


## Link for Lessons: April 8, 2024

### MP 6 Overview for School Wide Falcon Way Lessons

#### MYP/IB Approaches to Learning (ATL) Link

Lessons for **Monday, April 8, 2024**, Periods 1-7 School Wide Lesson MP 6  
**IB Learner Profile characteristic for April is Knowledgeable.**

<b>General Info</b>		<p><b>For each period:</b></p> <ol style="list-style-type: none"><li>Discuss the concept(s) being covered</li><li>Adjust the lessons to your classes as needed. The main purpose is to expose to/teach students these concepts/expectations.</li></ol> <p><b>Videos:</b> 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><b>Slides:</b> 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. <b>The notes and links in this document are the same as those in the slides.</b></p> <p><b>Brief Definition of IB:</b> 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 <a href="http://ibo.org">ibo.org</a> or talk to Mr. Winsatt.</p> <p><b>Brief Definition of ATL:</b> 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><b>Monday</b> <b>Period 1 &amp; Period 7</b></p> <p>(Materials Needed) <a href="#">Falcon Way Lesson Slidedeck GP6</a></p> <p><a href="#">Falcon Way Questions/ Note-catcher</a> (printing optional)</p> <p><a href="#">Family Feud Slide Deck for Periods 1 &amp; 7</a></p> <p><a href="#">Family Feud Document (Questions &amp; Answer Key)</a></p> <p><a href="#">Falcon Way Expectations Review GP 6-Kahoot Link</a></p>	<p><b>Slides 1-5</b></p>	<p><b>Period 1/7 Slides 1</b></p> <p><b>IB Learner Profile for April is Knowledgeable.</b></p> <p>1) Share with students that the <b>April IB Learner Profile is Knowledgeable</b>, 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><b>All Quick Review of our Schoolwide Expectations of the 3 A's</b></p> <p><b>Slide 1:</b> By now, students should know our school's 3 A's. Help students be Knowledgeable.</p> <p><b>Slide 2:</b> Review Advocate for your needs. Review Classroom expectations.</p> <p><b>Slide 3:</b> Read the slide and remind students that Andrew Hill is a Slur-Free Zone. Explain what a slur is, if needed.</p> <p><b>Slide 4:</b> This will be the focus of today. <u>Provide the Falcon Way Lesson Handout.</u> (You can give students a soft or hard copy).</p> <p>This will help students write their thoughts, answers, and reflections as they complete today's lesson.</p> <p>If you want to provide this to students, please print them out for your classes. Students will turn them in to you (1st or 2nd period teachers) the next day. You can give them points for completing these tasks.</p> <p><b>Slide 5: Family Feud OR Kahoot</b> Play Family Feud. Click on the <u>Family Feud slides link</u>. This will take you to another slide deck with the game. The questions and answers are also on the slide notes and on the <u>Questions &amp; Answers Doc.</u></p> <p>This is the info on both the slides and the document.</p>
---	--------------------------	--

Monday  
Period 2

Slides 7-9

Period 2 Slides 7-9

**Slide 7: Intro to Self-Advocacy**

1. Read the definition of Advocate paraphrased from the sources above.
2. Briefly clarify the meaning of the word if students still need that extra support.
3. Tell students that we will be learning ways and strategies to advocate at school as well as why it is important for success.

**Self-Advocacy Sources:**

1. **Self-advocacy definition:** “Self-advocacy is the ability to speak up for yourself and the things that are important to you.”  
[https://ldaamerica.org/lda\\_today/understanding-self-advocacy/](https://ldaamerica.org/lda_today/understanding-self-advocacy/)
2. **Self-Advocacy for Teens: Tips**  
<https://utahparentcenter.org/publications/infosheets/transadultinfosheets/tips-for-teens/>

**Slide 8: Self-Advocacy Video Tips**

1. Tell students that they will watch a video on Self-Advocacy.
2. They will take notes on the 6 tips for advocating for yourself.
3. They can answer the questions below on their handout.
  - a. What does **advocate** mean? (self-advocate)
  - b. What are some tips for **self-advocacy**, according to the video?
  - c. When would you **advocate**, or communicate your needs, at school? What would happen if you didn't advocate for yourself?

**Slide 9: When to Advocate for Self**

1. Read off the question “When would you advocate for yourself at school?”
2. Have student volunteers read off each of the following statements that begin with “When...”
3. Clarify the meaning of Advocate if needed.
4. In pairs, students can discuss “What would happen if you don't advocate for yourself?” regarding the “when...” statements.
5. Briefly mention why it is important to advocate for yourself.

**Monday**  
**Period 3**

**Slides**  
**11-13**

**Period 3**

**Slide 11: Scenario #1 (9th-10th grade experience)**

You need to retake a math test you failed last week in order to get a better grade in class. What will you tell your math teacher to allow you to retake the test? What other questions might you need to know about the test?

Lesson:

1. Teacher reads off Scenario #1.
2. Teacher will read off the questions in the scenarios.
3. Have students come up with some questions on their own with a partner. Students can write down their questions on the handout.
4. Select students to share out with the whole class.
5. Show the list of questions to see if they came up with some of them. Do student questions differ? Discuss.

**Slide 12: Scenario #2 (9th-11th grade experience)**

You need help with a research project in history class. Your teacher has already offered assistance in class and during office hours. Somehow, you still have lots of questions and are still confused about the research project. What would ask your teacher to ensure you finish the project on time?

Lesson:

1. Teacher reads off Scenario #2.
2. Teacher will read off the questions in the scenarios.
3. Have students come up with some questions with a partner. Students can write down their questions on the handout.
4. Select students to share out with the whole class.
5. Show the list of some possible questions. Do student questions differ? Discuss.

**Slide 13: Scenario #3 (11th-12th grade experience)**

You are applying for a job for the first time. You will need a resume and references, as well as to practice for the interview. Who or where can you ask for resume writing help? What other questions might you need to consider when applying for the job? How will you prepare for all parts?

Lesson

1. Have students read Scenario #3.
2. Have students work in pairs to answer the questions. They can record their answers on the handout.

		<ol style="list-style-type: none"> <li>3. As a whole class or in groups, students can discuss the questions and come up with a consensus to share out 1 response.</li> <li>4. Show the questions in blue. Did groups come up with similar questions?</li> </ol>
<p><b>Monday</b> <b>Period 4</b></p>	<p><b>Slides</b> <b>15-17</b></p>	<p><b>Period 4 Slides 17-20</b></p> <p><b>Slide 15: Self-Advocacy Quote</b></p> <ol style="list-style-type: none"> <li>1. Read the quote and why self-advocacy is important for student success.</li> <li>2. Emphasize that they must learn to advocate for themselves to become independent, confident, and more responsible. This is part of growing up.</li> </ol> <p><b>Slide 16: Self-Advocacy Image Analysis</b></p> <ol style="list-style-type: none"> <li>1. Have students analyze the image using the guided questions.</li> <li>2. They can work in a group to answer the questions.</li> <li>3. Students can record their answers on the handout or on lined paper.</li> <li>4. Call on group members to answer the questions and discuss the message.</li> <li>5. Emphasize the importance of asking for help when they need it. They are not alone.</li> </ol> <p><b>Slide 17: Where to get help on campus?</b></p> <p><b>Academic help:</b> Reach out to your teacher(s), attend office hours, see your counselor.</p> <p><b>Social-Emotional help:</b> Dealing with stress, depression, anxiety, mental health concerns? Reach out to your trusted adults (teachers and staff), visit the Wellness Center.</p>
<p><b>Monday</b> <b>Period 5</b></p>	<p><b>Slides</b> <b>19-21</b></p>	<p><b>Period 5 Slides 19-20</b></p> <p><b>Slide 19: GP6 Important Dates (grades 9-11)</b> Share these important dates for GP 5-6. Students can write down key dates on the handout or in their calendars.</p> <p><b>Slide 20: GP6 Important Dates (seniors)</b> Share these important dates for GP 5-6. Students can write down key dates on the handout or in their calendars.</p> <p><b>Slide 21: Message for Seniors</b></p>

<p><b>Monday Period 6</b></p> <p><a href="#">More on Renata Flores: Preserving Quechua</a></p>	<p><b>Slide 23-25</b></p>	<p><b>Period 6 Slides 26-29</b></p> <p><b>Slide 23:</b> Reflect on this quote about reflecting. Tell students that they will be writing a reflection shortly.</p> <p><b>Slide 24:</b> Series: “Falcons look for positive influences to emulate!” Play the video and after, discuss how she advocates for her community. Encourage students to look for positive role models throughout their lives.</p> <p>If you want to learn more about her, feel free to show the rest of the videos at your discretion (for homework, as a research project, listening practice).</p> <p><b>Slide 25:</b> On the handouts or on lined paper, have students write a reflection about Grading Period 5, their goals for GP 6, and what they learned about self-advocacy.</p>
<p><b>Monday Period 7</b></p>	<p><b>Slides 1-5</b></p>	<p>Period 7 does the same intro slides as period 1: Slides 1-5</p>