Teacher(s)	Heidi Tolman and Brian Dean	Subject	Study Habits		
Unit title	Organization	TIme of year	Year long	Unit duration	Mondays and Tuesdays

Inquiry: Establishing the purpose of the unit

Key concept "Big Idea"	Related Concepts	Global Context
<u>MYP Key Concepts</u> Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. Development is the act or process of growth, progress or evolution, sometimes through iterative improvements. Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.	**Global Contexts** Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Exploring systems of communication and the means by which groups and institutions interact.
Statement of inquiry		

Inquiry questions

Questions at any level should avoid yes/no answers. If unavoidable, follow the question with "justify" or "explain" you answers

Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall

What ways do students organize themselves?

When do they check their grades?

How are students expected to keep track of their assignments?

Do jobs require you to manage your time and resources?

What are some different organizational tools?

What is the difference between short-term and Long term goals?

How can technology help you be organized?

Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge

Why is managing my time, resources and energy important to being successful in school?

In what ways does being organized help you in your life outside of school? Why is it important?

Why are goals important?

Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking

Does time, resource and energy management have to look the same for everyone?

If you are working in a team do you all need to manage your time and resources in the same way?

Are people who are organized more prepared for life and changes that may happen?

Are people who can organize their feelings better able to be flexible in life?

Are short-term or Long-term goals important? Both? Do they help you to inform your life?

Does reflection on our personal habits help us grow?

Formative Assessments	Summative assessment (Performance Task)	
Weekly grade checks Weekly plan and check in One small goal each quarter to help with an overarching goal Teacher communication log	Final grade in all classes Reflection on goals Teacher communication assessment	Community Engagement:

Approaches to learning (ATL)

Approaches to Learning (ATL)

Communication Skills - give and receive meaningful feedback , collaborate with peers using a variety of digital environments

Organizational Skills - Plan short and long term assignments; meet deadlines, plan strategies, take action and achieve personal and academic goals

Critical Thinking - interpret data, evaluate evidence and arguments, draw reasonable conclusions and generalizations

Action: Teaching and learning through inquiry

Content (Standards) Unit specific Tasks/standards:	Course Tasks/standards:	Vocabulary:
(ISTE 2A) Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. **(ISTE 2D)** Contribute to project teams to produce original works and solve problems **(ISTE 4C)**collect and analyze data to identify solutions and/or make informed decisions.	Learn how to: - independently track grades -make a plan, -look at the grades and see if there is a connection between setting a goal, creating a plan for work and self. -create SMART goals (***possibly using a Google Forms)(ISTE 2A)*** -reflect on one's work -reflect on behavior	Above the Line Below the Line Bounce back Overarching Goal S.M.A.R.T. goal Gradebook

Learning Process		
Learning experiences and teaching strategies	**Formative assessment**	**Differentiation (IEP goals & Objectives)**
Students will learn how to look up their grades and how to be accountable for their learning and become independent in this practice.	Monday Grade Check-Students check their grades in Gradebook and report their grades in a google spreadsheet that is shared with the teacher. Student will conference with the teacher either in person or on **Slack. (ISTE 2A)**	If needed paper copy will be available Each student will be working on either maintaining their grades or improving them and to pass all their clas**ses**

	Have they tracked their grades each week.	
Students will learn how to chunk out their work and how to track their work. How in doing this it makes us accountable and more efficient. They will work on becoming independent in managing their work.

Creating a plan is important to getting work done. Learn about how will power does not work and that you need to set yourself up to not rely on will power | passing grades

Create a Kanban board with **Kanbanchi** *(ISTE 2A)* to track work

Are students in the right place to learn, have they taken steps to not rely on will power- "I'll just get it done" | paper board will be available |
| Above the line. Below the line. Bounce from TOP 20.

Students will learn what types of behavior are above the line, below the line, and how to bounce back from below the line.

Use **PadLet** *(ISTE 2A)* to inform their above/below/bounce-
Students will track their (one) emotional regulation throughout the week. After learning from TOP 20 what above/below/bounce is. | Can the student accurately recognize their emotions throughout the week and what works for them to 'bounce' back from negative thinking/actions | |

Learn about overarching goals and how small goals help you to meet the larger goal Each quarter students will learn how reflection helps us learn and grow in our lives.	SMART goal sheet written for each quarter and an overarching goal for the year. Students will reflect on their goals each quarter. They will write in a google doc.	

Materials, Resources, texts
Slack Kanbanchi Padlet Google Calendar Google Forms Gradecheck Sheet...maybe in google spreadsheet Google Doc Google Classroom TOP 20 SMART Goal sheet GRIT

[Reflection:]{.underline} Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Looking at different ways to incorporate technology to help students become more independent (from teacher) in their work and work collaboratively with their peers. Will technology help them increase their rate of work and independence?	Having easily accessible FAQs for all Tech tools being used.	