

Integrated Lesson/Project Template

(For integrated project examples following this template, please refer to www.stemtransitions.org.)

| Major Sections | Content | Suggestions |
|------------------------|--|--|
| <p>Overview</p> | <p>Unit of Instruction:</p> <p>General Description/Purpose:</p> <p>Estimated Timeframe:</p> <p>Appropriate Course(s) for Implementation:</p> <p>Key Terms (Allows readers to quickly identify major topics)</p> <p>Student Learning Objectives:</p> <p>Standards/Skills Addressed: <i>Academic Standards/Skills</i></p> <p><i>Technical Standards/Skills</i></p> <p><i>Employability Standards/Skills</i></p> | <p>Think about the scope and sequence of the lesson/project being developed.</p> <p>What unit of instruction does this lesson/project fit into?</p> <p>What will students know and be able to do upon completing the activities within the lesson/ project?</p> <p>Resources: syllabus or content standards.</p> <p>Resources: career/technical instructors, Professional organizations/trade associations Local employers Local workforce or economic development board</p> |

| Major Sections | Content | Suggestions |
|---------------------|--|---|
| Equipment/Materials | <p>List of Materials and Equipment:</p> <p>Safety Precautions (if applicable):</p> <p>Cleanup Instructions (if applicable):</p> | |
| Discussion | <p>Industry Scenario/Real-World Context:</p> <p>Proposed Teaching Strategies:</p> | <p>What role (as a worker) do learners play in the scenario?</p> <p>What work does the learner's role require in the scenario?</p> <p>Teaching strategy examples:</p> <ul style="list-style-type: none"> • Teamwork • Experiential learning/labs • Data gathering and manipulation • Measurement • Calculation • Simulation • Analysis • Research • Design • Service learning |

| Major Sections | Content | Suggestions |
|-------------------|---|--|
| <p>Activities</p> | <p>Activity Preparation:</p> <p>Activity Steps:</p> <p>Expected Results:</p> <p>Extension Options: (Options for expanding project, modifying it to meet local interests, deepening its complexity.)</p> | <p>Activity prep can range from lab setup to a review of prerequisite concepts.</p> <p>Observations, data collection, calculations, and wrap-up/conclusions.</p> <p>Where do you go next? What is the logical progression of activities? How might you build on students’ interest and enthusiasm for a topic?</p> |

| Major Sections | Content | Suggestions |
|--------------------------|--|--|
| <p>Assessment</p> | <p>Learner Products, Assessment Tools or Processes:</p> | <p>Determine the criteria by which you will evaluate student achievement of learning objectives. How will students demonstrate what they have learned?</p> <p>Assessment tools:</p> <ul style="list-style-type: none"> • Rubrics • Performance task checklists • Observations • Discussion participation • Quizzes, tests • Writing prompts • Portfolio of work • Research paper • Class presentation • Laboratory reports |