

Link for Lessons: [November 27, 2023 MP 3 Overview for School](#)


[Wide](#)

[Falcon Way Lessons](#)

[MYP/IB Approaches to Learning \(ATL\) Link](#)

Lessons for Monday, November 27, 2023, Periods 1-7 School Wide Lesson MP

IB Learner Profile characteristic for October is Communicators.

<p>General Info</p>		<p>For each period:</p> <ul style="list-style-type: none"> a) Discuss the concept(s) being covered b) Adjust the lessons to your classes as needed. The main purpose is to expose to/teach students these concepts/expectations. <p>Videos: If you click on this “gear” icon on the right side of the video (once you open the video) you can adjust the “playback speed” to slow down the speaking rate, and choose closed captions in various languages. –If you click on “Auto-translate” you can choose the different languages.</p> <p>Slides: Below each slide in the note section are directions for how to teach that particular slide. Once you “full screen” the presentation, you will not be able to see the notes. The notes and links in this document are the same as those in the slides.</p> <p>Brief Definition of IB: International Baccalaureate: Instructional program offered globally and internationally recognized by government and universities as one of the best college programs available to students. Andrew Hill is one of the three public high schools in Santa Clara County offering the Diploma Program (DP) and one of two high schools offering the Middle Year Program (MYP). There are also two other private schools offering IB programs. For more information, check out ibo.org or talk to Mr. Winsatt.</p> <p>Brief Definition of ATL: The 5 critical learning skills that IB teachers (that’s ALL teachers at Andrew Hill) foster in our students. The areas of learning are: Communication, Social, Self-Management, Affective, and Reflective skills.</p>
<p>Period 1 & Period 7</p>	<p>Slide 1</p>	<p>Slide 1 IB Learner Profile skill for November is Balanced.</p> <p>Approaches to Learning (ATL’s):</p> <p>Self-Management: stress and time management, goal-setting, study</p>

		<p>habits</p> <p>1) Share with students that the November IB Learner Profile skill is that students be Balanced, and that every month, we focus on a different IB Learner Profile skill. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the ones they are learning.</p> <p>ELD/SpED/9th/10th/11/12th:</p> <ol style="list-style-type: none"> 1. Ask students to read the words and explain any words they don't quite understand yet. 2. Explain that we're going to self-reflect about the first grading period. 3. Go to slide 2.
<p>Period 1 & Period 7</p>	<p>Slide 2</p>	<p>Approaches to Learning Link ATLs: Self-Management Skills: *stress management, organizational skills, time management, state of mind</p> <p>All: Explain to students that every year, we focus on certain learner traits that we want our students to develop or further explore. This year, our learner traits are Principled, Balanced, Knowledgeable, Risk-taking</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <ol style="list-style-type: none"> 1) Explain that we have Attendance (You matter category), Attitude (Actions matter), and Academics (Learning matters) expectations for all Falcons. 2) We expect all Falcons to exemplify these expectations. <p>To help students explore these expectations, do one (or more) of the following activities:</p> <ol style="list-style-type: none"> 1) Have students pick 1 bullet point that stands out to them. Have them discuss the bullet with a partner or together in a class discussion. 2) Have students pick out one bullet that they would like further clarification 3) Pair students and have them pick 2 bullets that they know they can easily do and share with each other and/or the class. <p>11th/12th: Further extension</p> <ol style="list-style-type: none"> 1) Have students share with a partner or do a quick write as to why these expectations are necessary. What happens if we don't have any school wide expectations? Discuss as a class.
<p>Period 1 & Period 7</p>	<p>Slide 3</p>	<p>ATL: Self-Management Skill*stress management, organizational skills, time management, state of mind</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <ol style="list-style-type: none"> 1) Read the question on the slide. 2) Have students match the icon with one of the As and provide a rationale. Emphasize that some of them will overlap. Why? 3) Which A would they like to focus on in GP3? <p>11th/12th: Further extension</p>

		<p>1. Discuss: Are expectations different for 9-10 graders vs. 11-12 graders?</p>
<p>Period 1 & Period 7</p>	<p>Slide 4</p>	<p>ATL: Self-management Skill: *stress management, organizational skills, time management, state of mind</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <ol style="list-style-type: none"> 1) Read Today's Goal. 2) Explain what self-management skills are and read the bullet points listed. 3) Have students reflect on what they might do differently in GP3 to show the Falcon Way? <p>11th/12th: Further extension</p> <ol style="list-style-type: none"> 1. Discuss: What other expectations should we include for juniors and seniors that are not addressed in the current Falcon Way expectations?
<p>Period 2</p>	<p>Slide 5</p>	<p>ATLs: Communication and Self-Management Skill</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <ol style="list-style-type: none"> 1) Read the Context: "One of the Falcon Way A is Attitude: Actions Matter, but it also means that Words Matter too." 2) Tell students that they will do a Think-Pair-Share. One person will be Partner A and the other will be Partner B. Have them face each other either. They can stand and face each other too. 3) Have students discuss what "Words Matter" means to them. <ol style="list-style-type: none"> a) Read one statement at a time. b) Students can use the stems to answer aloud: "To me, words matter means..." c) Students will alternate. 4) For ELD students "You can say that Words Matter = Words Important. This can help infer the meaning. 5) As a whole class, discuss the statements and how we can change and disrupt hurtful and offensive language on campus. <p>11th/12th: Further extension</p> <ol style="list-style-type: none"> 1. What are other ways we can communicate this message with our students?
<p>Period 2</p>	<p>Slide 6</p>	<p>ATLs: Self-Management Skill</p> <p>SpED/9th/10th/11th/12th: School wide expectations</p> <ol style="list-style-type: none"> 1) Read the directions. 2) Tell students to pair up. One person will be Partner A and the other will be Partner B. <ol style="list-style-type: none"> a) Tell students to pair up again with a different person. If you have

		<p>a system in place, feel free to use it. If not, students can have a discussion with an elbow partner.</p> <p>b) Have them think about the statements.</p> <p>3. Go to the next slide.</p> <p>ELD: Allow a student to translate these statements to the class. You can also use Google Translate to help other students understand these statements.</p>
Period 2	Slide 7	<p>ATLs: Self-Management</p> <p>ELD/SpED/9th/10th/11th/12th School wide expectations</p> <p>1) With their partner...If you have a system in place, feel free to use it. If not, students can have a discussion with an elbow partner.</p> <p>a) Have them read one statement at a time. EL students might need more wait time to read the statements.</p> <p>b) Each student should provide a response with a reason per statement.</p> <p>c) Use Sentence Starters (or something similar in complete sentences) to state whether they Agree or Disagree. *Students of course can say things like “somewhat agree; vehemently disagree, partially agree” or phrase their responses in another academic way.</p> <p>2) As a whole class, discuss the statements and how we can change and disrupt hurtful and offensive language on campus.</p>
Period 2	Slide 8	<p>ATLs: Self-Management and Communication</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <p>Remind students to “Use respectful and kind language in and out of class. We all deserve to be treated with respect.”</p>
Period 3	Slide 9	<p>ATLs: Self-Management skills</p> <p>ELD/SpED/9th/10th/11th/12th: School wide expectations</p> <p>1) Ask for volunteers to read the statements on the left.</p> <p>2) Ask for volunteers to read the statements on the right.</p> <p>3) Prompt them to focus on the 4 weeks left of the semester.</p> <p>4) How are they feeling? Say that we will focus on ways to help them manage time and stress.</p> <p>11th/12th: Further extension</p>

		<p>5) What message do you have for 9th and 10th graders as the semester comes to an end?</p>
<p>Period 3</p>	<p>Slide 10</p>	<p>ATLs: Self-Management Skills</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. Have students read and process the timeline. 2. Answer any questions or concerns they might have. 3. Ask: When is Finals Week? 4. Clarify: What happens during finals week? <p>11th/12th:</p> <ol style="list-style-type: none"> 1. How are you feeling right now looking at the timeline? What worries you? Do juniors and seniors have a different set of pressures?
<p>Period 3</p>	<p>Slide 11</p>	<p>ATLs: Self-Management Skills</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Which calendar do you prefer? 2. If they have the calendar, they can start adding important dates. 3. On the back, they can start adding DUE Dates and assignments.
<p>Period 3</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment:</p> <p>Calendar Link</p>	<p>Slide 12</p>	<p>ATLs: Self-Management Skills</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <p><u>Feel free to print the calendar and make copies for your students. Thank you!</u></p> <ol style="list-style-type: none"> 1. Which calendar do you prefer? 2. If they have the calendar, they can start adding important dates. 3. On the back, they can start adding DUE Dates and assignments.
<p>Period 3</p>	<p>Slide 13</p>	<p>ATLs: Affective Skills–Time Management</p> <p>ELD/SpED/9th/10th 11th/12th</p> <ol style="list-style-type: none"> 1. Please announce these resources to students. 2. Ask students if they've used these resources before, and what their experiences have been like using them. Would they recommend them? 3. Ask: What are other services available to them outside of school that they might know of? (local library, support groups, etc.)
<p>Period 4</p>	<p>Slide 14</p>	<p>ATLs: Self-Management:</p>

		<p>ELD/SpED/9th/10th</p> <p>This video discusses how Stress affects the body and the importance of Stress Management. Explain to students why it's important to manage stress.</p> <ol style="list-style-type: none"> a. You may need to adjust the speed of the video and click on closed captions (CC). b. Stop at various times to check for comprehension. c. The option to listen in another language is under the gear symbol on the left hand corner of the video. d. Allow other more fluent learners to summarize/interpret for the class in their native language. <p>Note: This video has lots of visuals to help all learners understand the importance of stress management; however, it is geared towards college students. Nonetheless, it can help students understand stress factors and how to find some healthy coping skills.</p> <p>11th/12th:</p> <ol style="list-style-type: none"> 1. Discuss: As they are closer to college or high school graduation, do they find the college perspective on stress management useful? What are some of the takeaways from the video?
Period 4	Slide 15	<p>ATLs: Self-Management: ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. After watching the video, help students process the information and answer the questions. You might want to show key parts of the video to review. 2. Ask for a volunteer to read the left text box, or the Review Box. 3. Then, students will discuss the Discussion questions with a partner or in their group. 4. Students can share their responses as a whole group. <p>11/12th</p> <ol style="list-style-type: none"> 5. Compare and contrast: How might stress differ for 9th-10th graders and 11th-12th graders? Do the two groups have different pressures and expectations?
Period 4	Slide 16	<p>ATLs: Self-Management: ELD/SpED/9th/10th/11th/12th</p> <p>Please remind students that they can visit the Wellness Center in 403, should they need additional support with stress management.</p>
Period 5	Slide 17	<p>ATLs: Self- Management: ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1. Ask a volunteer to read the information in the left text box.

		<ol style="list-style-type: none"> 2. Emphasize that stress can manifest itself in the body physically. 3. Read off some of the ways we can feel stress in our bodies. 4. Have they ever felt this way? They can reflect by themselves or share with a partner.
Period 5	Slide 18	<p>ATLs: Self-Management</p> <p>Video link: https://www.youtube.com/watch?v=65FP6-snlXg&t=1s</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. Tell students that they will now do a different activity to help them manage stress. 2. Read the description on the right. Zentangles help us relax and focus. 3. Today, they can choose one of the two videos to draw a Zentangle. Big Shout out to Carlos C., Jonathan C. Waldo V. and Diego G. from Mrs. Juhazs' class for suggesting the activity.
Period 5	Slide 19	<p>ATLs: Self-Management</p> <p>Video Link: https://www.youtube.com/watch?v=MYOx-9ViTRQ&t=2s</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. Tell students that they will now do a different activity to help them manage stress. 2. Read the description on the right. Zentangles help us relax and focus. 3. Today, they can choose one of the two videos to draw a Zentangle. Big Shout out to Carlos C., Jonathan C. Waldo V. and Diego G. from Mrs. Juhazs' class for suggesting the activity.
Period 6	Slide 20	<p>ATLs: Affective Skills–Time management, self-management</p> <p>ELD/SpED/9th/10th</p> <p>Video Link: Kung Fu Nuns https://youtu.be/6QL0v5wLxKM?si=ifh8HhIPZXSrdwBb</p> <p>This video showcases Kung Fu Nuns and how they prepare their bodies through exercise and dedication.</p> <ol style="list-style-type: none"> a. You may need to adjust the speed of the video and click on closed captions (CC). b. Stop at various times to check for comprehension. c. The option to listen in another language is under the gear symbol on the left hand corner of the video. <ol style="list-style-type: none"> 1. Play the video. 2. Read the quote. 3. Have students discuss the quote in pairs or in small groups. In what ways does this example relate to the Falcon Way?

		<p>4. What can we learn from the Kung Fu nuns and stress management?</p> <p>11th/12th Further extension</p> <p>5. What does it take to balance extracurricular activities, school, and family responsibilities?</p>
Period 6	Slide 21	<p>ATL: Self-Management</p> <p>All students</p> <ol style="list-style-type: none"> Students can reflect on the next 4 weeks as a Quick Write or with a partner. On the right side, there are some techniques discussed and practiced today that they add or discuss with their partners. Teachers can also model how they feel and what they will practice to manage stress. <p>Reflection: How do you feel knowing that we have FOUR weeks in the semester? How will you manage stress to complete your BEST work?</p> <p>Write your reflection as a journal entry.</p>
		<p>Please give your feedback about this school wide lesson here: https://forms.gle/rA7B7FNmw8isokHQA</p> <p>Thank you for making the time to cover the concepts and have the much needed discussions with students!!!</p>