

Connections to Standards in Engineering

PLTW curriculum is designed to empower students to thrive in an evolving world. As a part of the design process when developing and updating our curriculum, we focus on connections to a variety of standards. PLTW Environmental Sustainability connects to standards in the following:

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National Consortium for Health Education Standards (2012)

Support Services Pathway

Aseptic Procedures

Standard 2

Support services professionals will adopt work practices that maintain a clean and healthy environment. They will demonstrate best practices to reduce or eliminate pathogenic organisms.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Biotechnology R & D Pathway

Contributions of Biotechnology to Health and the Human Condition

Standard 1

Biotechnology R & D professionals will understand that biotechnology products are based on molecular biology of disease and health; the quality of life through finding a cure for genetic, environmental and behavioral diseases, chronic conditions, industrial enzymes and new diagnostic tools; and legal and ethical issues to protect and preserve the quality of life, with emphasis on social and diversity issues.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Academic Foundations

Standard 2

Biotechnology R & D professionals will be knowledgeable in the fundamentals of mathematical concepts, statistics, genetics, organic chemistry, biochemistry, cell biology, molecular biology and microbiology.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Introduction to Biotechnology Knowledge Areas and Techniques

Standard 3

Biotechnology R & D professionals will be introduced to the following recombinant DNA and genetic engineering, bioprocessing (producing recombinant DNA products on a large scale for profit), monoclonal antibody production, separation and purification of biotechnology products, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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National Consortium for Health Education Standards (2012)

Laboratory Protocols and Procedures

Standard 4

Biotechnology R & D professionals will understand the principles of solution preparation such as molarity, pH, and dilution; sterile techniques such as inoculum development and transfer; knowledge of contamination control; and measurement and calibration of instruments such as micropipettes and pH meters. They will maintain a sanitary, safe and hazard free laboratory environment. Employees will be adept at teamwork, oral and written communication skills, problem solving, emergency lab response, and biosafety protocols.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Product Design and Development

Standard 5

Biotechnology R & D professionals will have the knowledge of how the product is designed, and what is involved in its development and subsequent production, including the laboratory procedures and regulatory requirements. The employee will have a general understanding of the entire process in order to know how their scope of work contributes to the result including; R & D at the lab bench level, both pre-clinical trials, clinical trials (3 phases), product license application, regulatory process for clinical trials (current Good Manufacturing Practices [cGMPs], and Good Laboratory Practices [GLPs]) for production (cGMPs, GLPs).

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Bioethics

Standard 6

Biotechnology R & D professionals are not isolated from the social effect of their products in our society. Science, technology and society are intertwined. Biotechnology R & D employees will be conversant with the larger ethical, moral and legal issues related to biotech research, product development and use in society.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Common Core Standards for Mathematics

Building Functions

Build a Function That Models a Relationship Between Two Quantities

CCSS.MATH.CONTENT.HSF.BF.A.1.A

Determine an explicit expression, a recursive process, or steps for calculation from a context.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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CCSS.MATH.CONTENT.HSF.BF.A.1.B

Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Geometric Measurement and Dimension

Explain Volume Formulas and Use Them to Solve Problems

CCSS.MATH.CONTENT.HSG.GMD.A.3

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Modeling with Geometry

Apply Geometric Concepts in Modeling Situations

CCSS.MATH.CONTENT.HSG.MG.A.1

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Quantities

Reason Quantitatively and Use Units to Solve Problems

CCSS.MATH.CONTENT.HSN.Q.A.1

Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Common Core Standards for Mathematics

CCSS.MATH.CONTENT.HSN.Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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CCSS.MATH.CONTENT.HSN.Q.A.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Common Core English Language Arts Standards

Science and Technical Subjects (9-10)

Key Ideas and Details

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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CCSS.ELA-LITERACY.RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RST.9-10.10

By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Common Core English Language Arts Standards

Science and Technical Subjects (11-12)

Key Ideas and Details

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☒	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐

CCSS.ELA-LITERACY.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Writing History/Social Studies, Science, Technology (9-10)

Text Types and Purposes

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Common Core English Language Arts Standards

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Next Generation Science Standards

Earth and Human Activity

HS.ESS3.4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Engineering Design

HS.ETS1.1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.ETS1.2

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.ETS1.3

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.ETS1.4

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Matter and Its Interactions

HS.PS1.5

Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Next Generation Science Standards

HS.PS1.6

Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Motion and Stability: Forces and Interactions

HS.PS2.1

Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Energy

HS.PS3.3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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From Molecules to Organisms: Structures and Processes

HS.LS1.1

Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.LS1.2

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.LS1.3

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Next Generation Science Standards

HS.LS1.5

Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.LS1.6

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.LS1.7

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Ecosystems: Interactions, Energy, and Dynamics

HS.LS2.4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.LS2.7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Heredity: Inheritance and Variation of Traits

HS.LS3.1

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Next Generation Science Standards

Biological Evolution: Unity and Diversity

HS.LS4.6

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Earth and Human Activity

HS.ESS3.1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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HS.ESS3.2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Standards for Technological and Engineering Literacy

STEL 1 Nature and Characteristics of Technology and Engineering

STEL-1N

Explain how the world around them guides technological development and engineering design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL-1O

Assess how similarities and differences among scientific, mathematics, engineering, and technological knowledge and skills contributed to the design of a product or system.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL-1P

Analyze the rate of technological development and predict future diffusion and adoption of new technologies.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL-1Q

Conduct research to inform intentional inventions and innovations that address specific needs and wants.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL-1R

Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL 2 Core Concepts of Technology and Engineering

STEL-2T

Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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Standards for Technological and Engineering Literacy

STEL-2U

Diagnose a flawed system embedded within a larger technological, social, or environmental system.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
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STEL-2V

Analyze the stability of a technological system and how it is influenced by all of the components in the system, especially those in the feedback loop.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☒	☐	☐	☒	☒	☒	☐	☐	☐	☐	☐

STEL-2W

Select resources that involve tradeoffs between competing values, such as availability, cost, desirability, and waste while solving problems.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☒	☒	☐	☐	☒	☐	☒	☐	☒

STEL-2X

Cite examples of the criteria and constraints of a product or system and how they affect final design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☒	☒	☐	☒	☒	☐	☒	☐	☒

STEL-2Y

Implement quality control as a planned process to ensure that a product, service, or system meets established criteria.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	☒	☐	☐

STEL-2Z

Use management processes in planning, organizing, and controlling work.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒

STEL 3 Integration of Knowledge, Technologies, and Practices

STEL-3H

Analyze how technology transfer occurs when a user applies an existing innovation developed for one function for a different purpose.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐

Standards for Technological and Engineering Literacy

STEL-3I

Evaluate how technology enhances opportunities for new products and services through globalization.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐

STEL-3J

Connect technological progress to the advancement of other areas of knowledge and vice versa.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐

STEL 4 Impacts of Technology

STEL-4P

Evaluate ways that technology can impact individuals, society, and the environment.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☒	☒	☒	☒	☒	☐	☐	☒	☒	☒	☒	☐

STEL-4Q

Critique whether existing or proposed technologies use resources sustainably.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☒	☒	☒	☐	☐	☐	☐	☒	☒	☒	☒

STEL-4R

Assess a technology that minimizes resource use and resulting waste to achieve a goal.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐

STEL-4S

Develop a solution to a technological problem that has the least negative environmental and social impact.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐

STEL-4T

Evaluate how technologies alter human health and capabilities.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☒	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐

Standards for Technological and Engineering Literacy

STEL 5 Influence of Society on Technological Development

STEL-5H

Evaluate a technological innovation that arose from a specific society's unique need or want.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐

STEL-5I

Evaluate a technological innovation that was met with societal resistance impacting its development.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐

STEL-5J

Design an appropriate technology for use in a different culture.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐

STEL 6 History of Technology

STEL-6F

Relate how technological development has been evolutionary, often the result of a series of refinements to basic inventions or technological knowledge.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐

STEL-6H

Evaluate how technology has been a powerful force in reshaping the social, cultural, political, and economic landscapes throughout history.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐

STEL 7 Design in Technology and Engineering Education

STEL-7W

Determine the best approach by evaluating the purpose of the design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☒	☒	☐	☒	☒	☐	☐	☐	☒

STEL-7X

Document trade-offs in the technology and engineering design process to produce the optimal design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☒	☒	☐	☐	☒	☐	☐	☐	☒

Standards for Technological and Engineering Literacy

STEL-7Y

Optimize a design by addressing desired qualities within criteria and constraints.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☒	☒	☐	☐	☐	☒	☐	☐	☐	☒

STEL-7Z

Apply principles of human-centered design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐

STEL-7AA

Illustrate principles, elements and factors of design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐

STEL-7BB

Implement the best possible solution to a design.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐	☒

STEL-7CC

Apply a broad range of design skills to their design process.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐	☒

STEL-7DD

Apply a broad range of making skills to their design process.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐

STEL 8 Applying, Maintaining, and Assessing Technological Products and Systems

STEL-8N

Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☒	☐	☐	☐	☒	☐	☐	☒	☐	☒	☐	☒

Standards for Technological and Engineering Literacy

STEL-8O

Develop a device or system for the marketplace.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐

STEL-8P

Apply appropriate methods to diagnose, adjust and repair systems to ensure precise, safe and proper functionality.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐

STEL-8Q

Synthesize data and analyze trends to make decisions about technological products, systems, or processes.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☐	☐	☐	☒	☒	☒	☒	☒	☐	☒	☒	☐	☒

STEL-8R

Interpret the results of technology assessment to guide policy development.

1.1	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
☒	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☐

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