

Unit Title: NEST

Grade Level: 7-8

Subject Area: Digital Learning Skills

Duration/Length/Number of class periods: 50 minutes, Once or Twice a week, Full School Year.

Description: This unit will explore self-directed learning for students.

Established Goals:

ISTE 1.1: Empowered Learners

- a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. Students build networks and customize their learning environments in ways that support the learning process.
- c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

What Enduring Understandings are desired?

When a student is a self-directed learner, they are able to understand the problems in their lives, develop solutions based on previous knowledge and seek out information from new sources to successfully move past those problems.

Building the foundational skills of a student-directed learner will set students up for success in school and beyond.

What Essential Questions will be considered?

- How do goals help my learning?
- What do I do if I don't know how to solve a problem?
- How does what I learn in class impact my ability to solve real-world questions?

- Why is curiosity a valued skill in employees?
- How do we learn from failure?
- How does my self-management impact my personal success?
- How would I evaluate my own potential?
- Can everyone be a leader?
- How can involvement in school activities lead to success outside of school?
- Why is academic achievement important?

Students will know / be able to:

- Students will know that their success in school directly impacts their success outside of school.
- Students will be able to successfully write achievable goals and learn to stretch themselves when achieving them.
- Students will know that making mistakes is part of the learning process.
- Students will know what is expected of them from future employers.
- Students will be able to persevere through the problem-solving process.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Introduce Student Directed Learning Skills (Innovate, Self-Motivate, Persevere, Collaborate, Inquire, & Reflect)			X				
Day 2: Innovate Focus – Introduce Skill and activity to help practice creativity, problem-solving, and risk taking. Students will design a method to protect an egg being dropped from 10 ft.	X			X			

Day 3: Self-Motivate Focus – Students will seek out case studies from business and/or history where individuals have shown initiative, self-discipline, responsibility, and willingness to learn.	X			X	X		1.3
Day 4: Collaborate Focus – Students work together to complete a Quizlet.	X			X	X	X	1.7.c
Day 5: Reflect Focus – Students reflect on their academic progress so far in the quarter and create an academic goal for the rest of the quarter and semester.	X			X			
Day 6: Inquire Focus – Outside business leader will present on the power of asking questions and bringing curiosity into the workplace.	X			X			
Day 7: Persevere Focus – Students will study famous fails in history and discuss how a growth mindset was demonstrated, where persistence was exhibited, and instances where outside help was sought and provided to moving towards success.	X			X			
Day 8: MAP Goal Setting Session – Students will examine previous MAP results and reflect on how they feel they have grown. Students will make a goal for each of their 4 MAP tests using data as evidence.	X			X			
Day 9: MAP Goal Follow up Session – After taking their MAP tests the week prior, students will reexamine the goals that they set and reflect on whether or not they successfully reached their goals. This will guide a conversation on the importance of goals being measurable while also being achievable.	X			X			
Day 10: Language of Learning Session – Students will learn about the different ways that learning can look within OneSchool including lessons the Orientate, Navigate, and allow the students to Explore.	X		X				

Day 11: SDL Technology – Students will dive into Microsoft Outlook and learn how their email and calendar can be used as tools to help them in their self-directed learning journey.	X			X	X		1.2
Day 12: The Learning Pit and how to Overcome – Connecting with the skill of perseverance, students will learn about the Learning Pit and how meaningful learning experiences are not a straight line and can be full of friction.	X			X			
Day 13: Student Led Conference prep – Students will start to put together their Learning Portfolio for their Student Led Conference.	X			X	X		1.6
Day 14: Student Led Conference Experience – Students will present their Learning Portfolio to their parents and their advisory teacher.	X			X			
Learning Portfolio (To present at Student Led Conferences)		X					1a, 1b, 1c, 1d

Materials, tools and resources:

Computer, Microsoft Outlook, NWEA MAP, internet access, printer or document sharing platform, [egg-drop materials](#)

Unit Plan Author: Chris Gamble, Kyle Craig – One School Global North America