



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

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2.0 Purpose, mission statement, or both [Ed 1403.01(b)(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(b)(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 CFIs (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 Either a criminal history records check policy that provides for an annually recurring records check or a one-time records check upon employment and 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 outlined in RSA 189:13-a, V; or a statement that a criminal history records check policy is not included in the applicant’s learn everywhere program.

The applicant shall also provide a statement assuring they will notify the parents, in writing, regarding its criminal records check policy prior to the enrollment of a student in the learn everywhere program. [Ed 1403.01(b)(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.

Laconia Flight Academy assures they will notify the parents, in writing, regarding its criminal records check policy prior to the enrollment of a student in the learn everywhere program.

5.0 Identification of the required subject from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(e)(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 each 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(e)(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

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 [Ed 1403.01(e)(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 assessments of student learning outcomes, including, but not limited to:

- 1. Instructor observation of project-based learning, including off-site learning projects;**

- 2. Competency-based or performance-based assessments;**
- 3. Instructor observations of student performance;**
- 4. Project evaluation rubrics used to evaluate program proficiencies; and**
- 5. Other assessment approaches as determined by the applicant's learn everywhere program**

[Ed 1403.01(e)(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 the program will fulfill [Ed 1403.01(e)(1)(e)].

We propose 2 credits 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 1 credit, while a student who passes their FAA Medical, and in addition, completes the flight activities portion of the course, including passing the FAA Private Pilot Practical test, can earn a total of 2 credits.

We propose an additional 2 credits for achieving an Instrument Flight Rating (Course 2). A student requires a minimum of 50 hours of ground school (30 of which are via FLY8MA's online IFR Instrument Pilot Course that LFA has fully vetted), and a minimum of an additional 40 hours of flight training time. Again, the average student logs many more hours than this towards their IFR rating. A student who only completes the Instrument Ground School portion, and passes the FAA Instrument Knowledge test, can earn 1 credit, while a student who completes the flight activities portion as well, and passes the FAA Instrument Practical test, can earn a total of 2 credits.

10.0 A description of the competency-based grading system [Ed 1403.01(e)(1)(f)].

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(e)(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 LEA for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(e)(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 to include, but not be limited to coordinating

- 1. Required special education programs;**
- 2. Support services; and**
- 3. Least restrictive environment.**

[Ed 1403.01(e)(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(e)(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(e)(3)(a)].

	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	Leadership I5, I6
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					A8, C6, H8	

A8 Design, develop, manage, and evaluate activities using identified problem-solving techniques. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner <i>requires support</i> to design, develop, manage, and evaluate activities using identified problem-solving techniques.	Learner <i>uses support</i> to design, develop, manage, and evaluate activities using identified problem-solving techniques.	Learner <i>consistently and independently</i> designs, develops, manages, and evaluates activities using identified problem-solving techniques.	Learner <i>consistently and independently</i> analyzes designs and evaluates development & management plans as well as evaluating activities using identified problem-solving techniques.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • 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 <i>requires support</i> to	Learner <i>uses support</i> to demonstrate an	Learner <i>consistently and independently</i>	Learner <i>consistently and independently</i>

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.	understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively.	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.	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...
<ul style="list-style-type: none"> 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 <i>requires support</i> to evaluate the use of technology to solve issues.	Learner <i>uses support</i> to evaluate the use of technology to solve issues.	Learner <i>consistently and independently</i> evaluates the use of technology to solve issues.	Learner <i>consistently and independently</i> evaluates and analyzes the use of technology to solve issues.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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 <i>requires support</i> to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes.	Learner <i>uses support</i> to safely and properly select, use and maintain technical equipment (both digital and physical), materials, and processes.	Learner <i>consistently and independently</i> safely and properly selects, uses and maintains technical equipment (both digital and physical), materials, and processes.	Learner <i>consistently and independently</i> analyses safety and proper selection, use and maintenance of technical equipment (both digital and physical), materials, and processes.

Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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 <i>requires support</i> to recognize and demonstrate safe, appropriate and ethical use of information technology.	Learner <i>uses support</i> to recognize and demonstrate safe, appropriate and ethical use of information technology.	Learner <i>consistently and independently</i> recognizes and demonstrates safe, appropriate and ethical use of information technology.	Learner <i>consistently and independently</i> recognizes, demonstrates and evaluates safe, appropriate and ethical use of information technology.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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 <i>requires support</i> to demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world.	Learner <i>uses support</i> to demonstrate those technical skills needed to find, organize, use and communicate information effectively in a technological world.	Learner <i>consistently and independently</i> demonstrates those technical skills needed to find, organize, use and communicate information effectively in a technological world.	Learner <i>consistently and independently</i> demonstrates and evaluates those technical skills needed to find, organize, use and communicate information effectively in a technological world.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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 <i>requires support</i> to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner <i>uses support</i> to select and use appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner <i>consistently and independently</i> selects and uses appropriate measuring tools to accurately gather, compile, analyze, and communicate information.	Learner <i>consistently and independently</i> selects and evaluates the use of appropriate measuring tools to accurately gather, compile, analyze, and communicate information.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • 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 <i>requires support</i> to recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias.	Learner <i>uses support</i> to recognize and demonstrate ethical collection, use, and communication of data, with integrity and limited bias.	Learner <i>consistently and independently</i> recognizes and demonstrates ethical collection, use, and communication of data, with integrity and limited bias.	Learner <i>consistently and independently</i> recognizes, demonstrates and evaluates ethical collection, use, and communication of data, with integrity and limited bias.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • 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 <i>requires support</i> to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner <i>uses support</i> to integrate the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner <i>consistently and independently</i> integrates the engineering design process and knowledge from other academic disciplines to develop solutions to real-world problems.	Learner <i>consistently and independently</i> 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...
<ul style="list-style-type: none"> 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 <i>requires support</i> to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner <i>uses support</i> to evaluate examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner <i>consistently and independently</i> evaluates examples of how technological systems and processes have developed to satisfy human needs and wants.	Learner <i>consistently and independently</i> analyzes <i>and</i> evaluates examples of how technological systems and processes have developed to satisfy human needs and wants.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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 <i>requires support</i> to analyze technology's impact on society and the environment, and its	Learner <i>uses support</i> to analyze technology's impact on society and the environment, and its capacity to enhance	Learner <i>consistently and independently</i> analyzes technology's impact on society and the environment, and	Learner <i>consistently and independently</i> evaluates and analyzes technology's impact on society and the

capacity to enhance or destroy the human condition and quality of life.	or destroy the human condition and quality of life.	its capacity to enhance or destroy the human condition and quality of life.	environment, and its capacity to enhance or destroy the human condition and quality of life.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • 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 <i>requires support</i> to design, schedule, manage, and assess technical processes and systems.	Learner <i>uses support</i> to design, schedule, manage, and assess technical processes and systems.	Learner <i>consistently and independently</i> designs, schedules, manages, and assesses technical processes and systems.	Learner <i>consistently and independently</i> evaluates designs, schedules, management techniques, and assesses technical processes and systems.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • 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 <i>requires support</i> to diagnose and repair malfunctioning systems.	Learner <i>uses support</i> to diagnose and repair malfunctioning systems.	Learner <i>consistently and independently</i> diagnoses and repairs malfunctioning systems.	Learner <i>consistently and independently</i> analyzes the function of an apparatus to diagnose and repair malfunctioning systems.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> • I can diagnose malfunctioning systems. • I can repair malfunctioning systems. 			

15 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 <i>requires support</i> to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner <i>uses support</i> to demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner <i>consistently and independently</i> demonstrates an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.	Learner <i>consistently and independently</i> demonstrates an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education and employment.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> 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. 			

16 Discover and develop talents, aptitudes, and interests related to technical pursuits. Lessons numbered:			
Beginning	Developing	Proficient	Exceeds
Learner <i>requires support</i> to discover and develop talents, aptitudes, and interests related to technical pursuits.	Learner <i>uses support</i> to discover and develop talents, aptitudes, and interests related to technical pursuits.	Learner <i>consistently and independently</i> discovers and develops talents, aptitudes, and interests related to technical pursuits.	Learner <i>consistently and independently</i> evaluates talents, aptitudes, and interests related to technical pursuits during the discovery and development process.
Still Learning...	Sometimes...	Always...	Always independently...
<ul style="list-style-type: none"> I can discover talents, aptitudes, and interests related to technical pursuits. I can develop talents, aptitudes, and interests related to technical pursuits. 			