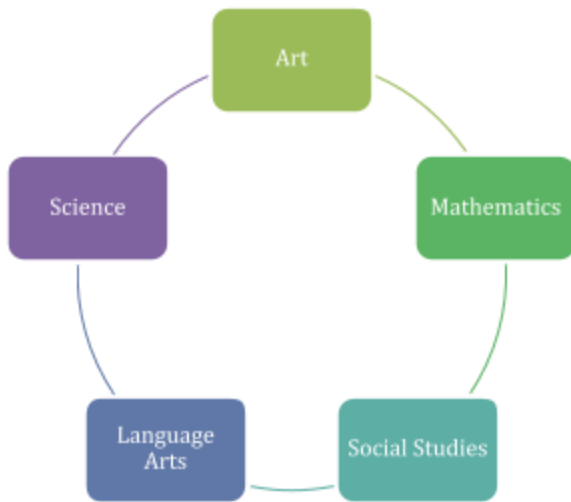


STEM School Chattanooga

9th 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; Present information clearly for the task, purpose, and audience.

Physical World Concepts: Develop a time management plan.

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 th 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, time management, contract writing, and group dynamics. This will be achieved through a literary study of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey. Students will be reading and discussing the book in literary circles, then planning representations with interactive activities as a group on their assigned habit. 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	Strand: <i>Leadership and Collaboration</i>		
Culminating Events	<p>For the Unit 1 PBL, the students will work collaboratively in groups of 5-6. Students will read <i>The 7 Habits of Highly Effective Teens</i> and participate in Literary Circles, write individual mission statements and personal reflections, and create interactive representations for the assigned section to other PBL groups that reflect the habits and connect them to real life. Students will also write PBL Contracts for their groups.</p> <p>7 Habits Sections Interactive Representations – Sept. 5-9</p> <p>The culminating event for this PBL is an interactive representation of a selected habit from <i>The 7 Habits of Highly Effective Teens</i>, connecting the habit to real world experiences. The PBL groups will rotate through the 7 Habits Representations, using their knowledge of the habits to analyze the connections. The following items will be turned in as part of the interactive representations:</p> <ul style="list-style-type: none"> • Items to be submitted: <i>7 Habits</i> Notes and Analysis, PBL Contract, Unit 1 PBL Reflections, and Group Member Evaluations. 		

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

- Math (Algebra I and Geometry): Individual PBL Reflections
- Physical World Concepts: Time Management Plan
- Art: PBL Group Member Evaluations
- World History: PBL Team Contracts
- English: *7 Habits* Notes and Analysis, Participation in Literary Circles, and Collaboration in the creation of the Habit Interactive Representations to PBL groups

Common Assessment

<https://www.youtube.com/watch?v=bAYZBS40lcc&t=97s>

STEM PBL Rubric

PBL Unit: #1 - Leadership and Collaboration
 Student: _____
 Date: _____

	Advanced	Proficient	Needs Improvement
Math Components: Algebra I	<ul style="list-style-type: none"> • Students can evaluate the effectiveness of the collaborative process and suggest adjustments as needed to improve its usefulness. 	<ul style="list-style-type: none"> • Students can create a reflection of the process of collaborating within a small group. 	
Math Components: Geometry	<ul style="list-style-type: none"> • Students can evaluate the effectiveness of the collaborative process and suggest adjustments as needed to improve its usefulness. 	<ul style="list-style-type: none"> • Students can create a reflection of the process of collaborating within a small group. 	
Science Components: Physical World Concepts	<ul style="list-style-type: none"> • Time Management Plan includes an evaluation/reflection of the plan's effectiveness to date. 	<ul style="list-style-type: none"> • Time Management Plan includes a paper or electronic modality and shows items mindfully scheduled (and completed where applicable) for at least one week prior and following the PBL due date. 	
Language Arts Components: English I	<ul style="list-style-type: none"> • The 7 Habits Notes include an analysis of the representations and their connections to the habits. • Student shows leadership in group discussion and collaboration while preparing for the representations. • The habit representation is creative and involves all PBL members in successfully connecting the habit to real-life school and life scenarios. 	<ul style="list-style-type: none"> • Student is prepared for book discussions with completed notes from the reading of the <i>7 Habits</i>. • Student collaborates with partners and participates in discussions and preparations. • Student has an active role in the habit representation activity. • The habit representation has a clear connection to the habit and includes participation from the other PBL groups. 	
Social Studies Components: World History	<ul style="list-style-type: none"> • 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. • The responsibilities, specific deadlines that are clearly followed, and interventions outlined in the contract were successful in creating an effective plan for the PBL group to follow. 	<ul style="list-style-type: none"> • 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. • PBL Contract identifies specific group and individual responsibilities, deadlines, and intervention procedures. • Few errors in spelling, punctuation, and capitalization affect the effectiveness of the PBL contract. 	

		<ul style="list-style-type: none"> • PBL Contract conveys ideas clearly through correct use of spelling, punctuation, and capitalization. 		
	Art Components: Art I	<ul style="list-style-type: none"> • The critique instrument is a two dimensional digital image to be used for evaluating group members. • The critique instrument has at least four categories to be considered for analyzing project development. • The critique instrument effectively evaluates the 21st Century Workplace Standards chosen by the group. 	<ul style="list-style-type: none"> • The critique instrument is a neatly composed image. • The critique instrument has a clear method for identifying the various levels of work habits based on 21st Century Workplace Standards. • The critique instrument is used to evaluate all group members in the PBL group. 	
	Minimum Requirement Components: Must be included to be graded	<p>Math:</p> <ul style="list-style-type: none"> • Individual reflections should be at least 2 paragraphs long. <p>English I:</p> <ul style="list-style-type: none"> • <i>7 Habits</i> Notes must be completed for each habit with feedback from the representations. • <i>7 Habits</i> Section interactive representations must be a maximum of 5 minutes long. <p>History:</p> <ul style="list-style-type: none"> • Contracts must include names and signatures of all group members and PBL Lead Teacher, with each receiving a final copy of the signed contract. <p>PWC:</p> <ul style="list-style-type: none"> • The time management modality is chosen. • At least two weeks of activities (pre and post PBL due date) are completed. <p>Art</p> <ul style="list-style-type: none"> • The Critique Instrument must have at least 4 categories for evaluation. 		
Unit Learning Targets	<p>Algebra 1/Geometry:</p> <ul style="list-style-type: none"> • I can reflect on the collaborative process, identifying strengths and offering suggestions for improvement. <p>PWC:</p> <ul style="list-style-type: none"> • I can identify goals and plan to accomplish them in a timely fashion. <p>English I:</p> <ul style="list-style-type: none"> • Initiate and participate effectively with varied partners in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. • Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <p>World History:</p> <ul style="list-style-type: none"> • I can work with peers to establish a contract that guides the group and establishes checkpoints to produce a successful team project. • I can establish intervention procedures with my group to assist in any act that delays or stunts the growth of the project. • 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. <p>Art:</p> <ul style="list-style-type: none"> • I can develop an instrument to critique work habits through the examination of material, technologies, processes, and terminology used during project development. 			

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