

Multidisciplinary Integrated PBL Design Template

The three primary roles of a teacher are (1) designer, (2) facilitator, and (3) instructor. This template is intended to support teachers in thinking through how to **design** an engaging and authentic multidisciplinary integrated PBL unit while also effectively meeting your agreed student learning outcomes/goals.

THE BASICS

Grade level(s):	
Subject area(s):	
Teacher(s) name(s):	
Project duration and dates:	
Number of students involved:	

PHASES OF MULTIDISCIPLINARY INTEGRATED PBL DESIGN

PURPOSE	ITEMIZE	ANCHOR	ACTUALIZE	ORGANIZE
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PHASE 1: PURPOSE

Phase 2: ITEMIZE

Target Your Needs (A.K.A Your Standards)

Think about what standards, including subject-specific/CTE and Standards for Career Ready Practice, you want to incorporate into your project and how that standard might translate into a specific activity.

Content Standards/Topics	Skills Core Competencies SCRIP CCSS
World History Ex.: <ul style="list-style-type: none"> • Industrial Revolution • Imperialism • Social Darwinism • World War I 	

Phase 2: Anchor



Develop a Driving Question

If your project is focused around an “essential” or “driving” question, write it down here.

This question can be broad and ambiguous at first



Anchor Through Literacy Resource

An anchor is a common experience (a novel, a movie, a field trip, research, podcast, guest speaker, etc.) something grounded in LITERACY

Phase 3: Actualize



Identify Student Learning Outcomes



Pinpoint Your Experience on the WBL Continuum

	Awareness	Exploration	Preparation	Training
Students' WBL Engagement Commitment	Receptive Engagement: Receiving information	Investigative Engagement: Self-guided probing driven by curiosity.	Active Engagement: Application of skills & knowledge in	Assertive (Immersive) Engagement: Utilizing skills and

	somewhat passively.		direct mutual interactions/ experiences	knowledge to take on the responsibility to provide value
Examples of WBL Experiences	-Workplace tour -Guest speaker -Career fair -Visit parents at work	-Informational interview -Job shadow -Virtual exchange with a partner	-Integrated projects with professionals -Student-run enterprise with partner involvement -Virtual enterprise or other extended online interactions with partners -Service-learning and social enterprises with partners	-Internship required for credential or entry to occupation -Apprenticeship -Clinical experience -On-the-job training -Work experience



Describe Final Product/Exhibition

Phase 4: Organize



Benchmark Activities and Timeline

*In the table below, break your project down into achievable **steps** or **benchmarks** and describe each. Also, include **classroom activities** that support your project. (Add rows as necessary.) **START BACKWARDS!***

Date/Day	Activity/Product/Assessment Tool/Benchmark Description	Learning Outcomes	Secondary Question(s)
	Final Product/Exhibition:		



Bring to Life WBL Opportunities ~ Adult and Real-World Connections

Community Partner Contact	
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What specific WBL activities could you integrate into this project?

Who might you need to connect with in order to provide those experiences?

What specific requests do you have for your Work-Based Learning Coordinator/College and Career Counselor?

Real-World Context

Consider how student work will emulate actual work done by adults in the real world,

Transferable Skills

List the skills that students develop through the project that are valued in the workplace.



Details of Culminating Activities/Exhibitions

Will your project culminate in a presentation/exhibition of some kind? If yes→

Who should be in the room?

- ▶ *What is the intended audience?*
- ▶ *How are audience members engaged in the process? What are the responsibilities of the audience?*
- ▶ *What form(s) of feedback will audience members offer the presenter(s)?*

Will students present their exhibitions as individuals or in groups?

- ▶ *If in groups, how will individual knowledge and skills be assessed?*
- ▶ *If as individuals, are there time limits to consider?*

What form(s) will the exhibition take?

► *What is optional/negotiable for students, what is mandatory? (Ex: All groups will give oral reports, groups may select to create either video or website, all individuals will submit written reports...)*

What sort of feedback will you provide?

► *How much, when, and in what form(s)?*

What would a really great exhibition look/sound/be like?



Balancing Assessment and Evaluation

Consider that skill development falls along a continuum; it does not lend itself to yes/no assessment. How will you know where your students stand with regard to your targeted learning objectives? How will you help them practice those skills?

Knowledge/Skill/Attribute/Standard	Opportunities for Practice	Demonstration of Learning/Assessment



Integrating Resources/Support

Material Resources:

List the material resources that will be needed to accomplish this project, including research materials, technology, production equipment, room space, community resources, and disposable materials.

Human Resources:

List the human resources that will be needed to accomplish this project including teachers, classroom aides, guest speakers, mentors, on-line experts, and guest artists.

Financial Resources:

Calculate the capital resources that will be needed to cover the costs of the resources mentioned thus far.