Integrated Project-based Learning: Combining PTE Standards and Academic Standards

Use this template for planning and sharing ideas for projects. This template is based on the 6 A’s:

Authenticity\* Academic Rigor\* Applied Learning\* Active Exploration\* Adult Connections\* Assessment

| **Project** |
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| **Title of Project** | **Culture and Health Care** |
| **Project Developed by** | Shawna Bingham & Jodie Carpenter |
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| **School** | **Cassia Regional Technical Center & Burley High School** |
| **Pathway / Small Learning Community/Academy** | **Health Professions & ELA** |
| **Course Title(s)** | **Allied Health & English 12** |
| **Time Frame** | **2 weeks** |

| **Authenticity** |
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| *Briefly describe your project. Include the key question and provide an overview of what students do and learn. Tell why the question is meaningful to the students and where one might see a similar question tackled by an adult in the workplace.* |
| **Key Question** | **How does culture affect health care?** |
| **Overview** | **The unit objective is to incorporate research, writing skills, and speaking and listening skills through understanding specific cultures and the impact on health care.**  |

| **Vocabulary/Key Terms** |
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| ***List vocabulary words and key terms essential to student understanding.*** |
|  | **Research****Validity of sources****Reliability of sources****Culture****Superstitions** **Acculturation** **Cultural competence** **Culture** **Ethnocentrism** **Ethnography****Citation****Audience awareness****Bias** |
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| **Active Exploration \* Applied Learning \* Adult Connections** |
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| *What classroom-based, community-based, and career-based activities does the project involve? Include a description of the active exploration, applied learning, and adult connections in the project (as needed).* |
| ***Active Exploration*** *How does the project engage students in real investigations using a variety of methods, media and sources? What field-based work will students perform? How does student learning and service support active career exploration?* Students will examine real models of homes. Math will expain scaled units in architecture. They will have lessons on home construction and the building codes for bids. How knowledge is used in industry?**Applied Learning** How do students apply what they have learned and researched to a complex problem (e.g. designing a product, improving a system, creating an exhibit, organizing an event)? Lecture on industry usage of this concept i.e. model designs. Application with their own proportions also will be explored along with industry standards. ***Adult Connections*** *Who from the community, workplace, postsecondary and/or industry partnership works with students on the project?* Lecture from local industry and community in home design. |
| **Classroom Activities**  | **Community** **Activities** | **Career** **Activities** |
| **Class discussion on defining a culture, types of cultures, and a need to understand differences of culture.****Discuss, explain and identify vocabulary in relation to culture and culture research****Have students choose a culture to research****Research** **Presentation of information in regards to culture and its impact on health care.** **Write an argumentative essay on a researched element and the impact it has on the overall health of the community.**  | **Share evidence of research through presentation.** | **Through research the student will be able to respect a culture of different nations.**  |

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| **Academic/PTE Rigor** |
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| **Standards** *Use the space below to list the state content standards and PTE industry standards addressed by the project. (A list of the content standards is available at* [*http://www.sde.idaho.gov/ContentStandards/default.asp*](http://www.sde.idaho.gov/ContentStandards/default.asp)*. This page, which includes selected high school level standards, is designed to let you easily create a list of standards you are addressing. You may then copy and paste the list into this template.)* |
| **PTE Standards CC Anchor Standards**9-12.H.1.1.4 Reading: 1, 2, 8, 9, 109-12.H.1.1.6 Writing: 1, 4,5,6,7,8,99-12.H.1.1.7 Speaking and Listening: 1, 4, 59-12.H.2.1.1 Language: 1, 2, 69-12.H.2.1.2 9-12.H.2.1.3 9-12.H.2.1.4 9-12.H.2.1.5 9-12.H.2.1.6. 9-12.H.2.1.7 |
| **School to Career Competencies** *Please check (x) the competencies addressed by the project* |
| [ X] Communicate and understand ideas and information [X ] Collect, analyze and organize information[X ] Identify and solve problems[ X] Use technology[X] Initiate and complete entire activities[ X ] Act professionally[ X] Interact with others[ ] Understand all aspects of an industry[ ] Take responsibility for career and life choices |
| **Student Goal(s) Once the project begins, ask students to generate one or two personal goals.** |
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| **Assessment** |
| *How do you and the students know the project is a success? What are your criteria for measuring students' achievement of the disciplinary knowledge and applied learning goals of the project? What evidence do they use to demonstrate their progress? What deliverables do they need to complete prior to the final exhibition? How will students self-assess?* |
| Rubric for presentationSubmit articles for evaluation for biasRubric for argumentative essay based on claim and details |

| **Recommended Resources / Sample Products** |
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| **Software or Materials Needed***(Examples*) | **Computers with access to EBSCO****Visual aids for presentation****Projectors** **PowerPoint or Prezi knowledge and access** |
| **Teacher-Developed Materials***(Examples of materials that can be shared with other classes. Please attach samples.)* | **Outline format for presentation****Examples of bias and non bias articles****Video of example presentation** |
| **Student-Developed Materials***(Examples of products that can be shared with other classes. Please attach samples.)* | **Written essay****Video presentation** |
| **Websites Used***(Examples*) | [**http://owl.english.purdue.edu/**](http://owl.english.purdue.edu/)**show examples of blogs and academic journals** |
| **Final Words**(In a sentence or two, highlight your project’s overall value.) | **Development of respect and understanding for diverse cultures and its impact on health care.**  |
| **Teacher Tips/Extensions** (Use the first person to share a useful idea that helps with implementation and ensures success. Make it chatty, informal.) | **Make this fun to promote student buy in. Thr** |
| **Extensions***(List any ideas for students who may want to go deeper into the learning standards.)* |  |

| **Timeline** |
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| ***What sequence of teaching and learning experiences will equip students to develop and demonstrate the PTE standards and the Academic standards?***  |
| * Through research, presenting, and writing, students will develop an understanding of cultural impact on the health of their future patients.
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(Adapted from the Boston Public Schools Signature Projects.)