The **Intel® Teach Essentials Course** aims to help teachers use the power of computer technology to spark student imagination and ultimately move them to greater learning.

**Goals**
Participating teachers develop a project-based unit of instruction based upon material they are teaching, aligned to standards with multiple forms of student assessment.

The goal is for each teacher to gain a foundation of skills to fully integrate technology into existing classroom curricula and promote student-centered learning.

The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

> "The tools I learned from the Essentials Course and have since applied in my daily teaching have made me a more effective teacher. Project based learning is an excellent way to differentiate instruction. Wikis, blogs, and Web 2.0 tools are excellent classroom resources and bring classroom teaching into the 21st century."
> - Claudia Bedoya, teacher at J.J. Pickle Elementary in Austin, Texas

**Research findings**
Evaluation findings from U.S. participants include:
- 91% of teachers said students were "motivated and involved in the lesson."
- Most respondents indicated that the course "provided useful new ideas for teaching strategies to apply with their students".
- A higher percentage of teachers who had MTs in their schools reported using technology in their practices (93.4 percent) than those who did not have a Master Teacher in their building (86.9).

Visit [www.intel.com/education/teach/us](http://www.intel.com/education/teach/us) to learn more about the Intel Teach Program.

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**Course Format**
**For:** K-12 teachers of all subjects

**Intel® Teach Essentials Course**
32 hours face-to-face with 20 hours of homework.

**Intel® Teach Essentials Online**
14 hours face-to-face and 46 hours facilitated online

**Curriculum Overview**
Course curriculum supports:
- Instructional design, project approaches, multiple methods of assessment, and promotion of 21st century skills
- Effective use of technology in the classroom
- Instructional uses of new communication and collaborative learning technologies
- Research and productivity strategies and tools
- Problem-solving and working in teams
In the **Intel® Teach Program Essentials Course**, teachers create a fully-developed, standards-based unit plan and associated resources for a curricular unit they teach. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

This course consists of 8 curricular modules, delivered face-to-face or as a hybrid face-to-face course. Teachers are provided with all the necessary curriculum materials free of charge.

### Module Overview

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### Return to School with a Product

The guiding question for the course is: **How can technology be used most effectively to support and assess student learning?**

In the course, you design and develop resources for a unit of study that you teach. Your unit is developed throughout the course’s eight modules and consists of:

- A unit plan with student learning objectives aligned to state and/or national standards
- Publication to present the idea of projects in your classroom
- Assessments: assessment presentation to gauge student needs, student sample assessment, other assessments
- Works Cited document
- Student sample (presentation, publication, web-based resource)
- Document(s) to foster self-direction and metacognition, such as project plans, checklists, conference questions, and reflective prompts
- Document(s) to scaffold students’ content learning, such as guidelines, forms, and templates
- Implementation Plan
- Teacher presentation, newsletter, brochure, or web-based resource to support the unit
- Management documents

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Module 1: Teaching with Projects
- Activity 1: Getting Started
- Activity 2: Examining Good Instructional Design
- Activity 3: Looking at Projects
- Activity 4: Planning a Publication to Explain Projects
- Activity 5: Creating My Publication
- Activity 6: Reflecting on My Learning
- Planning Ahead: Beginning the Planning Process

Module 2: Planning My Unit
- Activity 1: Addressing Standards
- Activity 2: Developing Curriculum-Framing Questions to Engage Students
- Activity 3: Considering Multiple Methods of Assessment
- Activity 4: Creating an Assessment to Gauge Student Needs
- Activity 5: Reflecting on My Learning
- Planning Ahead Activity 1: Broadening My Understanding of Essential Questions
- Planning Ahead Activity 2: Reviewing My Standards and Objectives

Module 3: Making Connections
Pair & Share: Sharing Presentations to Gauge Student Needs
Pedagogical Practices: Meeting Standards in a Student-Centered Classroom
- Activity 1: Targeting 21st Century Skills
- Activity 2: Modeling and Teaching Legal and Ethical Practice Related to Technology Use
- Activity 3: Using the Internet for Research
- Activity 4: Communicating with the World through the Internet
- Activity 5: Considering Web-based Collaborative Learning
- Activity 6: Using an Online Collaborative Site to Share Ideas
- Activity 7: Reflecting on My Learning
- Planning Ahead: Incorporating the Internet

Module 4: Creating Samples of Learning
Pair & Share: Using Feedback to Improve My Student Sample
Pedagogical Practices: Ensuring Safe and Responsible Use of the Internet
- Activity 1: Examining Student Samples
- Activity 2: Planning My Student Sample
- Activity 3: Looking at Learning from a Student Perspective
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead Activity 1: Reflecting on My Student Sample
- Planning Ahead Activity 2: Reviewing My Standards and Objectives

Module 5: Assessing Student Projects
Pair & Share: Using Feedback to Improve My Student Sample
Pedagogical Practices: Involving Students in the Assessment Process
- Activity 1: Examining Assessment Strategies
- Activity 2: Creating Student Assessments
- Activity 3: Revisiting My Student Sample
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead: Reviewing My Student Sample and Assessment

Module 6: Planning for Student Success
Pair & Share: Sharing Student Samples and Assessments
Pedagogical Practices: Helping Students Adapt to a Project-Based, Student-Centered Classroom
- Activity 1: Creating Accommodations for All Learners
- Activity 2: Supporting Student Self-Direction
- Activity 3: Creating Support Materials to Facilitate Student Success
- Activity 4: Revisiting My Unit Plan
- Activity 5: Reflecting on My Learning
- Planning Ahead: Pre-Planning Facilitation Materials

Module 7: Facilitating with Technology
Pair & Share: Sharing Facilitation Resource Ideas
Pedagogical Practices: Using Questioning to Promote Higher-Order Thinking and Engage Students
- Activity 1: Using Technology to Support Facilitation
- Activity 2: Designing Facilitation Resources
- Activity 3: Creating Facilitation Materials
- Activity 4: Creating an Implementation Plan
- Activity 5: Revisiting My Unit Plan
- Activity 6: Reflecting on My Unit as a Whole
- Activity 7: Reflecting on My Learning
- Planning Ahead Activity 1: Revising My Unit Portfolio
- Planning Ahead Activity 2: Locating Internet Resources for Educators

Module 8: Showcasing Unit Portfolios
Pedagogical Practices: Teaching and Managing Students in a Technology-Enhanced Environment
- Activity 1: Managing Technology in the Classroom
- Activity 2: Planning a Showcase
- Activity 3: Showcasing My Unit Portfolio
- Activity 4: Evaluating the Course
- Activity 5: Concluding the Course

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