



Park Hill School District

Building Successful Futures • Each Student • Every Day

Aspiring Innovators Curriculum

Course Description: This course enables students to develop personal and professional skills through client-connected projects, which provide the student with real world experiences. Client-connected projects provide learners the opportunity to analyze and solve authentic problems, working in collaboration with other learners and industry professionals. Within this course, students earn a market value asset (MVA) related to work experience.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Design Thinking	Topic 1: Design Thinking Framework Topic 2: Project Selection
13 weeks	The Project	Topic 1: Project Development Topic 2: Professional and Personal Skill-Building Topic 3: Prototyping and Testing

Unit 1: Design Thinking

Subject: Connect

Grade: 10-11

Name of Unit: Design Thinking

Length of Unit: 3 Weeks

Overview of Unit: Provides the students with an opportunity to review/practice the fundamental pieces of the Design Thinking process, while continuing to develop their personal and professional skills.

Competencies as defined by NACE:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Essential Questions:

1. Why is a Design Thinking mindset important in a client-based/connected setting?
2. How can the Design Thinking process clarify your college and/or career goals?

Enduring Understanding/Big Ideas:

1. Developing skills in critical thinking/problem solving, oral/written communication, and leadership are essential to an individual's development and future success.
2. Skills obtained through the Design Thinking process allow individuals to explore career/college opportunities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Ideation Design Thinking

Topic 1: Design Thinking Framework

Engaging Experience 1

Title: Design Thinking Review

Suggested Length of Time: 2 weeks

Competencies Addressed:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Detailed Description/Instructions: Students will review the steps of the Design Thinking process in order to engage in a client-based/connected project of their choosing.

Engaging Experience 2

Title: Journal

Suggested Length of Time: Initial 2 weeks

Competencies Addressed:

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Detailed Description/Instructions: Students will create a digital reflective journal as part of their ongoing Capstone portfolio.

Topic 2: Project Selection

Engaging Experience 1

Title: Project Ideation

Suggested Length of Time: 1 week

Competencies Addressed:

- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Detailed Description/Instructions: Students will choose a project from existing Connect options or pitch their personal concept. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Engaging Experience 2

Title: Empathy Interviews

Suggested Length of Time:

Competencies Addressed:

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Detailed Description/Instructions: Students will generate questions and conduct interviews in order to understand the scope of their project, or the needs of their client. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Design Thinking Framework	Design Thinking Review	Students will review the steps of the Design Thinking process in order to engage in a client-based/connected project of their choosing.	2 weeks
Design Thinking Framework	Journal	Students will create a digital reflective journal as part of their ongoing Capstone portfolio.	Initial 2 weeks
Project Choice	Project Choice	Students will choose a project from existing Connect options or pitch their personal concept.	1 week

Project Launch

Project Launch: Students will create a Capstone project that they will present to an authentic audience that can include, but is not limited to staff, family, business partners, district administrators, and community members. It includes the following components:

- Scope of project and learned experience
- Digital Portfolio
- Journal entries (can be shared individually with the facilitator and not publicly)

Unit 2: The Project

Subject: Connect

Grade: 11-12

Name of Unit: Designing the Project

Length of Unit: 13 weeks

Overview of Unit: Students will design and launch their chosen project to an authentic audience.

Competencies as defined by NACE:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Essential Questions:

1. How does a client-based/connected project allow students to develop the NACE competencies including critical thinking, oral/written communication, teamwork, digital technology, leadership, professionalism, and career management?
2. How does a client-based/connected project help students build a professional network/portfolio to be used in order to advance their college/career aspirations?

Enduring Understanding/Big Ideas:

1. Developing and practicing the NACE competencies are essential to an individual's ability to take entrepreneurial risks and successfully complete a project.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Perseverance Adaptability Resiliency Empowerment

Topic 1: Project Development

Engaging Experience 1

Title: Researching/Engaging the Community

Suggested Length of Time: 1 Week

Competencies Addressed:

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Detailed Description/Instructions: Students will engage with their community in order to build a network of individuals that will benefit their research. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Topic 2: Professional and Personal Skill-Building

Engaging Experience 1

Title: Digital Communication

Suggested Length of Time: 1 Week

Competencies Addressed:

- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Detailed Description/Instructions: Students will practice writing professional emails, engage in phone conversations, and use a digital scheduling system in order to facilitate their daily project work. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Engaging Experience 2

Title: Oral Communication

Suggested Length of Time: 1 Week

Competencies Addressed:

- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Detailed Description/Instructions: Students will practice public speaking skills that will be utilized in their Capstone presentations at the end of the semester. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Engaging Experience 3

Title: Project Management

Suggested Length of Time: 1 Week

Competencies Addressed:

- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Detailed Description/Instructions: Students will determine a system by which they organize their daily group/individual work (SCRUM, project boards...). Students working in a group will identify roles and responsibilities to facilitate work for each team member. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Engaging Experience 4

Title: Journaling

Suggested Length of Time: Ongoing

Competencies Addressed:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Detailed Description/Instructions: Students will keep a digital journal of their experiences within their portfolio. Students will reflect on personal/professional growth.

Engaging Experience 5

Title: Risk-Taking

Suggested Length of Time: Ongoing

Competencies Addressed:

- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Detailed Description/Instructions: Students will develop an entrepreneurial mindset by using the skills of perseverance, adaptability, resiliency, and empowerment. Students will record their experiences in their digital journal.

Topic 3: Prototyping & Testing

Engaging Experience 1

Title: Creating prototypes

Suggested Length of Time: 5 Weeks (Variable)

Competencies Addressed:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.

Detailed Description/Instructions: Students will develop their project through the prototyping phase of the Design Thinking process. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Engaging Experience 2

Title: Testing your prototypes

Suggested Length of Time: 5 Weeks (Variable)

Competencies Addressed:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Detailed Description/Instructions: Students will test the validity of their created prototypes. Students may need to repeat the testing cycle depending upon results. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Project Development	Researching/ Engaging the Community	Students will engage with their community in order to build a network of individuals that will benefit their research. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	1 week
Professional and Personal Skill-Building	Digital Communication	Students will practice writing professional emails, engage in phone conversations, and use a digital scheduling system in order to facilitate their daily project work. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	1 week
Professional and Personal Skill-Building	Oral Communication	Students will practice public speaking skills that will be utilized in their Capstone presentations at the end of the semester. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	1 week
Professional and Personal Skill-Building	Project Management	Students will determine a system by which they organize their daily group/individual work (SCRUM, project boards...). Students working in a group will identify roles and responsibilities to facilitate work for each team member. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	1 week
Professional and Personal Skill-Building	Journaling	Students will keep a digital journal of their experiences within their portfolio. Students will reflect on personal/professional growth.	Ongoing

Professional and Personal Skill-Building	Risk-Taking	Students will develop an entrepreneurial mindset by using the skills of perseverance, adaptability, resiliency, and empowerment. Students will record their experiences in their digital journal.	Ongoing
Prototyping and Testing	Creating Prototypes	Students will develop their project through the prototyping phase of the Design Thinking process. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	5 weeks
Prototyping and Testing	Testing Your Prototypes	Students will test the validity of their created prototypes. Students may need to repeat the testing cycle depending upon results. Students will add to their digital reflective journal as part of their ongoing Capstone portfolio.	5 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.