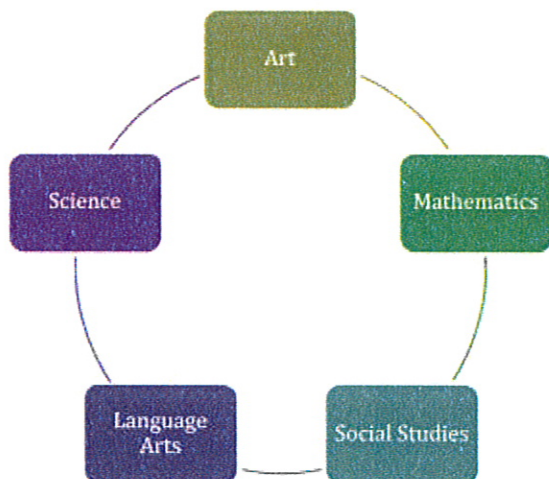


# STEM School Chattanooga

## 9<sup>th</sup> Grade PBL

### Unit Plan Template

#### Unit 1: Leadership and Collaboration



#### Learning Target Topics

Art I: Examine material, technologies, processes, and terminology used during project development through group member evaluations..

Algebra I: Write an individual reflection of the process of collaborating and team building.

Geometry: Write an individual reflection of the process of collaborating and team building.

English I: Prepare and participate effectively in group discussions and activities; Use technology to express ideas and information.

Physical World Concepts: Develop a group and individual mission statement to help with achieving goals.

World History: Establish a team contract with measurable goals and requirements; Execute the contract; Set standards and deadlines for group understanding and participation.

Grade Level	9 <sup>th</sup> Grade	Unit Length	3 Weeks
Unit Overview	The Unit 1 PBL on Leadership and Collaboration will introduce students to the essential skills needed to be successful at the STEM School and in the future, including collaboration, goal setting, contract writing, and group dynamics. This will be achieved through a jigsaw group literary study of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey. Students will be assigned two parts of the book to read and discuss in jigsaw literary circles, planning video presentations with interactive activities as a group for their PBL group members on their assigned sections. Students will then apply the habits learned in the book through the writing of an effective PBL group contract and individual mission statements, based on the information learned in the study of the <i>7 Habits</i> .		
Unit Essential Issue	<b>Strand:</b> <i>Leadership and Collaboration</i>		
Culminating Events	<p>For the Unit 1 PBL, the students will work collaboratively in groups of 5. Students will read <i>The 7 Habits of Highly Effective Teens</i> and participate in Jigsaw Literary Circles, write individual mission statements and personal reflections, and present assigned sections to their PBL group partners through a training video. Students will also write PBL Contracts for their groups.</p> <p><b>7 Habits Sections Presentations – Sept. 2nd</b></p> <p>The culminating event for this PBL is a group training video on Leadership and Collaboration where students will show application of <i>The 7 Habits of Highly Effective Teens</i> through the presentation of the assigned reading section habit and a reflection of the PBL process. The following items will be turned in as part of the video presentation:</p>		



- Items to be submitted: *7 Habits* Notes, PBL Contract, Group and Individual mission statements, Unit 1 PBL Reflections and Group Member Evaluations, and Group and Audience Presentation Norms.

The following items will be assessed by the appropriate content area teacher:

- Math (Algebra I and Geometry): Individual PBL Reflections
- Physical World Concepts: The Great Discovery Sheet and Individual Mission Statements
- Art: PBL Group Member Evaluations
- World History: PBL Team Contracts
- English: *7 Habits* Notes, Participation in Jigsaw Literary Circles, and Section Video Presentations to PBL groups

Common Assessment

	STEM PBL Rubric		PBL Unit: <u>#1 – Leadership and Collaboration</u> Student: _____ Date: _____
	Advanced	Proficient	Needs Improvement
Math Components: Algebra I	<ul style="list-style-type: none"> <li>● Students can evaluate the effectiveness of the collaborative process and suggest adjustments as needed to improve its usefulness.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can create a reflection of the process of collaborating within a small group.</li> </ul>	
Math Components: Geometry	<ul style="list-style-type: none"> <li>● Students can evaluate the effectiveness of the collaborative process and suggest adjustments as needed to improve its usefulness.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can create a reflection of the process of collaborating within a small group.</li> </ul>	
Science Components: Physical World Concepts	<ul style="list-style-type: none"> <li>● Mission Statements show evidence of reflection and long term goal-setting that can be used in students' personal and academic lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Mission Statements show use the Great Discovery sheet to in the writing of the individual Mission Statements.</li> </ul>	
Language Arts Components: English I	<ul style="list-style-type: none"> <li>● Jigsaw discussion preparation is complete, detailed, and includes text evidence to help guide the section discussions.</li> <li>● Student furthers the group discussion and offers innovative and interactive ideas for the section video presentations to the PBL groups.</li> <li>● The video presentation and interactive activity are creative and involve all PBL members in successfully connecting the habit to real-life school and life scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is prepared for jigsaw discussions with notes for each of the 2 assigned sections from <i>7 Habits</i>.</li> <li>● Student participates in discussion, using preparation activities to help plan the section video presentations and interactive activity.</li> <li>● Section information is clearly presented to PBL group in the Section training video using presentation information from the jigsaw discussion groups, including an interactive activity for the habit.</li> </ul>	
Social Studies Components: World History	<ul style="list-style-type: none"> <li>● The writing of the PBL Contract is well organized and detailed, with concise and clear information about the PBL responsibilities. It allows facilitator to know where each group member, and the group as a whole, stands on progress and completion.</li> <li>● The responsibilities, specific deadlines that are clearly followed, and interventions</li> </ul>	<ul style="list-style-type: none"> <li>● PBL Contract is easy to understand and allows facilitator to know where each group member, and the group as a whole, stands on progress and completion.</li> <li>● PBL Contract identifies specific group and individual responsibilities, deadlines, and intervention procedures.</li> <li>● Few errors in spelling, punctuation, and</li> </ul>	



		<p>outlined in the contract were successful in creating an effective plan for the PBL group to follow.</p> <ul style="list-style-type: none"> <li>• PBL Contract conveys ideas clearly through correct use of spelling, punctuation, and capitalization.</li> </ul>	capitalization affect the effectiveness of the PBL contract.	
	Art Components: Art I	<ul style="list-style-type: none"> <li>• The critique instrument is a two dimensional digital image to be used for evaluating group members.</li> <li>• The critique instrument has at least four categories to be considered for analyzing project development.</li> <li>• The critique instrument effectively evaluates the 21st Century Workplace Standards chosen by the group.</li> </ul>	<ul style="list-style-type: none"> <li>• The critique instrument is a neatly composed image.</li> <li>• The critique instrument has a clear method for identifying the various levels of work habits based on 21st Century Workplace Standards.</li> <li>• The critique instrument is used to evaluate all group members in the PBL group.</li> </ul>	
	Minimum Requirement Components: Must be included to be graded	<p>Math:</p> <ul style="list-style-type: none"> <li>• Individual reflections should be at least 2 paragraphs long.</li> </ul> <p>English I:</p> <ul style="list-style-type: none"> <li>• 7 Habits Notes must be completed for each section.</li> <li>• 7 Habits Section Videos must be a maximum of 3-5 minutes long.</li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>• Contracts must include names and signatures of all group members and PBL Lead Teacher, with each receiving a final copy of the signed contract.</li> </ul> <p>PWC:</p> <ul style="list-style-type: none"> <li>● The Great Discovery Sheet must be completed and submitted.</li> <li>● Each student must write and submit an individual mission statement.</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>• The Critique Instrument must have at least 4 categories for evaluation.</li> </ul>		
Unit Learning Targets	<p>Algebra 1/Geometry:</p> <ul style="list-style-type: none"> <li>• I can reflect on the collaborative process, identifying strengths and offering suggestions for improvement.</li> </ul> <p>PWC:</p> <ul style="list-style-type: none"> <li>• I can recognize that Science is a progress endeavor that reevaluates and extends what is already accepted.</li> </ul> <p>English I:</p> <ul style="list-style-type: none"> <li>• I can participate effectively as a member of a team, preparing effectively for discussions and offering positive feedback and ideas for the topic and task.</li> </ul> <p>World History:</p> <ul style="list-style-type: none"> <li>• I can work with peers to establish a contract that guides the group and establishes checkpoints to produce a successful team project.</li> <li>• I can establish intervention procedures with my group to assist in any act that delays or stunts the growth of the project.</li> <li>• I can plan and establish clear deadlines that create both a plan of attack and flow of progress to have a successful and well-tested product.</li> </ul> <p>Art:</p> <ul style="list-style-type: none"> <li>• I can develop an instrument to critique work habits through the examination of material, technologies, processes, and terminology used during project development.</li> </ul>			

Vocabulary		
	Math: Algebra I	<ol style="list-style-type: none"> <li>1. Expectations</li> <li>2. Procedures</li> <li>3. Norms</li> </ol>
	Math: Geometry	<ol style="list-style-type: none"> <li>1. Expectations</li> <li>2. Procedures</li> <li>3. Norms</li> </ol>
	Science: Physical World Concepts	<ol style="list-style-type: none"> <li>1. Mission Statement</li> </ol>
	Language Arts: English I	<ol style="list-style-type: none"> <li>1. Audience/Task/Purpose</li> <li>2. Jigsaw Groups</li> </ol>
	Social Studies: World History	<ol style="list-style-type: none"> <li>1. Active/Passive Voice</li> <li>2. Intervention</li> <li>3. Deadlines</li> <li>4. Procedure</li> </ol>
	Art: Art I	<ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Teamwork</li> <li>3. Integrity</li> <li>4. Productivity</li> </ol>