

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

Title of Project: Standing Conference
Tables

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School: Gooding High School

**Pathway / Small Learning
Community/Academy:** Woodshop and Math

Course Title(s): Cabinet Makin6g/Millwork

Time Frame: 6 months

Authenticity

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: **Do cell phone disruptions during class negatively impact learning?**

Overview: Students will read brain/learning research on cell phone usage in classrooms. Students, working in their business class, will argue their case for why students should have unlimited access to cell phones during class or not. Students will build and install Cell Phone charging stations in designated classroom.

The Science Department will use these stations, having all students store their phones in class, the last three months of school. At the beginning of the year, teachers will measure the number of disruptions to instruction from cell phone usage, then measure the number of classroom disruptions to instruction after using the storage units.

These stations will hold up to 36 cell phones in felt-lined spaces where students could charge their cell phones.

Vocabulary/Key Terms

List vocabulary words and key terms essential to student understanding.

Function, design, feasibility, practicality, accessibility, materials, cost, spacing zones, protective material, dado joinery, rigid, end joinery, rabbet joinery

Academic/PTE Rigor

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>. 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.)

- 1.1.1 Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.
- 1.1.2 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.
- 1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
- 1.2.3 Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
- 1.2.4 Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
- 1.3.1 Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
- 1.3.4 Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

School to Career Competencies Please check (x) the competencies addressed by the project

- Communicate and understand ideas and information
- Collect, analyze and organize information
- Identify and solve problems
- Use technology
- Initiate and complete entire activities
- Act professionally
- 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.

Assessment

Academic/PTE Rigor

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?

1. **Cell Phone stations will be built to specifications.**
2. **Checklist for competencies/project readiness (students complete before using equipment).**
3. **Students will provide a list of materials they have acquired to begin the build.**
4. **Apply a finish that will be durable over time to all wood parts of the table.**
5. **Students will correctly install stations in classrooms.**

Recommended Resources / Sample Products

Software or Materials Needed:
(Examples)

Wolfram Alfa Widgets or other project based calculators

Teacher-Developed Materials
(Examples of materials that can be shared with other classes. Please attach samples.)

Sketch of Cell Phone stations.

Student-Developed Materials
(Examples of products that can be shared with other classes. Please attach samples.)

Websites Used
(Examples)

Students will read research about how cell phone notifications can/cannot disrupt the learning process.

Final Words
(In a sentence or two, highlight your project's overall value.)

Students will help finish the design of and build cell phone charging/storing stations for 4 classrooms.tt

Teacher Tips/Extensions
(Use the first person to share a useful idea that helps with implementation and ensures success. Make it chatty, informal.)

Extensions
(List any ideas for students who may want to go deeper into the learning standards.)

Timeline

What sequence of teaching and learning experiences will equip students to develop and demonstrate the PTE standards and the Academic standards?

1. Math students will find available research on classrooms that use standing desks/tables and their impact on students.
2. Math and Shop students will find the costs of building each standing table using project calculators.
3. Shop students will follow design specifications and timeline to build three standing tables.

