technology to solve issues.
Still Learning…	Sometimes…	Always…	Always independently…
• I can evaluate the use of technology to solve issues.			

C6 Exhibit the safe and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes.	Learner *uses support* to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes.	Learner *consistently and independently* safely and properly selects, uses and maintains technical equipment (both digital and physical), materials, and processes.	Learner *consistently and independently* analyses safety and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes.
Still Learning…	Sometimes…	Always…	Always independently…
• I can safely and properly select, use and maintain technical equipment (both digital and physical). • I can safely and properly select, use and maintain technical materials. • I can safely and properly select, use and maintain technical processes.			

C7 Recognize and demonstrate safe, appropriate and ethical use of information technology. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to recognize and demonstrate safe, appropriate and ethical use of information technology.	Learner *uses support* to recognize and demonstrate safe, appropriate and ethical use of information technology.	Learner *consistently and independently* recognizes and demonstrates safe, appropriate and ethical use of information technology.	Learner *consistently and independently* recognizes, demonstrates and evaluates safe, appropriate and ethical use of information technology.
Still Learning…	Sometimes…	Always…	Always independently…
• I can recognize safe, appropriate and ethical use of information technology. • I can demonstrate safe, appropriate and ethical use of information technology.			

D11 Demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to demonstrate those technical skills needed	Learner *uses support* to demonstrate those technical skills needed to find, organize, use	Learner *consistently and independently* demonstrates those technical skills needed	Learner *consistently and independently* demonstrates and evaluates those

to find, organize, use and communicate information effectively in a technological world.	and communicate information effectively in a technological world.	to find, organize, use and communicate information effectively in a technological world.	technical skills needed to find, organize, use and communicate information effectively in a technological world.
Still Learning…	Sometimes…	Always…	Always independently…
• I can demonstrate those technical skills needed to effectively find information in a technological world. • I can demonstrate those technical skills needed to effectively organize information in a technological world. • I can demonstrate those technical skills needed to effectively use information in a technological world. • I can demonstrate those technical skills needed to effectively communicate information in a technological world.			

D12 Select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner *uses support* to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner *consistently and independently* selects and uses appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner *consistently and independently* selects and evaluates the use of appropriate measuring tools to accurately gather, compile, analyze, and communicate information.
Still Learning…	Sometimes…	Always…	Always independently…
• I can select appropriate measuring tools to accurately gather, compile, analyze, and communicate information. • I can use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.			

D13 Recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to recognize and demonstrate ethical collection, use,	Learner *uses support* to recognize and demonstrate ethical collection, use, and	Learner *consistently and independently* recognizes and demonstrates ethical	Learner *consistently and independently* recognizes, demonstrates and

and communication of data, with integrity and limited bias.	communication of data, with integrity and limited bias.	collection, use, and communication of data, with integrity and limited bias.	evaluates ethical collection, use, and communication of data, with integrity and limited bias.
Still Learning…	Sometimes…	Always…	Always independently…
• I can recognize ethical collection, use, and communication of data, with integrity and limited bias. • I can demonstrate ethical collection, use, and communication of data, with integrity and limited bias.			

E5 Integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner *uses support* to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner *consistently and independently* integrates the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner *consistently and independently* integrates and evaluates the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.
Still Learning…	Sometimes…	Always…	Always independently…
• I can integrate the engineering design process to develop solutions to real-world problems. • I can integrate knowledge from other academic disciplines to develop solutions to real-world problems.			

F9 Evaluate examples of how technological systems and processes have developed to satisfy human needs and wants. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner *uses support* to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner *consistently and independently* evaluates examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner *consistently and independently* analyzes *and* evaluates examples of how technological systems and processes have developed to satisfy human needs and wants.

Still Learning…	Sometimes…	Always…	Always independently…
• I can identify how technological systems and processes have developed to satisfy human needs and wants.			

G7 Analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life.	Learner *uses support* to analyze technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life.	Learner *consistently and independently* analyzes technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life.	Learner *consistently and independently* evaluates and analyzes technology's impact on society and the environment, and its capacity to enhance or destroy the human condition and quality of life.
Still Learning…	Sometimes…	Always…	Always independently…
• I can list examples demonstrating how technology impacts society and the environment. • I can list examples demonstrating how technology enhances or destroys the human condition and quality of life.			

H7 Design, schedule, manage, and assess technical processes and systems. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to design, schedule, manage, and assess technical processes and systems.	Learner *uses support* to design, schedule, manage, and assess technical processes and systems.	Learner *consistently and independently* designs, schedules, manages, and assesses technical processes and systems.	Learner *consistently and independently* evaluates designs, schedules, management techniques, and assesses technical processes and systems.
Still Learning…	Sometimes…	Always…	Always independently…
• I can design technical processes and systems. • I can schedule technical processes and systems. • I can manage technical processes and systems. • I can assess technical processes and systems.			

H8 Diagnose and repair malfunctioning systems. Lessons numbered:

Beginning	Developing	Proficient	Exceeds
Learner *requires support* to diagnose and repair malfunctioning systems.	Learner *uses support* to diagnose and repair malfunctioning systems.	Learner *consistently and independently* diagnoses and repairs malfunctioning systems.	Learner *consistently and independently* analyzes the function of an apparatus to diagnose and repair malfunctioning systems.
Still Learning…	Sometimes…	Always…	Always independently…
• I can diagnose malfunctioning systems. • I can repair malfunctioning systems.			

I5 Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner *uses support* to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner *consistently and independently* demonstrates an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner *consistently and independently* demonstrates an awareness of career opportunities and evaluates the requirements needed to make informed and meaningful choices in their education and employment.
Still Learning…	Sometimes…	Always…	Always independently…
• I can demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in my education. • I can demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in my employment.			

I6 Discover and develop talents, aptitudes, and interests related to technical pursuits. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner *requires support* to discover and develop talents, aptitudes, and interests related to technical pursuits.	Learner *uses support* to discover and develop talents, aptitudes, and interests related to technical pursuits.	Learner *consistently and independently* discovers and develops talents, aptitudes, and interests related to technical pursuits.	Learner *consistently and independently* evaluates talents, aptitudes, and interests related to technical pursuits during the

			discovery and development process.
Still Learning…	Sometimes…	Always…	Always independently…
• I can discover talents, aptitudes, and interests related to technical pursuits. • I can develop talents, aptitudes, and interests related to technical pursuits.			