


Link for Lessons: [9-11 August '22 MP 1 Lesson Overview for School Wide Falcon Way Lessons](#)

MYP/IB Approaches to Learning (ATL) Link

Lessons for Tuesday-Thursday, August 9-11, 2022, Periods 1-7 School Wide Lesson MP 1, 2022
IB Learner Profile characteristic for August is Open-minded

<p>General Info</p> <p>The goal for Tuesday is to build classroom community and student relationships.</p>		<p>For each period:</p> <ol style="list-style-type: none"> Discuss the concept(s) being covered 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 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>Brief Definition of IB: International Baccalaureate: Instructional program offered globally and internationally recognized by government and university 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>Tuesday 8/9/22</p> <p>Period 1 & Period 2</p> <p>Share about yourself first to model for</p>	<p>Slide 1</p>	<p>IB Learner Profile for August is Open-minded</p> <p>Approaches to Learning (ATL’s): Communication Skills–Negotiate ideas and knowledge with peers and teachers Social/Collaboration Skills–Listen actively to other perspectives and ideas</p> <p>For all periods today: Most/All of you are going to do this already, but just as a reminder: Before you do any of the activities, introduce yourself and share something personal/vulnerable about yourself and your story (maybe your own struggles with certain academic subjects). This is a great way to connect with students and</p>

<p>students how to share their experiences</p>		<p>model for them how to be vulnerable and share their story.</p> <p>1) Share with students that the IB Learner Profile for August is Open-Minded, and that every month, we focus on a different IB Learner Profile. Share the specific ATL skills students are learning with this activity to help them be cognizant of the skills they are learning.</p> <p>ELD/SpED/9th/10th:</p> <ol style="list-style-type: none"> 1. Ask students to read the words that stand out to them (attendance, attitude, academics, being open-minded, inquiring, communicating, or reflecting). 2. Briefly discuss with students what open-minded, inquiring, communicating, and reflecting mean. Tell them that we will go deeper into these characteristics throughout the year, and this is just a brief introduction. <p>11/12th:</p> <ol style="list-style-type: none"> 1. Ask students to read the words or terms that stand out to them (attendance, attitude, academics, being open-minded, inquiring, communicating, or reflecting). 2. These students <i>should</i> have a better understanding of what those words mean; ask them to pick one and share why that behavioral characteristic is important in life. Share with a partner; the shorter person goes first.
<p>Period 1 & Period 2</p>	<p>Slide 2</p>	<p>Approaches To Learning (ATL) Skills : Collab Skills– Build consensus; Encourage others to contribute</p> <p>Goal: Students get to know each other through team building activities and begin connecting with each other.</p> <p>Do 1 or both the activities.</p> <p>Supplies needed: Index cards and pen/markers for Activity 1</p> <p>1) Share with students that the IB Learner Profile trait/skill for August is Open-Minded, and that every month, we focus on a different IB Learner Profile trait/skill. Share the specific ATL skills students are learning with this activity to help them be cognizant of the skills they are learning.</p> <p>Activity 1: Index Card Towers</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1) Form groups of 3-4 students 2) Give examples of some things students might have in common like: what food they like to eat, birth order, number of siblings, speaking a second language, etc. 3) Give a time limit of 5-10 minutes. 4) At the end, ask the class to see which group has the highest tower (they can fold and stack the towers however they want). <p>11th/12th</p> <ol style="list-style-type: none"> 1) Form groups of 3-4 students 2) Give examples of some things students might have in common, but challenge them to think of “less on the surface” commonalities, such as their career goals/aspirations, concerns and worries in school and life, ponderings on life and responsibilities, etc. 3) Give a time limit of 5-10 minutes.

		<p>4) At the end, ask the students to see which group has the highest tower (they can fold and stack the towers however they want).</p> <p>5) Allow students time to reflect on the activity and what they learned from it.</p> <p>Activity 2: This or That ELD/SpED/9th/10th</p> <p>1) Stand in the middle of the room in front of your class. Explain to the students that you will call out 2 options, and point to the side of the room when you call option 1 and to the other side when you call option 2. For example, you might say Beach and point to the right of you, and then say Mountain and point to the left. Students then choose which they prefer and stand where you pointed given the choice they made.</p> <p>2) Some ideas: hot/cold weather; cat/dog; science/English; hotdog/hamburger; winter/summer; reading/writing; chocolate/vanilla; Christmas/Halloween; water/milk; breakfast/dinner; rain/snow; day/night</p> <p>3) Allow students time to reflect on the activity and what they learned from it.</p> <p>11th/12th</p> <p>1) More ideas: after high school job/college; live near/far from SJ; Twitter/Instagram; driver/passenger, loud/quiet; walking/on wheels; going out/staying in</p>
<p>Period 3</p> <p>Supplies needed: Scrap paper or sticky notes/post-its, pen/pencil</p>	<p>Slide 3</p>	<p>ATLs: Collab Skills—Take responsibility for one’s own actions; develop relationships</p> <p>Do one or both the activities.</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Activity 1: Switch Sides If... ELD/SpED/9th/10th</p> <p>1. Explain the activity: Everyone starts on the same side of the room. When you tell them a statement that applies to them, they move to the other side of the room.</p> <p>2. Each statement begins with, “Switch sides if...”</p> <p>3. Some ideas: you have a sibling; you like to eat desserts before the main meal; you are the oldest among your siblings; you like visiting new places; you prefer to stay home instead of going out; you enjoy learning new things; you love eating spaghetti/pasta/hamburgers</p> <p>4. Allow students time to reflect on the activity and how their actions matter in how they respond to others they meet.</p> <p>11th/12th</p> <p>1) See above about explaining the activity.</p> <p>2) More ideas: you plan to go to work first after graduating from high school; you’re nervous about this year and graduating if you’re a senior; you wonder what life will be like after high school; you drive; you enjoy trying out new foods; you want to visit another country</p> <p>3) Allow students time to reflect on the activity and what they learn from it.</p>

		<p>Activity 2: 2 Truths and 1 Lie ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Model for students with your own examples of 2 truths and 1 lie. 2) While students are writing, walk around the room to informally assess their writing and thinking skills, and to learn about them. 3) When students are done writing, have them pair up and share. Walk around the room to informally assess how they read/communicate. 4) Then have them share in groups of 3-4, mixing up the partners. 5) Ask if anyone wants to share out to the entire class; offer to read theirs if students are hesitant so that everyone feels included. 6) Allow students time to reflect on the activity and what they learn from it.
<p>Period 4</p> <p>Worksheet Bingo</p>	<p>Slide 4</p>	<p>ATLs: Collab Skills–Take responsibility for one’s own actions; develop relationships</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Activity: Link: Scavenger Bingo to Print out for class It will ask you to make a copy so that you can modify however you wish. Feel free to modify the descriptors to fit your class’ needs.</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Explain to students that they need to go around the room to ask classmates and you questions to fill their Bingo card. 2. Consider giving out candies, stickers, or some other reward for the first 5 winners. 3. If you choose not to do this activity, consider doing another get-to-know-you activity with your students for the first 10-15 minutes of class, maybe one from slide 2 or 3 that you didn’t do yet, or another version of this activity where the goal is for them to connect with another student in the class. 4. Allow students time to reflect on the activity and how learning about other people’s experiences affect them.
<p>Period 5</p>	<p>Slide 5</p>	<p>ATLs: Collab Skills–Encourage others to contribute Communication Skills: Use intercultural understanding to interpret communication</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Activity: Silent Lineup Round 1 ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Ascertain that students understand the directions for this activity. 2. The key here is that students are not allowed to talk while they’re lining up. They can use any methods of nonverbal communication they want. Notice who steps up to be a “leader” and who tends to be waiting to be told where to move. 3. Allow students time to reflect on the activity and the different ways they used nonverbal communication.

<p>Period 5</p>	<p>Slide 6</p>	<p>ATLs: Collab Skills—Encourage others to contribute Communication Skills: Use intercultural understanding to interpret communication</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Silent Lineup Round 2 ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) You can do Round 2 where the entire class silently works together to line up by birthdate, forming 1 long line around the classroom. 2) Allow students time to reflect on the activity and what they learned about nonverbal communication.
<p>Period 6</p> <p>Supplies needed: Scratch papers for each student</p>	<p>Slide 7</p>	<p>ATLs: Reflective Skills—Consider Content: What did I learn about today? What questions do I have now? Affective Skills—Practice strategies to reduce stress and anxiety</p> <p>Do 1 or both the activities.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Students may be hesitant in asking questions, so this activity helps remove some anxiety so that they can get their questions answered. 2) Ask students to read out the snowball they picked up, answering whatever questions they share, and then do several rounds of this. At the end, ask if there are any questions that haven't been answered that they really want to know the answer for. 3) Discuss different ways that they can ask questions or seek out help. 4) You can also collect the snowballs, go through them and address any unanswered questions another day. 5) This snowball idea can also be used to review concepts or ask questions about concepts.
<p>Period 6</p> <p>Supplies needed: Scratch papers for each student</p>	<p>Slide 8</p>	<p>ATLs: Reflective Skills—Consider Content: What did I learn today? What questions do I have now? Affective Skills—Practice strategies to reduce stress and anxiety</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) This activity allows students to tell you things about themselves that they wish you and other students to know. 2) Have students write out what they wish others to know about them, crumble up the paper, and toss it around the classroom. 3) Students pick up the snowball closest to them and read what's written either silently or aloud to the class. 4) Since not all students will share the snowball, another option would be to collect the snowballs and read through them to better understand your students.
<p>Period 6</p>	<p>Slide 9</p>	<p>ATLs: Reflective Skills—Consider Content: What did I learn about today?</p>

<p>Supplies needed: pen/marker/ Pencil</p> <p>Print Out Survey Questions</p>		<p>What questions do I have now?</p> <p>Link to print out survey questions or modify for your own class. (The last page is a blank template for your use. It will ask you to make a copy so that you can modify however you wish.)</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) This activity allows students to see commonalities they have with classmates. Since they don't have to talk about themselves, students tend to be more honest about their opinions. 2) Post the survey questions around the classroom, and draw students' attention to the questions by reading each question out loud to them and asking if they have any questions. 3) Then have students go around to each question and put a checkmark on the survey paper. 4) The downside to this is that you won't know who marked what, but this will still give you some information about your students in general. 5) Have students make observations about the data collected and what they noticed about their fellow students. 6) This activity could be used for any subject area where you want to gather information and talk about the data, etc.
<p>Weds. 8/10/22</p> <p>Period 1/2</p>	<p>Slide 10</p>	<p>Approaches to Learning (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"> 1) Let students know the specific ATL skills they are learning in this period. <p>ELD/SpED/9th/10th/11/12th:</p> <ol style="list-style-type: none"> 1) Review with students that we expect all Andrew Hill falcons to be open-minded, inquiring, communicating, and reflecting. 2) Draw attention to the words on the slides: Attendance, Attitude, Academics. 3) Explain to students that these factors make up the Falcon Way, also known as Falcon 3 A's.
<p>Period 1/2</p>	<p>Slide 11</p>	<p>ATLs: Collab Skills—Take responsibility for one's own actions</p> <ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Have students volunteer to read this slide out loud. 2) They will discuss the 3 A's in the next slide.
<p>Period 1/2</p>	<p>Slide 12</p>	<p>ATLs: Collab Skills—Take responsibility for one's own actions</p> <p>Communication Skills—Negotiate ideas and knowledge with peers and teachers</p> <ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>This Activity is for ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1) Form groups of 3 and assign one of the 3 A's (attendance, attitude,

		<p>academics) to each group (you'll have several groups doing the same A). Have the groups give 3 examples of what their A would look like in action. They can do this verbally or write down their replies. Give them 5 mins to do this part.</p> <p>2) Have the groups join the others with the same A and share their examples. Pick the top 3 to share with the class.</p>
<p>Period 1/2</p>	<p>Slide 13</p>	<p>ATLs: Collab Skills—Take responsibility for one's own actions Communication Skills—Negotiate ideas and knowledge with peers and teachers</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This Activity is for 11th/12th grade</p> <ol style="list-style-type: none"> 1) The Falcon 3 A's are a review for many of these students. This activity pushes them to further reflect on the 3 A's. (Credit goes to Kenny Williams for the questions). 2) Randomly assign A, B, C, or D questions to the groups and allow them time to discuss their responses. 3) Have the groups join the others with the same questions and share their answers. Pick the top 3 to share with the class.
<p>Period 3</p>	<p>Slide 14</p>	<p>ATLs: Collab Skills—Take responsibility for one's own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This slide will be repeated throughout all the periods today as a way to emphasize school wide classroom expectations. If all classes and periods see this message repeated, students will know that these ATL skills are part of our school expectations.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add and discuss other classroom expectations you have for your class.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important. 2) Ask students what other classroom rules they think are necessary for the well-being of the students in the class. 3) Add others expectations that are specific to your class. 4) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher's discretion and permission, and that they need to respect and abide by each teacher's cell phone policy*** 5) Make a modified or additional classroom expectation for your class.

<p>Period 4</p> <p>Video Link</p>	<p>Slide 15</p>	<p>ATLs: Collab Skills—Listen actively to other perspectives and ideas Reflection Skills—Develop new skills, techniques and strategies for effective learning</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Video: Inquiry and Open-Mindedness Link (2:53)</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Show the video. You may need to adjust the speed of the video and click on closed captions (CC). <ol style="list-style-type: none"> a) Stop at various times to check for comprehension. b) You can have students watch in another language if they want. 2) Have students stand and move across the room to partner with another student. Allow them to stand. The person with the most siblings goes first. 3) Ask one question at a time and have students share their answers before moving to the next question. 4) There will be a total of 3 rounds of Pair-Share with partners and the whole class.
<p>Period 4</p>	<p>Slide 16</p>	<p>ATLs: Collab Skills—Take responsibility for one’s own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This slide will be repeated throughout all the periods today as a way to emphasize school wide classroom expectations. If all classes and periods see this message repeated, students will know that these are our school expectations.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add and discuss other classroom expectations you have for your class.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important. 2) Ask students what other classroom rules they think are necessary for the well-being of the students in the class. 3) Add others expectations that are specific to your class. 4) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher’s discretion and permission, and that they need to respect and abide by each teacher’s cell phone policy*** 5) Make a modified or additional classroom expectation for your class.
<p>Period 5</p>	<p>Slide 17</p>	<p>ATLs: Reflective Skills—Consider Content: What did I learn about today?</p>

<p>Video Link</p>		<p>Develop new skills, techniques and strategies for effective learning Collab Skills–Listen actively to other perspectives and ideas</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Video: Communications Link (6:12) ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1. Show the video. You may need to adjust the speed of the video and click on closed captions (CC). <ol style="list-style-type: none"> a. Stop at various times to check for comprehension. b. You can have students watch in another language if they want. 2. Play Telephone Game to demonstrate the importance of active listening and to help build classroom community. <ol style="list-style-type: none"> a. Split the class into 2 teams, standing on opposite sides of the room. b. Getting Started. Players must stand in a straight line. They need to be close enough that whispering is possible, but not so close that players can hear each other whisper. c. Begin the Game. You (the teacher) whisper the word or phrase to the first person in each line. d. The first person in the line whispers the word or phrase into the ear of the person standing to their right. The word or phrase can only be whispered ONCE to the next person. e. The Game Continues. Players whisper the word or phrase to their neighbors until it reaches the last player in line. f. The Conclusion. The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the line.
<p>Period 5</p>	<p>Slide 18</p>	<p>ATLs: Collab Skills–Take responsibility for one’s own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This slide will be repeated throughout all the periods today as a way to emphasize school wide classroom expectations. If all classes and periods see this message repeated, students will know that these are our school expectations.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add and discuss other classroom expectations you have for your class.</p>

		<p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important. 2) Ask students what other classroom rules they think are necessary for the well-being of the students in the class. 3) Add others expectations that are specific to your class. 4) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher’s discretion and permission, and that they need to respect and abide by each teacher’s cell phone policy*** 5) Make a modified or additional classroom expectation for your class.
<p>Period 6</p> <p>Supplies needed: Sheet of paper for each student</p> <p>Video Link</p>	<p>Slide 19</p>	<p>ATLs: Affective Skills—Emotional Management: Practice strategies to reduce stress and anxiety</p> <p>Video: Self-Reflection Link (4:08)</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1. Show the video. You may need to adjust the speed of the video and click on closed captions (CC). <ol style="list-style-type: none"> a. Stop at various times to check for comprehension. b. You can have students watch in another language if they want.
<p>Period 6</p>	<p>Slide 20</p>	<p>ATLs: Collab Skills—Take responsibility for one’s own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This slide will be repeated throughout all the periods today as a way to emphasize school wide classroom expectations. If all classes and periods see this message repeated, students will know that these are our school expectations.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add on and discuss other classroom expectations you have for your class.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 6) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important. 7) Ask students what other classroom rules they think are necessary for the well-being of the students in the class. 8) Add others expectations that are specific to your class. 9) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher’s discretion and

		<p>permission, and that they need to respect and abide by each teacher's cell phone policy***</p> <p>10) Make a modified or additional classroom expectations for your class.</p>
<p>Period 7</p>	<p>Slide 21</p>	<p>ATLs: Collab Skills–Take responsibility for one's own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>This slide will be repeated throughout all the periods today as a way to emphasize school wide classroom expectations. If all classes and periods see this message repeated, students will know that these are our school expectations.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add and discuss other classroom expectations you have for your class.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <p>11) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important.</p> <p>12) Ask students what other classroom rules they think are necessary for the well-being of the students in the class.</p> <p>13) Add others expectations that are specific to your class.</p> <p>14) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher's discretion and permission, and that they need to respect and abide by each teacher's cell phone policy***</p> <p>15) Make a modified or additional classroom expectation for your class.</p>
<p>Thursday 8/11/22: Period 1/2</p>	<p>Slide 22</p>	<p>Approaches to Learning (ATL's): Communication Skills–Negotiate ideas and knowledge with peers and teacher</p> <p>Social/Collaboration Skills–Listen actively to other perspectives and ideas</p> <p>1) Let students know the specific ATL skills they are learning in this period.</p> <p>2) Draw attention to the words on the slides: <i>Reflecting, inquiring, communicating, and open-minded, attendance, attitude, academics.</i></p> <p>ELD/SpED/9th/10th/ 11/12th:</p> <p>1. Ask students what they remember about the meanings of the words on this slide.</p> <p>2. Have them do popcorn word association with the behavioral traits they see on the slide. This should be a quick review.</p>
<p>Period 1/2</p>	<p>Slide 23</p>	<p>ATLs: Collab Skills–Take responsibility for one's own actions; Delegate and share responsibility for decision-making</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p>

		<p>Since 1st and 2nd period did not have a chance to discuss school and classroom expectations on Wednesday, here is the opportunity to do so.</p> <p>If you are making adjustments to any of the school expectations above, please make it clear to your students that the exceptions are ONLY for your class, and that they need to follow the rules set by their other teachers. Please add and discuss other classroom expectations you have for your class.</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) Have a class discussion about the schoolwide classroom expectations on this slide. Brainstorm with students why these rules are important. 2) Ask students what other classroom rules they think are necessary for the well-being of the students in the class. 3) Add others expectations that are specific to your class. 4) ***Make it clear to students that the use of cell phones and technology is subject to EACH teacher’s discretion and permission, and that they need to respect and abide by each teacher’s cell phone policy*** 5) Make a modified or additional classroom expectation for your class.
<p>Period 1/2</p>	<p>Slide 24</p>	<p>ATLs: Collab Skills–Take responsibility for one’s own actions Social: Build consensus</p> <ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>Although this slide is repeated in every period to allow teachers an opportunity to discuss their grading policy with students, the activities suggested will be different for each period.</p> <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>ELD/SpED/9th/10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners in your class in order to achieve the grade they desire.</i></p> <ol style="list-style-type: none"> 1) Break students into groups of 3-4. 2) Randomly assign the groups number 1-4, and each group will discuss their assigned topic from the slide. 3) Then have all the #1 groups join together and discuss their answers to share out to the class. Do this for all the other groups, also. 4) Have each large group share their perspectives (have them choose

		<p>1-2 representatives), and then you can then clarify your grading policy and expectations.</p> <p>Alternatively, you can just have a discussion with students about the topics and answer their questions. Encourage students to write you a note/email you if they have any questions they don't feel comfortable asking out loud.</p>
Period 3	Slide 25	<p>ATLs: Affective Skills—Emotional management, Resilience</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) Information for students. Encourage them to speak up and seek help for whatever reason.
<p>Goal Worksheet</p>	Slide 26	<p>ATLs: Collab Skills—Take responsibility for one's own actions Reflection Skills-Keep a journal to record reflections</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Although this slide is repeated in every period to allow teachers an opportunity to discuss their grading policy with students, the activities suggested will be different for each period.</p> <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>Material: Link to Academic Goal Worksheet</p> <p>ELD/SpED/9th/10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners in your class in order to achieve the grade they desire.</i></p> <ol style="list-style-type: none"> 1) Have students journal about what they want to learn and the grade they would like to achieve this semester in your class. Academic Goal Worksheet 2) After they're done with the worksheet, discuss your grading policy.
Period 4	Slide 27	<p>ATLs: Collab Skills—Listen actively to other perspectives and ideas</p> <p>This slide for ELD/SpED/9th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners in your class in order to achieve the grade they desire.</i></p> <ol style="list-style-type: none"> 1. Have students form their own groups based on their topic of interest. 2. Give them a set amount of time to discuss and decide on 3 top

		<p>reasons for their argument.</p> <p>3. Have them present their main points to the class, to perhaps shape how and what should count toward their final semester grade.</p> <p>Or you can have this as a whole class discussion.</p>
<p>Period 4</p>	<p>Slide 28</p>	<p>ATLs: Collab Skills—Listen actively to other perspectives and ideas</p> <p>This slide for 10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners in your class in order to achieve the grade they desire.</i></p> <ol style="list-style-type: none"> 1. Have students form their own groups based on their topic of interest. 2. Give them a set amount of time to discuss and decide on 3 top reasons for their argument. 3. Have them present their main points to the class, to perhaps shape how and what should count toward their final semester grade.
<p>Period 4</p>	<p>Slide 29</p>	<p>ATLs: Collab Skills—Take responsibility for one’s own actions Social: Build consensus</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Although this slide is repeated in every period to allow teachers an opportunity to discuss their grading policy with students, the activities suggested will be different for each period.</p> <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>Choose 1 or 2 Activity to do with students ELD/SpED/9th/10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners in your class in order to achieve the grade they desire.</i></p> <p>Activity 1: Material: Link to Academic Goal Worksheet</p> <ol style="list-style-type: none"> 1) Have students journal about what they want to learn and the grade they would like to achieve this semester in your class. Academic Goal Worksheet 2) After they’re done with the worksheet, discuss your grading policy. <p>Activity 2</p> <ol style="list-style-type: none"> 1) Pose the question: Should late work be accepted? Why or why not? <ol style="list-style-type: none"> a) Split the class into 2, those for and against, and have them

		<p>debate what the late work policy in your class should be.</p> <p>b) Discuss your grading policy.</p>
<p>Period 5</p> <p>Changing ECARMS PW Link</p>	<p>Slide 30</p>	<p>ATLs: Collab Skills–Listen actively to other perspectives and ideas Reflection Skills–Develop new skills, techniques and strategies for effective learning</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>How to change students' ECARMS password</p> <p>This slide is for 9th Graders</p> <p>1) ECARMS is the hub for all student information and applications for classes. It's paramount that students learn how to access their account and be comfortable navigating this interface.</p>
<p>Period 5</p> <p>Graduation, grades, transcript Link</p>	<p>Slide 31</p>	<p>ATLs: Collab Skills–Listen actively to other perspectives and ideas Reflection Skills–Develop new skills, techniques and strategies for effective learning</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>How to change students' ECARMS password (for students who forgot their PW)</p> <p>This slide is for 10th/11th/12th</p> <p>1) This is a crucial academic “check up” for students to be aware of their academic standing with regards to graduation requirements. 2) Click on the red links so that students can see how to find out their graduation credits, grades, transcript and attendance. 3) Allow students time to look at their information, and encourage them to see their academic counselor (Slide 25).</p>
<p>Period 5</p>	<p>Slide 32</p>	<p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Although this slide is repeated in every period to allow teachers an opportunity to discuss their grading policy with students, the activities suggested will be different for each period.</p> <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>Choose 1 or 2 Activity to do with students ELD/SpED/9th/10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to be as learners</i></p>

		<p><i>in your class in order to achieve the grade they desire.</i></p> <p>Activity 1: Material: Link to Academic Goal Worksheet</p> <ol style="list-style-type: none"> 1) Have students journal about what they want to learn and the grade they would like to achieve this semester in your class. Academic Goal Worksheet 2) After they're done with the worksheet, discuss your grading policy. <p>Activity 2 Variation</p> <ol style="list-style-type: none"> 1) Pose the question: Should retakes on tests be allowed? Why or why not? <ol style="list-style-type: none"> a) Split the class into 2, those for and against, and have them debate what the tests re-take policy in your class should be. b) Discuss your grading policy.
<p>Period 6</p>	<p>Slide 33</p>	<p>ATLs: Collab Skills—Listen actively to other perspectives and ideas Reflection Skills—Develop new skills, techniques and strategies for effective learning</p> <ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>ELD/SpED/9th/10th (11th/12th: a good review to know where to find information)</p> <ol style="list-style-type: none"> 1) The school website http://andrewphill.esuhsd.org/ contains extensive info with up-to-date bell schedules and meetings. We want students (and parents) to make it a habit to visit the school website to get updated information. 2) In this activity, we introduce students to the school website by having them do a School Scavenger Hunt. <ol style="list-style-type: none"> a) Form teams of 3-4 students (mix it up a bit by having them count off 1-8 to form 8 teams). b) Have them compete to see which team can get the answers the fastest.
<p>Period 6</p>	<p>Slide 34</p>	<ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>Although this slide is repeated in every period to allow teachers an opportunity to discuss their grading policy with students, the activities suggested will be different for each period.</p> <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>Choose 1 or 2 Activity to do with students ELD/SpED/9th/10th/11th/12th. This activity will engage students to think</p>

		<p>about what grades and learning mean and how they need to function as learners in your class in order to achieve the grade they desire.</p> <p>Activity 1: Material: Link to Academic Goal Worksheet</p> <ol style="list-style-type: none"> 1) Have students journal about what they want to learn and the grade they would like to achieve this semester in your class. Academic Goal Worksheet 2) After they're done with the worksheet, discuss your grading policy. <p>Activity 2</p> <ol style="list-style-type: none"> 1) Hand out to each student a note card or paper and ask them to share any concerns they have about your class. Collect those notes and respond to them out loud in class without drawing attention to the author of the concern. 2) Discuss your grading policy.
<p>Period 7</p>	<p>Slide 35</p>	<p>ATLs: Collab Skills—Take responsibility for one's own actions Social: Build consensus</p> <ol style="list-style-type: none"> 1) Tell students the specific ATL skills they are learning with this activity. <p>This is the opportunity to openly discuss with students our grading expectations and policy. The more students know what to expect in our class regarding how and what we grade, the more they are prepared to succeed in our class. Consider the questions above as a starting point for discussion.</p> <p>If student mastering the content is the goal, do we then accept late work and allow for re-tests? What is our process? Students who understand our expectations and policy will be more likely to succeed in our class.</p> <p>Choose 1 or 2 Activity to do with students ELD/SpED/9th/10th/11th/12th. <i>This activity will engage students to think about what grades and learning mean and how they need to function as learners in your class in order to achieve the grade they desire.</i></p> <p>Activity 1: Material: Link to Academic Goal Worksheet</p> <ol style="list-style-type: none"> 1) Have students journal about what they want to learn and the grade they would like to achieve this semester in your class. Academic Goal Worksheet 2) After they're done with the worksheet, discuss your grading policy. <p>Activity 2</p> <ol style="list-style-type: none"> 1) Ask students to reflect on what they learned today with regards to learning, grading, and what they think about each question on the slide. Have them share with the class. This allows students the opportunity to reflect on their learning. 2) Discuss your grading policy.
		<p>ALL DONE! Thank you for taking the time to cover these concepts and have these discussions with students!</p>

