


Link for Lessons: [April '23 MP 6 Overview for School Wide Falcon Way Lessons](#)

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

Lessons for Monday, February 27, Periods 1-7 School Wide Lesson MP 5

[School Wide Lessons for MP 6 Link](#)

IB Learner Profile Trait for April is PRINCIPLED

<p>General Info</p>	<p>For each period:</p> <ul style="list-style-type: none">a) Discuss the concept(s) being coveredb) 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. Mike 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>Learning Styles: While all learners exhibit some degree of each learning style, at different times and with different subject matter, the main purpose of this delineation is to help us be more aware of utilizing a variety of pedagogical approaches.</p> <p><i>Auditory</i> – Learns by hearing and listening</p>
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<p>Period 1 & Period 7</p> <p>Slide 1-2</p> <p>Attendance Link</p> <p>Attitude Link</p> <p>Academics Link</p>	<p>Slide 1</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p><i>Explain the specific ATL skill(s) students are learning in this period.</i></p> <p>Approaches to Learning Link(ATL’s): Collaboration Skills: Listen actively to other perspectives and ideas</p> <p>ELD/SpED/9th/10th/11/12th: The Falcon 3 A’s Review.</p> <ol style="list-style-type: none"> 1. Audio/Visual <ol style="list-style-type: none"> a. Click on Attendance, Attitude, Academics on the slide to access the video for each concept, A student will share out how they apply one of the Falcon 3 A’s to their lives. Attendance Link Attitude Link Academics Link
<p>Period 1/7</p> <p>Material Needed:</p> <p>Print out or place on Canvas/Google Classroom:</p> <p>Link: 3A’s Reflection WS.</p>	<p>Slide 2</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p><i>Explain the specific ATL skills students are learning with this activity:</i></p> <p>(ATL) Skills :Communication: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Kinesthetic: Pair students from opposite sides of the room and have them stand facing each other. <ol style="list-style-type: none"> a. Have students pick 2 of the IB learner traits (open-minded, inquiring, communicating, and reflecting) and share how they exemplified those traits in their life. a) Round 1: <ol style="list-style-type: none"> i) Partner 1 has 1 min to share how they demonstrated the 2 traits they chose. ii) After 1 min, Partner 2 shares. b) Round 2: Have partners who are standing nearby switch <ol style="list-style-type: none"> i) Have students pick one of the 3A’s to share how it’s applicable to their life. ii) Partner 1 has 1 min to share out iii) After 1 min, Partner 2 goes. 2) <i>Reading/Writing–Reflecting:</i> This could be done in class or as a homework assignment: 3A’s Reflection WS. The link will ask you to make a copy of the worksheet.
<p>Period 2</p> <p>Bingo</p>	<p>Slide 3</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p><i>Explain the specific ATL skills students are learning with this period:</i></p> <p>(ATL) Skills: Critical-thinking skills: Draw reasonable conclusions and generalizations</p> <p>Transfer Skills: Inquire in different contexts to gain a different perspective</p>

<p>Game Link</p> <p>Expectation Matrix Link</p> <p>1 set of copies (30 gamecards total)</p>		<p>Expectation Matrix Link</p> <p>Bingo Game Link (this is a PDF with 30 different game cards. If you have more than 30 students, make a double copy of a few cards. There are 2 game cards to a page, and so you will need to cut the page in half.)</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) <i>Visual/Auditory</i> <ol style="list-style-type: none"> a) Show the Expectation Matrix to the students and asked them to pick something that stands out to them. <ol style="list-style-type: none"> i) Ask: Why do you think this expectation is important for us to know? ii) You can do this as a pair and share, as a quick write, or have students “defend” why they believe the expectation is necessary. 2) <i>Reading/Visual/Kinesthetic</i>—Review the entire expectations matrix by playing a bingo game. Bingo Game Link (same activity as last GP) 3) If students ask questions pertaining to “consequences” for those who “break” these expectations, reply with something like: “The purpose of this expectation matrix is to help every Falcon learn the behaviors that will help all of us learn together, help us be better people, and help us build a closer school community. We expect everyone to do our optimal best to help us be a better Andrew Hill.” 4) If students persist and consequences, then a reply like: “There are natural consequences if some Falcons decide to purposely break these expectations. The advisors and safety team will make phone calls home, have a meeting with the guardians/parents, and together determine the consequences for the actions.”
<p>Period 3</p> <p>Material Needed:</p> <p>1 sheet of paper for each group</p>	<p>Slide 4</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations Communication skills: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th/10th/11th/12th: Material: 1 sheet of paper for each group</p> <ol style="list-style-type: none"> 1) <i>Visual/Kinesthetic/Reading/Writing</i> This activity prompts students’ prior knowledge and understanding of bathroom etiquette. <ol style="list-style-type: none"> a) Sort students into groups of 3-4 (grouping ideas: Lucky number, favorite color/type of food—these commonalities also help students to connect with each other, building a sense of belonging and community). b) Have students get up and move to their group. c) Give each group a sheet of paper and explain the instructions. d) Give them 5 minutes to do the task. e) After, have a whole class discussion about what’s expected behavior for the restrooms.

<p>Period 4</p> <p>Slide 5</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations Communication skills: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) <i>Auditory</i> <ol style="list-style-type: none"> a) Ask students if they did the activity in Period 3; <ol style="list-style-type: none"> i) If they did not, please do that with them first before proceeding to the next part. b) Tell students that this slide shows the school wide expectations for restroom use. c) Ask for volunteers to read out loud each bullet point, and clarify any questions. d) Have students compare what they wrote in Period 3 to the school's Restroom Expectations e) Discuss the expectations and why they are important. <p>11th/12th:</p> <ol style="list-style-type: none"> 2) <i>Visual/Kinesthetic/Reading</i> <ol style="list-style-type: none"> a) Have students partner up and debate the merits of each bullet point. b) Have them share out their discussion with the class c) Alternatively, you can have them write about it, collect it, and read it out loud to the class to agree/disagree/abstain with their thumbs up, down, or sideways 3) <i>Auditory</i> <ol style="list-style-type: none"> a) Follow up with any questions or comments to ensure that students understand the expectations.
<p>Period 5</p> <p>Slide 6</p> <p>Copy Link for students to access</p> <p>Video Link (2:32)</p> <p>https://forms.gle/g3U15WPqLbPANgAH6</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p>ATL Skills: Reflective Skills: Develop new skills, techniques and strategies for effective learning</p> <p>ELD/SpED/9th//10th/11th/12th:</p> <p>'23 S2 Student Stress Survey https://forms.gle/g3U15WPqLbPANgAH6 (Students can access the survey link on the school website under Falcon Way => 22-23 Column => Marking Period 6 (April 2023).</p> <p>Video Link (2:32)</p> <ol style="list-style-type: none"> 1) Allow students to first complete the survey as a reflection tool to better understand themselves and the stress they may be experiencing. 2) Once everyone has completed the survey, show the video 3) Have students share with an elbow partner something they learned from the video that they can apply to their life, and to hopefully alleviate their stress a bit.

<p>Period 6</p> <p>Video Link (11:07)</p>	<p>Slide 7</p>	<p>IB Learner Profile Trait for April is PRINCIPLED</p> <p>ATL Skills: Transfer skills: Apply skills and knowledge in unfamiliar situations Communication skills: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th//10th/11th/12th: Video Link (11:07)</p> <p><i>Auditory/Visual/Kinesthetic/Reading/Writing</i></p> <ol style="list-style-type: none"> 1. Show the video about how to manage stress. 2. Have students answer the 3 questions on their own paper and then share their responses with an elbow partner. 3. After this, go to the next slide # 8 to discuss where students can go to seek help.
<p>Period 6</p> <p>Falcon Shout Out Link</p>	<p>Slide 8</p>	<p>Slide 8 IB Learner Profile Trait for April is PRINCIPLED</p> <p>(ATL) Skills: Transfer skills: Reflective Skills: Develop new skills, techniques and strategies for effective learning</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Discuss the different resources available to assist students with social-emotional needs and/or academics. 2) Have students reflect on who has helped them so far this year, or who they want to thank and send a shout out to, and give them time to do 1-4 Falcon Way shout outs. <p>Thank you!!!</p>