**Introduction/Background**

This section tells the reader what level of students you developed the case for and what other courses it might be appropriate for. This section should also tell the reader what, if any, prerequisite knowledge or background the students should have before undertaking this case and where in the sequence of the course/class/subject area you would teach it. As part of this section, you should include a bulleted list of your teaching objectives for the case, being as specific as possible. This can include how you might adapt the case for a higher-level class or for an introductory class. If the case can be used for outreach (K-12), it is essential to provide more background for prospective teachers., either here or in the blocks of analysis section. Please include a two- to three-sentence synopsis or summary of the storyline of your case. Background should be detailed enough to allow others to teach the cases.

**Blocks of Analysis**

Please provide details about the scientific concepts, principles, issues, topics, etc., of the case in blocks or sections. This should give enough information for someone considering teaching the case to develop background knowledge in each major content area of the case. Please use appropriate references and provide links to video materials and other curriculum materials when appropriate.

**Classroom Management**

Be as detailed as possible, telling the reader how you taught or might teach this class, including any variations that might occur for other audiences. What instructions were the students given, what were their tasks, in what sequential order? How long does each part of the case or case activity take, approximately? Do students get the entire case all at once or piecemeal? Do the students discuss the questions in groups? Is there a general class discussion as well? Give the time allocated for each activity and sequence, etc., etc.  Describe all assignments in detail (quizzes, oral analysis in class, written assignments, rubrics, authentic products, etc.)

It is very useful to brainstorm what learning issues students might identify and what web or other resources they might discover. If you use a Know/Need to Know chart, it is useful to give an exemplar.

**References**  
The sources you consulted in developing your cases as well as recommended further reading if appropriate. You might include an annotated bibliography.

Please also list sources for related video and web materials.