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** | **Accident Scene Analysis** |
| **Project Developed by** | Shawna Bingham Jodie Carpenter |
| **E-mail Address** | [binshawn@cassiaschools.org](mailto:binshawn@cassiaschools.org), [carjodie@cassiaschools.org](mailto:carjodie@cassiaschools.org) |
| **School** | **Cassia Regional Technical Center & Burley High School** |
| **Pathway / Small Learning Community/Academy** | **Health Professions & ELA** |
| **Course Title(s)** | **Emergency Medical Technician & English 12** |
| **Time Frame** |  |

| **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** | **Why is Airway, Breathing, Circulation (ABC’s) a key component in patient assessment?** |
| **Overview** | **Students will be able to assess injuries in a mock scenario to demonstrate first aid skills. This will be used as a summative assessment for the unit of airway, breathing, and circulation. Student will orally give an assessment to PTE teacher and a written reflective paper to ELA teacher.** |

| **Vocabulary/Key Terms** | | |
| --- | --- | --- |
| ***List vocabulary words and key terms essential to student understanding.*** | | |
|  | **Airway**  **Breathing**  **Circulation**  **Assessment**  **Reflection**  **Triage**  **Triage tags**  **Oxygen**  **Shock**  **Nonrebreather**  **Bag valve mask**  **Nose**  **Mouth**  **Pharynx**  **Epiglottis**  **Trachea**  **Cricoid cartilage**  **Larynx**  **Bronchi**  **Lungs**  **Diaphragm**  **Normal respiratory rate**  **Rhythm**  **Quality**  **Agonal respirations**  **“seesaw” breathing**  **Breath sounds**  **Depth**  **Auscultation**  **Anatomical position** | |
| | **Active Exploration \* Applied Learning \* Adult Connections** | | | | --- | --- | --- | | *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** | | **Teach & demonstrate proper assessment of ABC’s**  **Hands on practice with other students** | **Attend health fairs to observe potential health care occupations**  **Homework activity: practice and log ABC assessments** | **Foundation of health care occupation.** | | |

| **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**  **EMT 2.01 A 1-11 Writing: 2, 4 ,5 , 10**  **2.01 B 1-4 Speaking & listening :1, 3, 10**  **2.01 F 1-8 Language:1, 6**  **3.02 A 1-6** |
| **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 [ x] Understand all aspects of an industry [ x] 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?* |
| This project is a summative assessment for the unit on ABC’s, assessment, and triage. After assessing the injury scenario, the student will give an oral report to the EMT teacher giving the ABC status of the patient. Students should be able to use correct terminology, demonstrate correct skills, and defend actions taken. After oral assessment, student will write an analysis of the scenario with a reflective essay component. Assessment feedback will be instant. Reflective element will give him/her the opportunity to reflect on his/her actions. |
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| **Recommended Resources / Sample Products** | |
| --- | --- |
| **Software or Materials Needed** *(Examples*) | **Scenarios**  **Volunteers for scenarios** |
| **Teacher-Developed Materials** *(Examples of materials that can be shared with other classes. Please attach samples.)* | **Scenarios for mock injuries**  **Rubric for Oral assessment**  **Anatomical position handout** |
| **Student-Developed Materials** *(Examples of products that can be shared with other classes. Please attach samples.)* | **Summaries and reflective essay** |
| **Websites Used** *(Examples*) | **N/A** |
| **Final Words** (In a sentence or two, highlight your project’s overall value.) | **The student will be able to take several scenarios and prioritize patient care by giving an oral assessment to the teacher and then write a reflective essay about how they felt they did with the scenarios.** |
| **Teacher Tips/Extensions** (Use the first person to share a useful idea that helps with implementation and ensures success. Make it chatty, informal.) | **Teacher needs to use this as a tool to assess student knowledge and skills in addition to the teacher’s reflection on the success of the unit.** |
| **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?*** |
| * 6 hour unit * 3 hours instruction & 3 hours assessment |

(Adapted from the Boston Public Schools Signature Projects.)