

**Making and Design Thinking**

## St. Michael-Albertville Schools Map

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><b>CEQ: FIRST GRADE:</b></p> <ul style="list-style-type: none"> <li>o How can making things help us solve problems?</li> <li>o Why is it ok to fail sometimes?</li> </ul> <p><b>CEQ: SECOND GRADE:</b></p> <ul style="list-style-type: none"> <li>o Why are exploration and creation an important part of learning?</li> <li>o How can making things help us solve problems?</li> <li>o How does failure get us closer to our goal?</li> </ul>	<p><b>FIRST GRADE:</b></p> <p>Engage in creative exploration.</p> <p>Design, problem solve, collaborate, tinker, and create.</p> <p>Test ideas, find answers and discover new ways of doing a task or solving a problem.</p> <p>Take risks in learning.</p> <p><b>SECOND GRADE:</b></p> <p>Engage in creative play and exploration.</p> <p>Design, problem solve, collaborate, tinker, and create.</p> <p>Test ideas, find answers and discover new ways of doing a task or solving a problem.</p> <p>Take risks in</p>	<p><b>FIRST GRADE:</b></p> <p>I can participate in a community of makers, inventors, tinkerers, builders, and learners.</p> <p>I can work cooperatively in a maker environment.</p> <p>I can believe that the process is more important than the outcome.</p> <p>I can utilize peers as resources in collaboration and learning.</p> <p>I can use appropriate behavior which will lead to a more positive experience with making.</p> <p><b>SECOND GRADE:</b></p> <p>I can participate in a maker community of makers, inventors, tinkerers, builders, and learners.</p>	<p><b>STE: Educational Technology (2016)</b> <b>ISTE: All Grades</b></p> <p><b>4. Innovative Designer</b> <b>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</b> <b>Students:</b></p> <p>a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. c. develop, test and refine prototypes as part of a cyclical design process. d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p> <p><b>6. Creative Communicator</b> <b>Students:</b> communicate clearly and express themselves creatively for a variety of purposes</p>	<p><b>CFA:</b> Teacher Observation</p> <p><b>CSA:</b> Exit Tickets</p>	<p>Keva blocks</p> <p>Legos</p> <p>Star of the North books</p> <p>Various supplies-pipe cleaners, straws, paper, etc.</p>

	<p>learning.</p>	<p>I can work cooperatively in a maker environment.</p> <p>I can believe that the process is more important than the outcome.</p> <p>I can utilize peers as resources in collaboration and learning.</p> <p>I can use Appropriate behavior which will lead to a more positive experience with making.</p> <p>I can explain why there is not one correct way to solve a problem.</p>	<p>using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p><b>Students:</b></p> <p>a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p><b>7. Global Collaborator Students:</b></p> <p>use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p><b>Students:</b></p> <p>c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p><b>AASL: AASL Standards Framework for Learners (2018)</b> <b>AASL: K-12</b></p> <p><b>I. INQUIRE</b></p> <p><b>C. SHARE</b> <b>Learners adapt, communicate, and exchange learning products with</b></p>		
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others in a cycle that includes:

**D. GROW**  
Learners participate in an ongoing inquiry-based process by:  
2. Engaging in sustained inquiry.  
4. Using reflection to guide informed decisions.

**II. INCLUDE**

**B. CREATE**  
Learners adjust their awareness of the global learning community by:  
1. Interacting with learners who reflect a range of perspectives.  
2. Evaluating a variety of perspectives during learning activities.

**D. GROW**  
Learners demonstrate empathy and equity in knowledge building within the global learning community by:  
2. Demonstrating interest in other perspectives during learning activities.

**III. COLLABORATE**  
**A. THINK**

Learners identify collaborative opportunities by:

1. Demonstrating their desire to broaden and deepen understandings.
2. Developing new understandings through engagement in a learning group.
3. Deciding to solve problems informed by group interaction.

**C. SHARE**

Learners work productively with others to solve problems by:

1. Soliciting and responding to feedback from others.
2. Involving diverse perspectives in their own inquiry processes.

**D. GROW**

Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.
2. Recognizing learning as a social responsibility

**V. EXPLORE**

**A. THINK**

Learners develop and satisfy personal curiosity by:

2. Reflecting and questioning assumptions and possible misconceptions.
3. Engaging in inquiry-based processes for personal growth.

**B. CREATE**  
Learners construct new knowledge by:

1. Problem solving through cycles of design, implementation, and reflection.
2. Persisting through self-directed pursuits by tinkering and making.

**C. SHARE**  
Learners engage with the learning community by:

3. Collaboratively identifying innovative solutions to a challenge or problem.

**D. GROW**  
Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

			<b>2. Recognizing capabilities and skills that can be developed, improved, and expanded.</b> <b>3. Open-mindedly accepting feedback for positive and constructive growth.</b>		
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Updated 5/13/2020