



OSPI Model Framework

Project Management

CIP Code: 520211	Total Framework Hours: 90 (adaptable up to 1080)
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Course: Project Management	Exploratory
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Career Cluster: Business, Management and Administration	Cluster Pathway: Business Management
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Date Last Modified: 2/2011

Resources and Standards used in Framework Development:
A Guide to the Project Management Body of Knowledge (PMBOK® Guide) Fourth Edition

COMPONENTS AND COMPETENCIES

- Performance Assessments:**
- Students will research Project Management terms**
 - Students will work in a group to understand Project Management terms and prepare a presentation to teach this knowledge area to other students in the class.**
 - Students will create a graph illustrating an organizational structure, and the impact it has on the project**
 - Students will create a poster illustrating project phases**
 - Assess and prioritize project goals**
 - Create a project organization chart, GANTT chart, and a work breakdown structure (WBS)**

STANDARDS AND COMPETENCIES

C-1 Standard: Introduction to Project Management course and Project Integration Management

C=Core A=Advanced.	Total Learning Hours for Unit: 8
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C-1.1	Understand purpose and components of project charter
C-1.2	Understand purpose and components of project management plan
C-1.8	Understand the concept of a project and determine types of projects
C-1.9	Describe the elements of a project
C-1.10	Comprehend management areas of project management
C-1.11	Evaluate relationship between project management process groups

C-1.12	Understand vocabulary of project management
C-1.14	Understand the relationship between time and the project life cycle
C-1.15	Graph project phases
C-1.16	Understand project phases
C-1.18	Understand the types of project stakeholders
C-1.19	Explain the relationship between stakeholders and the project
C-1.20	Explain how organizational structure affects the project
C-1.21	Graph different models of organization and the relationship to project coordination
C-1.22	Identify major project management processes and describe how they are interrelated
C-1.23	Compare/contrast how different project management models organize the project management processes
C-1.26	Balance competing demands of scope, time, cost, quality, resources, and risk to produce specified outline
C-1.28	Understand the flow of the organization
C-1.30	Create a GANTT chart
	Discuss and define work breakdown structure (WBS)
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
Reading	
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.2.2	Apply understanding of complex organizational features of printed text and electronic sources
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
2.2.4	Apply understanding of text organizational structures
2.3.4	Synthesize information from a variety of sources
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.2.2	Apply understanding of complex information, including functional documents, to perform a task
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings
Communications	
1.1.1	Applies a variety of listening strategies to accommodate the listening situation
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations
Social Studies – Civics	

Writing	
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes
2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes
Art	
Science	
Mathematics Standards	
SKILLS	
Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff.	
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):	
<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis
<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting
<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency
<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration
<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility
<input type="checkbox"/> Originality	<input type="checkbox"/> Risking
<input type="checkbox"/> Inquisitiveness	<input type="checkbox"/> Attending
<input type="checkbox"/> Persistence	<input type="checkbox"/> Precision
Relevance to Work: Project management is a basic skill needed to work successfully with multiple stakeholders, timelines and deliverables.	

COMPONENTS AND COMPETENCIES	
Performance Assessments: Students will demonstrate use of a personal time management system that includes scheduling, prioritizing, setting SMART goals, and creating a vision or mission statement Students will create a time management flowchart	
STANDARDS AND COMPETENCIES	
C-2 Standard: Personal Time Management	
C=Core A=Advanced	Total Learning Hours for Unit: 10
C-2.1	Understand time management systems
C-2.2	Create an urgent/important matrix

C-2.3	Create and prioritize a task list
C-2.4	Use time management tools (e.g. planner, calendar, online tools, to do list, template, or PDA)
C-2.5	Write a SMART goal
C-2.6	Use a time log to evaluate personal time management
C-2.7	Break down large tasks into action steps
C-2.8	Write a personal mission or vision statement
C-2.9	Demonstrate an understanding of the concept of time
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
Reading	
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
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Communications	
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
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Social Studies - Civics	
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Art	
Science	
Mathematics	

SKILLS

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|--|---|---|---|--|
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<input type="checkbox"/> Patterns
<input type="checkbox"/> Sequence
<input type="checkbox"/> Classify
<input type="checkbox"/> Compare/Contrast
<input type="checkbox"/> Predict | <input type="checkbox"/> Cause/Effect
<input type="checkbox"/> Fact/Opinion
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<input type="checkbox"/> Summary
<input type="checkbox"/> Point of View
<input type="checkbox"/> Analysis | <input type="checkbox"/> Finding Evidence
<input type="checkbox"/> Evaluation
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<input type="checkbox"/> Conclusion
<input type="checkbox"/> Metacognition | <input type="checkbox"/> Reasoning
<input type="checkbox"/> Problem Solving
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<input type="checkbox"/> Attending
<input type="checkbox"/> Persistence
<input type="checkbox"/> Precision |
|--|---|---|---|--|

Relevance to Work: Understanding that strong personal planning skills will contribute to higher productivity in organizations

COMPONENTS AND COMPETENCIES

Performance Assessments:

Students will interact in team settings in a manner that demonstrates respect, active listening, group development and effective outcomes.

Students will complete personal strength survey, and use communication strategies to effectively interact with those of differing strengths.

STANDARDS AND COMPETENCIES

C-3 Standard: Team Building Skills

C=Core A=Advanced

Total Learning Hours for Unit: 5

C-3.1	Demonstrate effective communication in a diverse group setting
C-3.2	Understand group development model, and identify the stages of the model in team situations (performing, storming, norming)
C-3.3	Identify characteristics of an effective team
C-3.4	Identify personal strengths
C-3.5	Recognize the strengths of others
C-3.6	Utilize communication strategies
C-3.7	Demonstrate active listening

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings

Communications

1.1.1	Applies a variety of listening strategies to accommodate the listening situation
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1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations

Social Studies - Civics

Writing

2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes

Art

Science

Mathematics

SKILLS

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Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

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|---|--|---|---|--|
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| <input type="checkbox"/> Patterns | <input type="checkbox"/> Fact/Opinion | <input type="checkbox"/> Evaluation | <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Risking |
| <input type="checkbox"/> Sequence | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Detect Bias | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Summary | <input type="checkbox"/> Inference | <input type="checkbox"/> Fluency | <input type="checkbox"/> Attending |
| <input type="checkbox"/> Compare/Contrast | <input type="checkbox"/> Point of View | <input type="checkbox"/> Conclusion | <input type="checkbox"/> Elaboration | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Predict | <input type="checkbox"/> Analysis | <input type="checkbox"/> Metacognition | <input checked="" type="checkbox"/> Flexibility | <input type="checkbox"/> Precision |

Relevance to Work: Understanding group dynamics will contribute to higher productivity in organizations.

COMPONENTS AND COMPETENCIES

Performance Assessments:

In groups, students will select a project manager, and develop project management teams, students will develop:

- **Project Charter**
- **Outline of a project plan using a template**

STANDARDS AND COMPETENCIES

C-4 Standard: Project Charters

C=Core A=Advanced

Total Learning Hours for Unit: 5

C-4.1	Describe the purpose of the project
C-4.2	Justify the project
C-4.3	Name the project
C-4.4	Identify project stakeholders
C-4.5	Define stakeholders' needs and requirements
C-4.6	Identify and list the final deliverables of the project
C-4.11	Assumptions, constraints, legal or organizational requirements are identified and documented
C-4.12	Set up project review process
C-4.13	Outline project scope, schedule, budget

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

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Social Studies - Civics

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<input type="checkbox"/> Inquisitiveness	<input type="checkbox"/> Attending
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Relevance to Work: Project management contributes to the success of businesses.	

COMPONENTS AND COMPETENCIES	
<p>Performance Assessments: Students will create a detailed description of a project's scope, analyze the requirements, and determine feasibility of project. Tools, techniques, and supporting documents will be appropriately identified and used as they relate to the project. Project deliverables will be identified and specified, with customer/stakeholder verification.</p>	
STANDARDS AND COMPETENCIES	
C-5 Standard: Project Scope Management	
C=Core A=Advanced	Total Learning Hours for Unit: 10
C-5.1	Collect requirements of project from customers/stakeholders
C-5.3	Research requirements, identify constraints, and develop measurable and testable outputs

C-5.4	Develop detailed description of the project and deliverables
C-5.5	Develop plan to assess how requirements will be documented and measured throughout the project
C-5.6	Break down the project deliverable into smaller, manageable components or tasks, and create a work breakdown schedule (WBS)
C-5.7	Define and verify scope by reviewing deliverables and project schedule with customer or stakeholders and verify feasibility
C-5.8	Control scope by monitoring the time and resources used by the project, and controlling change
C-5.9	Project success criteria is agreed upon among stakeholders
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
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Social Studies - Civics	
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Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

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<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input checked="" type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work: Determining and communicating a realistic scope is integral to the successful completion of projects.

COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will define project activities and create a document (e.g. story board, GANTT chart, graphic) outlining the project schedule including milestones, and all activities including descriptions. Developed schedule will be monitored for progress and accuracy, and determinations will be made to adjust schedule as the project progresses based on the actual completion of scheduled activities.

STANDARDS AND COMPETENCIES

C-6 Standard: Project Time Management

C=Core A=Advanced	Total Learning Hours for Unit: 10
C-6.1	Define activities by breaking down the project deliverables into steps
C-6.2	Identify tools and techniques to define activities and select those appropriate to a project
C-6.3	Create a list of activities that includes the attributes of the activities
C-6.4	Determine project milestones by determining major accomplishments of the project
C-6.6	Determine order of activities
C-6.7	Refer to project scope statement to verify schedule is in alignment
C-6.8	Diagram and define precedence relationships (e.g. finish to start, finish to finish, start to start, and start to finish)
C-6.9	Identify, analyze and schedule for dependencies in the project to determine and calculate the critical path
C-6.13	Adapt schedule to availability of resources
C-6.14	Estimate activity durations by assessing the time needed to complete activities
C-6.15	Develop schedule by compiling all activity information and integrating it into a reasonable timeline
C-6.16	Monitor, identify and report current status of project schedule
C-6.17	Determine and manage schedule changes
A-6.1	Use tools to monitor and control schedule
A-6.2	Use tools to determine resources

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
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Social Studies – Civics

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Writing

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Art

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Science

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Mathematics Standards

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SKILLS

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Relevance to Work: Effective scheduling is paramount to a smooth workflow and on time completion.

COMPONENTS AND COMPETENCIES

Performance Assessments:

Students will estimate and develop a budget for a project. Documents and tools will be used to present budget performance to stakeholders. Students will forecast budget outcomes, and summarize budget expenditures. Budget vs. actual expenditure will be analyzed at completion.

STANDARDS AND COMPETENCIES

C-7 Standard: Project Cost Management

C=Core A=Advanced

Total Learning Hours for Unit: 5

C-7.2	Estimate internal and external costs associated with project based on parameters of project, and resources used or needed
C-7.3	Use tools and techniques to accurately estimate costs
C-7.4	Determine return on investment for project
C-7.5	Compare/Contrast estimating strategies and select appropriate strategy for situation
C-7.6	Budget for uncertainty (contingency)
C-7.8	Determine team's confidence in accuracy of estimated costs (expected variance)
C-7.9	Determine budget based on project needs
C-.7.10	Determine appropriate documentation for budget expenditures and select documents to use for project
C-7.11	Review existing models of projects with similar budget activities
C-7.12	Control costs by aligning project spending to project budget
C-7.14	Create a forecast to determine cost overruns or savings
C-7.15	Analyze budget performance
C-7.16	Effective presentation and communication methods are selected and used to communicate budget information to stakeholders
A-7.1	Use tools and techniques to monitor budget of project

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
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<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Evaluation
<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Inference
<input type="checkbox"/> Conclusion	<input type="checkbox"/> Metacognition
<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Problem Solving
<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Fluency
<input type="checkbox"/> Elaboration	<input type="checkbox"/> Flexibility
<input type="checkbox"/> Originality	<input type="checkbox"/> Risking
<input type="checkbox"/> Inquisitiveness	<input type="checkbox"/> Attending
<input type="checkbox"/> Persistence	<input type="checkbox"/> Precision
Relevance to Work: Cost control is an important aspect of business.	

COMPONENTS AND COMPETENCIES

Performance Assessments:
Define quality assurance standards
Define quality control metrics

STANDARDS AND COMPETENCIES

C-8 Standard: Project Quality Management

C=Core A=Advanced

Total Learning Hours for Unit: 5

C-8.1	Plan quality standards and benchmarks
C-8.2	Compare/contrast quality management strategies
C-8.3	Determine criteria for measuring quality
C-8.4	Identify good practices and shortcomings in project, and in similar projects
C-8.5	Audit product and processes for quality and improvement, and implement changes if needed
C-8.6	Compare/contrast tools for quality control
C-8.7	Develop and utilize quality control documentation

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.1.7	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings

Communications

1.1.1	Applies a variety of listening strategies to accommodate the listening situation
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation

Social Studies – Civics

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Writing

2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes

Art	
Science	
Mathematics Standards	
SKILLS	
Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals	
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff.	
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):	
<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View
<input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis
<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting
<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency
<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration
<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility
<input type="checkbox"/> Originality	<input type="checkbox"/> Risking
<input type="checkbox"/> Inquisitiveness	<input type="checkbox"/> Attending
<input type="checkbox"/> Persistence	<input type="checkbox"/> Precision
Relevance to Work: Quality assurance is integral in meeting customer needs.	

COMPONENTS AND COMPETENCIES

Performance Assessments:
Create a human resources plan that identifies the competencies required of personnel in the project team
Create Responsibility Assignment Matrix for Project
Develop an evaluation appropriate to the project

STANDARDS AND COMPETENCIES

C-9 Standard: Project Human Resource Management

C=Core A=Advanced	Total Learning Hours for Unit: 5
C-9.1	Develop human resource plan
C-9.2	Determine team members individual roles and responsibilities to project
C-9.3	Determine skill sets of team members
C-9.4	Create organization chart
C-9.5	Determine needs of team members (e.g. training, recognition, compliance, safety)
C-9.6	Determine team norms for project participation
C-9.7	Understand project evaluation vs. personal evaluation
C-9.8	Compare/contrast different methods of forming project teams
C-9.9	Determine staff assignments, calendars

C-9.11	Manage project team
C-9.14	Practice conflict management
C-9.15	Determine, implement, and conduct method of performance appraisal for project team members
C-9.17	Identify and practice effective interpersonal skills
C-9.18	Identify and practice effective decision making skills
C-9.19	Adapt to staffing changes
C-9.20	Individual project roles are defined, documented, communicated, and agreed upon
	Complete a responsibility assignment matrix (RAM)
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
Reading	
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.1.7	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text
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3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings
Communications	
1.1.1	Applies a variety of listening strategies to accommodate the listening situation
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations
Social Studies - Civics	
Writing	
2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes
Art	

Science	
Mathematics	
SKILLS	
Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals	
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff.	
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):	
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis
<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input checked="" type="checkbox"/> Flexibility
	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work: Effective management of human resources contributes to the success of organizations	
COMPONENTS AND COMPETENCIES	
Performance Assessments: Students will plan the communication process and prepare material appropriate to the project situation Maintain a portfolio of all communication used in a project documenting planning/actions taken/results	
STANDARDS AND COMPETENCIES	
C-10 Standard: Project Communications Management	
C=Core A=Advanced	Total Learning Hours for Unit: 5
C-10.2	Create a stakeholder register including level of involvement, assessment, and contact information
C-10.3	Develop stakeholder management strategy
C-10.4	Understand appropriate business communication channels and practice appropriate use
C-10.9	Develop presentation techniques that communicate project information effectively
C-10.10	Develop project reports, project presentations, project records, feedback from stakeholders, and lessons learned
C-10.12	Differentiate types of communication based on stakeholder needs
C-10.18	Identify target market for communication and their location
C-10.20	Manage meetings (prepare, conduct, report, and follow up on actions as a result of a meeting)
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
Reading	
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and

	communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.1.7	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings

Communications

1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting

Social Studies – Civics

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Writing

2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes

Art

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Science

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Mathematics Standards

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SKILLS

Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals

Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input checked="" type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work: Effective communication contributes to the success of organizations.

COMPONENTS AND COMPETENCIES

Performance Assessments:

Students will identify and assess the risks of a project, develop a risk response plan and have it approved and communicated.

Students will complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis

Create and maintain a risk register for a project

STANDARDS AND COMPETENCIES

C-11 Standard: Project Risk Management

C=Core A=Advanced

Total Learning Hours for Unit: 5

C-11.1	Define a project risk and describe benefits/drawbacks of risk
C-11.2	Analyze and assign a risk rating to deliverables based on level of uncertainty
C-11.4	Complete a SWOT analysis
C-11.6	Define countermeasures to reduce risk, and assign team member to be accountable for each countermeasure that is chosen
C-11.7	Create risk probability and impact assessment and matrix
C-11.8	Create and maintain a risk register
C-11.9	Rank and categorize risk
C-11.11	Plan Risk Responses
C-11.12	Monitor and Control Risks

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.1.7	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings

Communications

1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting

Social Studies - Civics

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Writing	
2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes
Art	
Science	
Mathematics	
SKILLS	
Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals	
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff.	
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):	
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input type="checkbox"/> Analysis
<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility
<input type="checkbox"/> Originality <input checked="" type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision	
Relevance to Work: Risk is a reality in the workplace, and risk analysis is important to project success.	

COMPONENTS AND COMPETENCIES	
Performance Assessments: Students will identify and plan for procurements in a project, including evaluation of sources. Students will review a contract and describe the terms and penalties.	
STANDARDS AND COMPETENCIES	
C-12 Standard: Project Procurement Management	
C=Core A=Advanced	Total Learning Hours for Unit: 5
C-12.1	Identify and plan procurements
C-12.2	Compare/contrast contract types
C-12.3	Demonstrate understanding of contract terms, including penalties
C-12.4	Develop, identify and use selection criteria including product and source
C-12.5	Evaluate proposals or bids

C-12.6	Create procurement documentation, correspondence, and payment schedules and requests
C-12.7	Complete a make/buy analysis
<i>EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)</i>	
Reading	
1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.1.7	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings
Communications	
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations
Social Studies - Civics	
Writing	
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes
2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
Art	
Science	
Mathematics	
SKILLS	
Leadership: 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals	
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff.	

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- | | | | | |
|---|--|---|---|--|
| <input type="checkbox"/> Observe | <input type="checkbox"/> Cause/Effect | <input type="checkbox"/> Finding Evidence | <input type="checkbox"/> Reasoning | <input type="checkbox"/> Originality |
| <input type="checkbox"/> Patterns | <input type="checkbox"/> Fact/Opinion | <input type="checkbox"/> Evaluation | <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Risking |
| <input type="checkbox"/> Sequence | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Detect Bias | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Summary | <input type="checkbox"/> Inference | <input type="checkbox"/> Fluency | <input type="checkbox"/> Attending |
| <input type="checkbox"/> Compare/Contrast | <input type="checkbox"/> Point of View | <input type="checkbox"/> Conclusion | <input type="checkbox"/> Elaboration | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Predict | <input checked="" type="checkbox"/> Analysis | <input type="checkbox"/> Metacognition | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Precision |

Relevance to Work: Procuring needed resources in a cost-effective and timely manner contributes to the success of organizations

COMPONENTS AND COMPETENCIES

Performance Assessments:

Students will demonstrate understanding of project management by working in a project management team to complete a project .

Students will work together to create a project team that will clarify the expectations of the stakeholders in a new project, tempering expectations with realistic outcomes to develop a project charter, project plan, assign team roles, and a schedule for the project.

Students will implement a project plan and monitor the project, communicating changes in project risk, schedule, budget, and outcome to stakeholders.

Students will complete a project after the results have been delivered and compile project documentation, evaluate stakeholder satisfaction, and determine experience gained and lessons learned from the project.

Create final project report.

STANDARDS AND COMPETENCIES

C-13 Standard: Project Management Process Groups and final presentations

C=Core A=Advanced

Total Learning Hours for Unit: 15

C-13.1	Initiate process
C-13.2	Plan process
C-13.3	Execute process
C-13.4	Monitor and control process
C-13.5	Close process

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
2.1.5	Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
2.2.2	Apply understanding of complex organizational features of printed text and electronic sources

2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
2.2.4	Apply understanding of text organizational structures
2.3.4	Synthesize information from a variety of sources
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.2.2	Apply understanding of complex information, including functional documents, to perform a task
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings

Communications

1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information

Social Studies - Civics

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Writing

2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes

Art

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Science

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Mathematics

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SKILLS

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- | | | | | |
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| <input type="checkbox"/> Sequence | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Detect Bias | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Summary | <input type="checkbox"/> Inference | <input type="checkbox"/> Fluency | <input type="checkbox"/> Attending |
| <input type="checkbox"/> Compare/Contrast | <input type="checkbox"/> Point of View | <input type="checkbox"/> Conclusion | <input type="checkbox"/> Elaboration | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Predict | <input type="checkbox"/> Analysis | <input type="checkbox"/> Metacognition | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Precision |

Relevance to Work: Project management is a necessary part of business across industries.

COMPONENTS AND COMPETENCIES

Performance Assessments:
Research career opportunities in Project Management across industry sectors
Create a career progression ladder

STANDARDS AND COMPETENCIES

C-14 Standard: Project Management Career Exploration

C=Core A=Advanced

Total Learning Hours for Unit: 2

C-14.1	Use online resources to research career information related to project management
C-14.2	Understand the outlook and industry growth in project management
C-14.3	Understand project management opportunities across career clusters
C-14.4	Research post-secondary training related to project management
C-14.5	Identify project management certifications, their benefit, and the requirements to obtain them.

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

Reading

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
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2.2.2	Apply understanding of complex organizational features of printed text and electronic sources
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2.3.2	Evaluate informational materials, including electronic sources, for effectiveness
2.2.4	Apply understanding of text organizational structures
2.3.4	Synthesize information from a variety of sources
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2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation

3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information

Social Studies - Civics

Writing

2.2.1	Demonstrates understanding of different purposes for writing
2.3.1	Uses a variety of forms/genres
2.4.1	Produces documents used in a career setting
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes

Art

Science

Mathematics

SKILLS

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Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- | | | | | |
|---|--|--|---|---|
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| <input type="checkbox"/> Patterns | <input type="checkbox"/> Fact/Opinion | <input checked="" type="checkbox"/> Evaluation | <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Risking |
| <input type="checkbox"/> Sequence | <input type="checkbox"/> Main Idea | <input type="checkbox"/> Detect Bias | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> Inquisitiveness |
| <input type="checkbox"/> Classify | <input type="checkbox"/> Summary | <input type="checkbox"/> Inference | <input type="checkbox"/> Fluency | <input type="checkbox"/> Attending |
| <input type="checkbox"/> Compare/Contrast | <input type="checkbox"/> Point of View | <input type="checkbox"/> Conclusion | <input type="checkbox"/> Elaboration | <input type="checkbox"/> Persistence |
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