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** | **Pacing and Partnership for Success** |
| **Project Developed by** | JD Davis, Jerry Forster, Lorraine Rapp, Carrie Ploss |
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| **School** | **Twin Falls High School** |
| **Pathway / Small Learning Community/Academy** | **Academy of Finance** |
| **Course Title(s)** | **Advisory 10 – 12** |
| **Time Frame** | **All school year** |

| **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 can leadership and roles increase the efficiency of an organization?** |
| **Overview** | **The main focus of this project is to establish leadership and delegation of responsibilities within each grade level (10th-12th) of the Academy of Finance. The teachers will provide cohesive organization and management of the grade level activities to foster communication between the cohorts. The teachers will each “own” an activity of the Academy of Finance including but not limited to fieldtrips, portfolio completion, Open House and other roles as assigned.** |

| **Vocabulary/Key Terms** | | |
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| ***List vocabulary words and key terms essential to student understanding.*** | | |
|  | **Leadership, delegation of power, authority, cohort, responsibility, integrity, obedience, ethics, equity, code of conduct, and teamwork.** | |
| | **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?* **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)? **Adult Connections** Who from the community, workplace, postsecondary and/or industry partnership works with students on the project? | | | | **Classroom Activities** | **Community** **Activities** | **Career** **Activities** | | **Discussion of academy teacher and officer positions and responsibilities**  **Nomination process and dissemination of information for each cohort**  **Coordination of activities of teacher cohort and elected officers.** | **Maintain Academy of Finance Calendar of Events via Remind 101, email, cohort information board.**  **Assist and coordinate communication within advisories with academy announcements, fieldtrips, and other activities.** | **Delegation and organization of academy cohort advisory class meetings**  **Foster and develop leadership experience.** | | |

| **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.)* |
| **Reading**   1. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** 2. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** 3. **Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**   **Writing**   1. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** 2. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.** 3. **Conduct short as well as more sustained research project based on focused questions, demonstrating understanding of the subject under investigation.**   **Speaking and Listening**   1. **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their clearly and persuasively.** 2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**   **Language**  **1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| **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 [x] Take responsibility for career and life choices |
| **Student Goal(s) Once the project begins, ask students to generate one or two personal goals.** |
| The goal(s) will be that each academy member, teacher and students, within their respective grade level will improve leadership and managerial roles by utilizing the skills and techniques necessary to be an informed and engaged member of the Academy of Finance. |
| **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?* |
| Academy of Finance Officer Certificate  Final Advisory Portfolio Grade  Increased involvement by all participants of the Academy of Finance |

| **Recommended Resources / Sample Products** | |
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| **Software or Materials Needed** *(Examples*) | **MS Word, Remind 101, Google Docs, Drop Box, Outlook** |
| **Teacher-Developed Materials** *(Examples of materials that can be shared with other classes. Please attach samples.)* | **Portfolio checklist, Academy of Finance Calendar of Events** |
| **Student-Developed Materials** *(Examples of products that can be shared with other classes. Please attach samples.)* | **Bulletin Board**  **Academy of Finance Calendar of Events** |
| **Websites Used** *(Examples*) | [**www.tfsd.k12.id.us**](http://www.tfsd.k12.id.us) **and all files will be accessed at school on the S:drive and Google Docs** |
| **Final Words** (In a sentence or two, highlight your project’s overall value.) | **Teachers will be more involved and informed about academy activities throughout the year. This involvement will increase the communication of all stakeholders.** |
| **Teacher Tips/Extensions** (Use the first person to share a useful idea that helps with implementation and ensures success. Make it chatty, informal.) | **We believe that all stakeholders will realize the greater impact of the Academy of Finance of each cohort, including the community members, district personnel, building staff and advisory board members.** |
| **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?*** |
| * September – Open House, CSI Challenge Course, Begin planning Job Shadow Project for sophomore cohort (resumes due); give career choice list to Mrs. Trotter * October – Financial Awareness Night/College Fair – October * November – Junior Research Paper (Financially Based); Junior Internship Project begins * December – International Economic Summit, Working In Support of Education (W!SE) test * January – Recruitment presentation to freshman class in Roper Auditorium * February – National Job Shadow Day * March – Portfolio check * April – Continue planning Junior Internships; Pre-registration for next school year; Plan Senior AOF Banquet, International Economic Summit, Working In Support of Education (W!SE) test * May –Senior AOF Banquet; Johnny Horizon Day |
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(Adapted from the Boston Public Schools Signature Projects.)