


[Link: 28Feb. '22 MP 5 Lesson Overview for School Wide Falcon Way](#)

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

Lessons for Monday, Feb. 28, 202, Periods 1-7

School Wide Lesson MP 5 : [Feb. '22 Falcon Way MP5](#) (Click the yellow highlight for link)

IB Learner Profile for February is CARING

<p>General Info</p>		<p>For each period:</p> <ol style="list-style-type: none"> discuss the concept(s) being covered Pick the activity you'd like to do, adjusting the lessons to your classes. The main purpose is to expose/teach students these concepts/expectations. NEW: We're making explicit to students the MYP/IB Approaches to Learning so they are aware of the skills they are learning in each lesson. <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.</p> <p>Slides: Below each slide in the note section are directions of 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>Period 1 & Period 7</p> <p>Falcons Are... Behavior Expectations</p>	<p>Slide 1</p>	<p>By now, hopefully everyone is familiar with the Behavioral Expectations (Welcoming, Respectful, Supportive, Friendly).</p> <p>Approaches to Learning (MYP ATL's): Communication Skills—Negotiate ideas and knowledge with peers and teachers</p> <p>Social/Collaboration Skills—Listen actively to other perspectives and ideas</p> <ol style="list-style-type: none"> Let students know the specific ATL skills they are learning in this period. Draw attention to the words on the slides. Students should know the school wide expectations and what they mean. <p>ELD/SpED/9th/10th:</p> <ol style="list-style-type: none"> Call on students to read the words and define or give an example in their own words. Ask students (in a pair-share with a partner, or as a whole class) to give an example of when they were welcoming, friendly, respectful, or supportive to someone in the last 2 weeks. <p>11/12th:</p>

		<ol style="list-style-type: none"> 1. Ask students (in a pair-share with a partner, or as a whole class) to give an example of when they were welcoming, friendly, respectful, or supportive to someone in the last 2 weeks. 2. 3 A's Activity: Have students reflect on the 4th marking period and name one goal that they achieved with regards to attendance, attitude, or academics. Share with a partner or whole class.
<p>Period 2</p>	<p>Slide 2</p> <p>Video Link</p> <p>Worksheet:</p> <p>#Classmate Interview (with support)</p> <p>Classmate Interview</p>	<p>IB Learner Profile for February is CARING</p> <p>ATLs: Collab Skills–Take responsibility for one’s own actions</p> <p>Critical Thinking Skills–Recognize assumptions and bias.</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1) Show the video. You may need to slow the speed of the video and click on closed captions (CC). Stop at various times to check for comprehension. 2) Ask the questions as a whole class discussion, or start first as a pair-share and then share out to the class. Having students write their responses, crumpling the paper up and tossing it to another person is another way to share. 3) Have students choose a classmate they don’t know (or you pair up the students) and do the brief interview to promote acceptance and diversity. Worksheet with support: #Classmate Interview <p>11th/12th</p> <ol style="list-style-type: none"> 1) Show the video. 2) Ask the questions as a whole class discussion, or start first as a pair-share and then share out to the class. Having students write their responses, crumpling the paper up and tossing it to another person is another way to share. 3) Have students choose a classmate they don’t know (or you pair up the students) and do the brief interview to promote acceptance and diversity. Worksheet: Classmate Interview
<p>Period 3</p>	<p>Slide 3</p> <p>Video Link</p> <p>#Appreciating Diversity (with Support)</p> <p>Falcon Shout</p>	<p>ATLs: Collaboration Skills–Practice empathy</p> <p>Critical-Thinking Skills–Draw reasonable conclusions and generalizations</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Show the video. You may need to slow the speed of the video and click on closed captions (CC). Stop at various times to check for comprehension. 2) Discuss the questions about diversity. 3) Have students write a note or brief letter to 1-2 classmates,

	out online form	<p>appreciating something unique about them. This could be anonymous for you to pass out to the recipients. Letter template with support: #Appreciating Diversity</p> <p>4) Or they can do a Falcon Shout out to the student online saying what they appreciate about the classmates: Falcon Shout out</p> <p>Challenge students to make a poster that’s encouraging, motivating, or inspiring about diversity and acceptance. Post their posters around the classroom and/or campus to encourage others (MYP/IB–Global influence).</p>
<p>Period 4</p>	<p>Slide 4</p> <p>Video Link</p>	<p>ATLs: Critical Thinking Skills–Evaluate evidence and arguments Reflective Skills–Consider Content: What did I learn about today? What questions do I have now? Collaboration Skills–Encourage others to contribute</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) <i>The audio to this video is a bit fast.</i> You may need to slow the speed of the video and put on closed captions. Stop at various times to check for comprehension. (For ELs, students can also watch a 2nd time in their language). 2) Break students into groups of 3, and have them discuss #1. 3) Ask for each group to share one response. This will be the brainstorming part for their group poster (see next slide). 4) Discuss as a whole class question # 2..
<p>Period 4</p>	<p>Slide 5</p> <p>Video Link</p>	<p>**This video may be triggering**</p> <p>ATLs: Research Skills–Making connections between various sources of information Transfer Skills–combine knowledge, understanding and skills to create products or solution Collaboration Skills–Build consensus</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) You may need to slow the speed of the video and put on closed captions. Stop at various times to check for comprehension. 2) Breaking students into groups of 3, have them design a poster that would educate their peers about the dangers of vaping. Post them inside your classroom and outside your door (MYP/IB–Global influence) 3) Students can also do them in another language–the idea here is that they are demonstrating their learning about the dangers of vaping.
<p>Period 5</p>	<p>Slide 6</p>	<p>ATLs: Communications Skills–Interpret and use effectively modes of nonverbal communication; make inferences and draw conclusions</p>

	<p>Video Link</p>	<p>Critical-Thinking Skills–Draw reasonable conclusions and generalizations 1) Let students know the specific ATL skills they are learning with this activity.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Show the video. You may need to slow the speed of the video and click on closed captions (CC). Stop at various times to check for comprehension. 2) Discuss the questions with a partner and then share out to whole class 3) This is a hot topic. Allow students to drive the conversation and discussion 4) Possible questions: Do you think what’s posted online is always real? Do you ever see someone posting anything that puts them in a negative light? Why do you think this is? –Do you always post the “real” thing? –Knowing that not everything is the “real deal,” how should we respond to what we see?
<p>Period 5</p>	<p>Slide 7</p> <p>Video Link</p>	<p>This video is 13:24 long. The content is more complex.</p> <p>ATLs: Reflection Skills–Consider content: What did I learn about today? What don’t I yet understand? What questions do I have now?</p> <p>Research skills–Use critical-literacy skills to analyze and interpret media communications</p> <p>1) Let students know the specific ATL skills they are learning with this activity.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Take a poll of the class: ask students who agree with the video to stand on one side of the room, those who disagree to stand on the other side, and those who somewhat agree to stand in the middle. 2) Allow the groups some time to discuss with each other in their groups so as to provide their arguments. 3) Ask the different groups to defend their stance, giving the other groups a chance to refute/agree/etc. 4) Have students reflect on their cell phone/social media use and how they will apply what they’ve learned. Collect their papers, and pass it back to them at the beginning of the next grading period for them to reflect on their progress/growth. <p>Challenge students to go without their phones for an entire week while in your class. Ask them to reflect on their experience at the end of the week.</p>
<p>Period 6</p> <p>Teacher Survey</p>	<p>Slide 8-9</p> <p>Video Link</p>	<p>ATLs: Affective Skills–Emotional Management: Practice strategies to prevent and eliminate bullying; Consider ethical implications Collaboration skills–Take responsibility for one’s own actions; Advocate for one’s own rights and needs</p> <p>1) Let students know the specific ATL skills they are learning with this activity.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Show the video. You may need to slow the speed of the video and click on

		<p>closed captions (CC). Stop at various times to check for comprehension.</p> <p>2) Split the class into 2 groups:</p> <ul style="list-style-type: none">a) Group 1 discusses and creates various posters (simple printer paper) that show all the different kinds of bullying that happens at school, home, in the community.b) Group 2 discusses and creates various posters of affirming and positive words and actions promoting inclusion and acceptance.c) Students can use Canva or any media to create their posters.d) Help build the classroom and school community by posting these posters in the classroom and around campus. <p>Challenge students to reach out and say hello and/or include someone in an activity.</p> <p>****Thank you!!****</p>
--	--	---