



# Integrating Crosscutting Concepts Into Assessment & Instruction

3 clock hours

## MAJOR TOPICS TO BE COVERED:

- Effectively integrating crosscutting concepts (CCCs) into science instruction

This self-paced course includes the following activities:

1. Reading the [‘Prompts for Integrating Crosscutting Concepts Into Assessment and Instruction’](#)
2. Choose a CCC, and corresponding questions, to imbed into a science lesson.
3. Write a lesson plan that includes:
  - Science Topic and Grade Level
  - The CCC addressed in the lesson
  - The corresponding questions for the CCC from the course reading
  - STEM standards: science standards and standards from 1 or more other subjects that will be addressed in the lesson
  - Planned Sequence of the lesson and how the CCC questions will be used during the lesson
  - Learning targets for the lessons
  - How student responses will be used or assessed
4. After you teach the lesson, 1 page self-reflection that identifies:
  - The successes and challenges of the lesson
  - The benefits and challenges of integrated lesson planning
  - Your plans for future integrated lesson planning in your classroom
5. Submit the 1 page reflection and lesson plan to Dr. Rachel Osborn, [Rachel.osborn@bremertonschools.org](mailto:Rachel.osborn@bremertonschools.org)

## COURSE OBJECTIVES:

As a result of participating in this course, teachers will demonstrate understanding of the following:

- Effectively integrating crosscutting concepts (CCCs) into assessment and instruction

**Submit lesson plan and reflection to Dr. Rachel Osborn before June 1, 2017.**