

United States Executive	United Arab Emirate Executive
Department of State state.gov	Ministry of Foreign Affairs https://www.mofaic.gov.ae/
Department of the Treasury treasury.gov	Ministry of Finance https://mof.gov.ae/
Department of Defense defense.gov	Ministry of Defence https://mod.gov.ae/
Department of Justice usdoj.gov	Ministry of Justice https://www.moj.gov.ae/
Department of the Interior doi.gov	Ministry of Interior http://www.moi.gov.ae/en/
Department of Commerce commerce.gov	The Ministry of Economy https://www.moec.gov.ae/en/home
Department of Labor dol.gov	Ministry of Human Resources and Emiratization http://www.mohre.gov.ae/
Department of Health and Human Services hhs.gov	Ministry of Health and Prevention http://www.moh.gov.ae/
Department of Housing and Urban Development hud.gov	Ministry of Community Development https://mocd.gov.ae/
Department of Transportation dot.gov	Ministry of Energy and Infrastructure* https://www.moei.gov.ae/en/home.aspx
Department of Energy energy.gov	Ministry of Energy and Infrastructure* https://www.moei.gov.ae/en/home.aspx
Department of Education ed.gov	Ministry of Education https://www.moe.gov.ae/En/Pages/home.aspx
National Aeronautics and Space Administration https://www.nasa.gov/	UAE Space Agency https://space.gov.ae/

Environmental Protection Agency epa.gov	Ministry of Climate Change and Environment https://www.moccae.gov.ae/en/home.aspx
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Things to Know

- The US Presidential Cabinet also includes the Department of Agriculture, the Department of Veterans Affairs, and the Department of Homeland Security; however, the UAE does not have comparable ministries and so they were excluded from the list above.
- The UAE Council of Ministers currently has over 34 ministries; therefore, only those ministries with comparable agencies within the Presidential Cabinet are included in the list above.
- While the US has two separate cabinets for transportation and energy, in the UAE, these responsibilities fall under one agency – the Ministry of Energy and Infrastructure.
- The UAE’s Minister of Climate Change and Environment holds an office within the Council of Ministers and the ministry is an executive agency in the UAE; however, in the US, the EPA Administrator is not on the Presidential Cabinet although the EPA is an executive agency.
- In the US, the NASA Administrator is not on the Presidential Cabinet although NASA is an executive agency. In the UAE, the Space Agency is overseen by a board of directors and a general director that are not on the Council of Ministers and while the Space Agency is a federal agency it is not an executive agency.
- It is recommended that only advanced pairs of students research NASA or EPA and counterparts.

§113.44. UNITED STATES GOVERNMENT TEKS & LEARNING OBJECTIVES

Student will be able to:

- 6(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights
- 7(B) analyze the structure and functions of the executive branch of government
- 7(D) identify the purpose of selected independent executive agencies including the NASA, EPA, OSHA, [and] FDA
- 9(A) identify different methods of filling public offices, including elected and appointed offices
- ?9(B) explain the process of electing the president of the United States and analyze the Electoral College
- 11(A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy and other republics (the UAE can be described as a constitutional federation of monarchies)
- ?11(B) analyze advantages and disadvantages of presidential and parliamentary systems of government
- ?13(C) describe the voter registration process and the criteria for voting in elections

DOCUMENTS & TECHNOLOGY

- Executive Branch Brief Lesson Plan
- Executive Agencies (Teacher Document, Optional Student Document)
- Executive Branch Brief (Student Document)
- Executive Brief Elements (Student Document)
- Group Evaluation (optional)

- Canva Newsletter Template (or suitable technology if instructor selects a different end project)

In addition to a grade for completing the project, I also give students grades four grades for group projects 1) teamwork evaluation grade is how well their teammates evaluated their contributions to the project 2) teammate evaluation grade is how well they evaluate their teammates contribution based on the rubric provided 3) self-evaluation grade is how well their assessment of their own contribution matches their teammates' assessment of their contributions, and 4) project evaluation grade is based upon how completely they answer questions to assist the instructor to improve the project assignment or instructions for future students. If you would like to include my evaluations, they are included with the lesson plan.

GOVERNMENT WEBSITES

UAE - The World Factbook (Published by CIA)

<https://www.cia.gov/the-world-factbook/countries/united-arab-emirates/#government>

UAE - Government Site

<https://u.ae/en/#/>

US - The World Factbook (Published by the CIA)

<https://www.cia.gov/the-world-factbook/countries/united-states/>

US - Government Site

<https://www.usa.gov/>

VOCABULARY

14 th Amendment	15 th Amendment	19 th Amendment	23 rd Amendment
26 th Amendment	Brief	Constitution	Delegate
Diplomacy	Electoral College	Emir	Emirate
Executive Branch	Federation	Ministry	Monarchy
President	Presidential Cabinet	Prime Minister	Republic
Sovereignty	Supreme Council	Vice-President	

THE END PROJECT

Students will create a brief using a Canva newsletter template for their future boss who is on a diplomatic mission to the UAE to find a project in which both countries can collaborate. In doing so, they will research government websites in both countries (the UAE website allows visitors to select Arabic or English) to explain and compare the governments of each country, their executive branches, citizen's rights, agency projects, and to evaluate the ability of the two countries to work together on a project to solve a common problem. The end project is presented here as a two-sided brief with each side organized in to three sections (US, UAE, comparison) so that it is also interdisciplinary to allow students to practice writing and allows the instructor to collaborate with the English department at their school.

The end project can easily be changed to accommodate different students or situations. Some suggestions include a PowerPoint or Google Slides presentation, an oral presentation, a 10-minute video, a website, or even a song for the musically talented. Just remind students to include the information on the document "Executive Brief Elements" if accommodations are necessary.

To modify the project for individual students, it is recommended the instructor select one side of the brief for students to complete. Side one focuses on government and civics for the US and UAE. Side two focuses on complimentary executive agencies in both countries. Please refer to the student document “Executive Brief Elements” for the information and images students must research.

For your convenience, the teacher document “Executive Agencies” contains a list of agencies in the US executive branch and their counterpart in the UAE. The document also includes the websites for the agencies. To challenge students, only provide them with the government websites listed above; however, instructors can provide students with the document “Executive Agencies” to better meet the needs of your students or if they want to shorten the time it takes to complete the project.

PRIOR TO INTRODUCING THE PROJECT

As presented in this lesson plan, the project can be completed in four 45-minute class periods (or two 90-minute class periods for schools on a block schedule) with students working as partners and homework; however, it can be tiered and modified for individual situations. To assist you, please refer to the information below.

Gifted students can complete the project by themselves if they research executive agencies other than NASA or the EPA, and they do not mind homework; however, it is recommended that gifted students be paired together and the instructor assigns or directs them to the executive agencies NASA or EPA as these agencies (or their counterpart in the UAE) are organized a little different from the other agencies.

Teams of three with different tiered students can easily assist each other in completing the project and to allow each student to highlight their strengths and work on their weaknesses.

If time is a factor, the project can be completed by teams of four to six students over two 45-minute classes (or one 90-minute class) with each student being responsible for one or two section(s) with homework. If this is the case, it is recommended the project be assigned near the end of the week to allow students to complete the project over the weekend. This will require the teams to communicate well with each other.

TIME

Students may work as individuals (not highly recommended, but possible), in pairs, or in teams at the instructor’s discretion and depending upon time with the possibility of homework. There is the option of conducting an electronic gallery walk or group presentations on a fifth day if the instructor would like to extend the project for a whole week. It is a great end-of-the-year or end-of-unit project that allows students to demonstrate knowledge gained throughout the course.

Day One: Introduce the project to students, distribute the documents “Executive Branch Brief” and “Executive Brief Elements,” select agency and partner(s)

Day Two: Research the “Executive Brief Elements” and assist students by walking around the room to guide them and check for understanding

Day Three: Demonstrate how to use the newsletter template in Canva to create a brief and students will download the images and write the text for their brief

Day Four: Students will use Canva to create their dossier

Day Five (optional): Electronic gallery walk or 5- to 10-minute presentations

DAY ONE: INTRODUCE THE PROJECT

Do Now (5 minutes)

On the whiteboard write “Imagine you are going to the United Arab Emirate to represent the United States in a diplomatic mission in which both countries work together to solve a mutual problem. Now, write one paragraph that explains what kind of information you need to know about each country in order to effectively complete your mission.

Review US Government (5 minutes)

Ask students questions to review what they know about the three branches of government in the US, how they are organized, and their functions. Sample questions to ask can include:

1. What are the three branches of government in the US and how do they work together?
2. What is the importance of specific amendments to the Constitution (specifically the 14th, 15th, 17th, 19th, 23rd, and 26th)?
3. What is the role of the president and vice-president?
4. What is the presidential cabinet and its function?
5. What are congressional legislators and their function?
6. What are legislative committees and their functions?
7. What is the purpose of bureaucratic agencies and departments (specifically NASA, EPA, OSHA, and the FDA)?
8. What are the different levels of the judicial system and how do they function?

United Arab Emirate (UAE) Prior Knowledge (20 minutes)

Ask students if they know where the UAE is located and what they know, have heard, or would like to know about its history, government, laws, culture, people, etc. Give students 3-4 minutes to discuss as a class.

Watch the roughly 12-minute video “UAE - United Arab Emirates! (ULTRA Modern, Cosmopolitan Arabia),” produced by The GEOfocus Channel on YouTube (link below):

https://www.youtube.com/watch?v=jXlwREgA6u8&ab_channel=TheGEOfocusChannel

Ask students how the UAE and the US systems of government are similar and or different based upon the knowledge learned in the video and their prior knowledge.

We Do (10 minutes)

Ask students if they know what a brief is and its purpose. Explain and clarify any misunderstandings about briefs. Tell students they will conduct research about the UAE system of government and compare it to the US system of government. They will use their research to create a brief to distribute to a US delegates that will meet with UAE officials and ambassadors to discuss strengthening the diplomatic ties between the two nations. Visit UAE and US government websites provided above and show students briefly how to navigate them. Have students follow along so they can become familiar with the websites and answer any questions. On day two, students will use the websites extensively.

Select Teams and Agencies (5 minutes)

Either assign partners and executive agencies or allow students to choose their own with the instructor's guidance for tiering purposes.

DAY TWO: RESEARCH EXECUTIVE BRIEF ELEMENTS

Do Now (5 min)

On the whiteboard write "Compose one paragraph in which you compare the UAE's and the US' governments and evaluate the ability of both countries to work together based upon your current knowledge. Do your best with the knowledge you have or include what knowledge you wish you knew in order to make a better comparison and evaluation.

I Do (10 minutes)

Return to the websites from day one and continue to show students how to navigate them. Have students follow along with their own computers. After students are somewhat comfortable with where to locate information on the four websites from day one, show students how to navigate the individual executive agency websites (document "Executive Agencies") to locate information about individual agencies and their projects. Check for understanding about how to navigate the websites with a simple thumbs up or down. Reteach how to navigate the websites if needed.

We Do (30 minutes)

Students will work on their own in class to research the "Executive Brief Elements." The instructor will walk around to assist as needed and to check for understanding by asking questions about the executive branch of both governments and their agencies. Five minutes before the end of class, students will submit their work-to-date for review by the instructor. Any information they could not locate in class will be completed as homework.

DAY THREE: ORGANIZE BRIEF

Do Now (5 minutes)

On the whiteboard write "Compose one paragraph in which you identify the executive agencies in the US and the UAE your team researched, identify one project in each agency your team researched, and explain why your team believes it is worthy for the US and UAE to collaborate on these projects.

I Do (5-10 minutes)

The instructor will clear any misunderstandings based on their assessment of work-to-date students submitted from day two (the "Executive Brief Elements"). After, if students are not familiar with Canva, show them how to navigate it so they can select templates and alter the text, graphics, fonts, colors, etc. If students are familiar with Canva, the instructor can suggest newsletter templates appropriate for their brief and suggestions on how to organize it.

We Do (30-35 minutes)

Students work in their teams to organize each side of the brief and the sections for each side. They will also compose the text, download images, and select appropriate graphics for the brief. The instructor will walk around to assist as needed and to check for understanding by asking questions about the design of their brief. Five minutes before the end of class, students will submit their work-to-date for review by the instructor. Any work they could not complete in class will be completed as homework.

DAY FOUR: CREATE BRIEF

Do Now (5 minutes)

On the whiteboard write “Compose one paragraph in which you explain what you learned about the US and UAE executive branches and how well you believe the two countries can work together to solve a common problem.”

I Do (5 minutes)

The instructor will clear any misunderstandings based on their assessment of work-to-date students submitted from day three (text, images, and graphics).

We Do (30 minutes)

After, students will use the work from day three and Canva to create their brief. When they complete the brief, they must save it as a PDF and submit it for a grade. The instructor will walk around to assist as needed and to check for understanding by asking questions about the design of their brief. Five minutes before the end of class, students will submit their work-to-date for review by the instructor. Any work they could not complete in class will be completed as homework.

SUBMIT PROJECT

The instructor will select a date for students to submit their completed brief (and optional team evaluations). If the instructor decides to conduct a gallery walk, have students provide feedback to the other teams and then the teams can revise their project based on the feedback.

THE UAE & US EXECUTIVE BRANCH BRIEF

Today you and a partner will create a brief for your boss who is a delegate visiting the United Arab Emirate (UAE) for a diplomatic meeting with a member of the Council of Ministers. The purpose of the meeting is to find common ground and potentially partner on a cause that is important to both countries. To assist your boss, your brief must provide information about the UAE’s basic government structure, its Supreme Council and its Council of Ministers, a counsel minister and the agency they manage, and a project within the agency to improve a problem. Additionally, your brief will provide information about the United States executive branch, a minister’s counterpart on the US Presidential Cabinet (ie: UAE Minister of Foreign Affairs and International Cooperation and the US Secretary of State), the agency they manage, and a project within the US agency that complements or balances the project within the UAE agency. Remember, the goal of your boss’s meeting is to find mutual ground from which both countries can strive for a common goal.

LEARNING GOALS

I will be able to:

- analyze the structure and functions of the executive branch of government
- identify the purpose of selected independent executive agencies including the NASA, EPA, OSHA, and FDA
- identify different methods of filling public offices, including elected and appointed offices

- explain the process of electing the president of the United States and analyze the Electoral College
- compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy and other republics
- analyze advantages and disadvantages of presidential and parliamentary systems of government
- describe the voter registration process and the criteria for voting in elections

MANAGING RESOURCES

First, create a folder in Google Drive with the title Executive Branch Brief in which to save your research, drafts, and final product. Confirm that both partners can access the shared folder. To complete your brief, first research and compare the system of government within the US and UAE, second research specific executive agencies, third write text and download images, and lastly use Canva to create the brief. It is important to save your work at each stage and ensure both partners can access it.

After completing the research, log in to Canva and select a newsletter template that is appropriate for a professional brief. Select a template that allows you to include enough text, images, and graphics to communicate the information without being cluttered, unorganized, or messy. Once you select a template, change the title to your and your partner's last names and Executive Branch Brief (ie: Murphy-Smith Executive Branch Brief). Confirm that both partners can access the template in Canva. When you finish the brief, download it as a PDF and save it to the shared folder; then, submit the PDF of the brief to Google Classroom.

TIMELINE

Day One: Understand assignment expectations, select partner, and select officials and their agencies

Day Two: Research the elements to include on the brief (see the document "Executive Brief Elements")

Day Three: Select Canva template, organize sections, write text, download images, and select graphics

Day Four: Create brief and submit to Google Classroom

Day Five (optional): Gallery Walk

THE BRIEF

Your brief will be one document with two sides that includes text, images, and graphics.

Side one of the brief explains and compares the US's and the UAE's government and the executive branch in each country. It must also include an evaluation of the two countries' ability to work together. This counts as 50% of your grade.

Side two of the brief explains and compares one executive agency in each country with similar responsibilities (such as the UAE Ministry of Foreign Affairs and International Cooperation and the US Department of State), its official, and a project in each agency. Your goal is to locate one project in each country that the agencies manage in order to solve a global problem or a common problem that both countries face. It must include an evaluation of the agencies' ability to collaborate. This counts as 50% of your grade.

Please refer to the document “Executive Branch Elements” for details of the information and images that must be included in your brief. Many of the images for this project can be located on government websites. Do not forget to cite where you located your images.

2023 UAE EDUCATOR STUDY TOUR PROJECT REPORT

Full Name:

School:

City/State of Residence:

Subjects and Grades of Instruction:

Project Topic(s):

COMPLETED PRESENTATIONS

Date	Location	Description	# Students Impacted	# Educators Impacted
Total # of People Impacted:				

PLANNED PRESENTATIONS

Date	Location	Description	# Students Impacted	# Educators Impacted

SIDE ONE

United States Overview (20%)

- Explain when, how, and why the United States of America was created.
- Identify the document that codifies its laws and lays out the basic structure of government.
- Explain how a person obtains citizenship and their rights and or privileges as a citizen.
- Identify and explain its government structure including the branches and their function.
- Identify the president, length of term and term limits, their function, and how to obtain the position.
- Identify the vice-president, length of term and term limits, their function, and how to obtain the position.
- Explain the electoral college, how membership is determined, and its function.
- Explain the Presidential Cabinet and its function.
- Explain how membership is determined and length of service.
- Include an image of the country's flag and an image of the official seal/emblem.
- URL for the US government's executive branch.

United Arab Emirate Overview (20%)

- Explain when, how, and why the United Arab Emirate was created.
- Identify the document that codifies its laws and lays out the basic structure of government.
- Explain how a person obtains citizenship and their rights and or privileges as a citizen.
- Identify and explain its government structure including the branches and their function
- Explain the Supreme Council, how membership is determined, and its function.
- Identify the president, length of term and limits, their function, and how to obtain the position.
- Identify the prime minister, length of term and term limits, their function, and how to obtain the position.
- Identify the vice-president, length of term and term limits, their function, and how to obtain the position.
- Explain the Council of Ministers and its function.
- Explain how membership is determined and length of service.
- Include an image of the country's flag and image official seal/emblem.
- URL for the UAE government's executive branch.

Government Comparison (10%)

- Explain how the US's & UAE's governments are similar and different.
- Explain the advantages and disadvantages of the US system of government.
- Explain the advantages and disadvantages of the UAE system of government.
- Explain why you think the US & UAE can work together toward a shared common goal and provide evidence to support your assertion.
- Explain the benefits of this partnership, potential obstacles, and how to overcome the obstacles.

SIDE TWO

United States Presidential Cabinet (20%)

- Identify your executive agency, explain what it does, and explain why it is needed.
- Identify the head of your agency and briefly describe what they do or their responsibilities.
- Identify at least one department under the agency, explain what it does, and why it is needed.
- Identify at least one project of the agency, explain the goal of the project, how it has been implemented, and current and or expected outcomes.
- Include an image of the cabinet member and the agency's official seal/emblem.
- URL for the US executive agency
- URL for the US executive agency's project (if it different than the agency's URL)

UAE Council of Ministers (20%)

- Identify your executive agency, explain what it does, and explain why it is needed.
- Identify the head of your agency and briefly describe what they do or their responsibilities.
- Identify at least one department under the agency, explain what it does, and why it is needed.
- Identify at least one project of the agency, explain the goal of the project, how it has been implemented, and current and or expected outcomes.
- Include an image of the council member and the agency's official seal/emblem.
- URL for the UAE executive agency
- URL for the UAE executive agency's project (if it different than the agency's URL)

Agency Comparison (10%)

- Explain how the US's cabinet & UAE's council are similar and different.
- Explain how your US & UAE executive agencies are similar and different.
- Explain why you think the two agencies can work together toward a shared common goal and provide evidence to support your assertion.
- Explain the benefits of this partnership, potential obstacles, and how to overcome the obstacles.

PURPOSE

Everyone makes decisions. In order to decide, one must evaluate options objectively. In your professional and personal life, you will make huge decisions with long-term effects such as which advertising firm to hire for your political campaign, which employee to promote or give a raise or bonus, which architect to design your dream home, etc. It is also very important to know one's own abilities. This allows you to identify and hone skills you need to improve, helps to prevent you from taking on tasks you cannot perform, or prompts you to seek assistance when faced with a task for which you are not well suited. It is very important to learn how to objectively evaluate proposals and contributions now. To learn this skill, every team project will be followed by an evaluation of your teammates, of yourself, and of the project assignment.

GROUP EVALUATION INSTRUCTIONS (TEAMWORK, TEAMMATE, SELF)

Copy and paste the Evaluation Prompts below to a google doc for as many teammates as were on your team, including yourself. Type the same "Project Name" and the same names of "All Teammates" for each rubric. For each teammate you evaluate, including yourself, type their name as the "Evaluated Teammate" and describe all the tasks the teammate completed while working on this project and be specific in the description. Next to each question, type a score for the teammate from zero to four with zero meaning the teammate did nothing to four meaning the teammate was near perfect. After you type their score, write one complete sentence that justifies the score you gave them. Include any additional comments you feel the instructor should know. Lastly, add up the teammate's score and type it next to "Total Score" at the

bottom. When you finish evaluating all teammates, including yourself, submit it to Google Classroom. **All of your responses must be typed in red.**

EVALUATION PROMPTS

Project Title:

Your name:

All Teammates:

Evaluated Teammate #1:

Teammate's Tasks:

1. At what level of seriousness did they/you take this project (0-4)?
2. Did they/you make a significant contribution to the brainstorming and planning process (0-4)?
3. Did they/you make a significant contribution to the research process (0-4)?
4. Did they/you make a significant contribution in the creation of the project (0-4)?
5. Did they/you meet deadlines for assignments and meetings (0-4)?
6. Did they/you effectively communicate with other teammates in a timely manner (0-4)?
7. What was the level of their/your overall participation in the project (0-4)?
8. Would you want them/yourself as a teammate based on their/your level of productivity (0-4)?

Additional comments:

Total score:

GRADES

You will receive **four grades** for group evaluations: teamwork evaluation, teammate evaluation, self-evaluation, and project assignment evaluation.

The **teamwork evaluation grade** is calculated based entirely upon your teammates' assessment of your contributions to the project using the prompts above and is the average of the total score converted to a grade of 0 to 100 using breakdown below.

32 = 100
29-31 = 95
26-28 = 90
23-25 = 85
20-22 = 80
17-19 = 75
8-16 = 60
1-8 = 50
0 = 0

Example: Teammate one assessed you at 28, teammate two at 30, and teammate three at 27.
 $28 + 30 + 27 = 85$ $85/3 = 28.33$ Grade = 90

The **teammate evaluation grade** is calculated based upon how well you as the evaluator followed directions and objectively assessed your teammates using the deductions below.

- 30 points for each teammate that you do not evaluate as an individual
- 20 points, did not lists a teammate's tasks at all
- 10 points, did not list all the names of your teammates
- 10 points, did lists teammate's tasks but the tasks listed are not specific in their description
- 10 points, did not provide name of the teammate you evaluated under evaluated teammate #
- 10 points, did not provide an individual score for one of the questions
- 10 points, did not justify an individual score
- 10 points, did not include the total score at the bottom
- 5 points, did not write a complete sentence justifying an individual score
- 5 points, did not include your name
- 5 points, did not indicate which project was created
- 5 points, did not type your response in red

*** It is possible to receive enough deductions that your teammate evaluation grade is zero because your assessment did not follow the instructions. Please follow the instructions and be thorough when assessing teammates.

The **self-evaluation grade** is based upon how closely your assessment of your contributions matches your teammates' assessment of your contributions using the breakdown below:

Equal to teammates' assessment	100
Five points above or below teammates' assessment	90
Ten points above or below teammates assessment	80
15 points above or below teammates' assessment	70
20 points above or below teammate's assessment	60
More than 20 points above or below teammates' assessment	50
Did not completely evaluate your own contributions including justification	0

Example: You assess your contribution at 30 which converts to a teammate evaluation grade of 95. Your teammates assess your contribution at 28.33 which converts to a teammate evaluation grade of 90. In this example, the teammate evaluation grade you gave to yourself of 95 is five points above the teammate evaluation grade your teammates gave to you of 90; therefore, your self-evaluation grade is 90.

Your **project assignment evaluation grade** is based on how fully you follow instructions and answer the questions. First, copy and paste the questions to the bottom of the teammate evaluation questions, then answer them in red

1. What did you enjoy about the assignment and why did you enjoy it?
2. What did you dislike about the assignment, why did you dislike it, and how would you improve it?
3. In what way was the assignment easy to understand and or complete and why was it easy to understand or complete?
4. In what way was the assignment difficult to understand and or complete and how would you make it easier to understand or complete?

5. How can the assignment be improved to help students be more successful?
6. What advice would you give the instructor when assigning this project in the future?
7. What advice would you give other students when assigned this project in the future?
8. What could you have done differently to be more successful and what could your team have done differently to be more successful if this was a team project?
9. What are you still confused about and wish you understood better?
10. What did you learn and how does this benefit you?

Additional comments:

- 10 points, did not completely answer a question
- 7 points, completely but poorly answered a question and did not answer in complete sentence
- 5 points, completely but poorly answered a question but did answer in complete sentence
- 2 points, completely answered a question but did not answer it in a complete sentence

You do not have to leave additional comments unless you believe they are constructive and will assist the instructor to improve the project assignment in the future.