


Link for Lessons: [August '23 MP 1 Overview for School Wide Falcon Way Lessons](#)

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

[Lessons for Thursday and Friday, August 3-4, 2023 Periods 1-7](#) School Wide Lesson MP 1

[School Wide Lessons Slide Deck for MP 1 Link](#)

IB Learner Profile Trait for August is OPEN-MINDED

<p>General Info</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 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 with Mr. Mike Winsatt.</p> <p>Brief Definition of ATL: The 5 critical learning skills that 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 2</p>	<p>Slide 1</p>	<p>IB Learner Profile Trait for August is Open-minded</p> <ol style="list-style-type: none"> Show this slide as students are coming in.

<p>Period 1</p> <p>Period 1 and Period 7 cover the same slides</p>	<p>Slide 2</p>	<p>Approaches to Learning Link (ATL's): Collaboration Skills: Listen actively to other perspectives and ideas</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: We're focusing on 4 new IB learner traits: Principled, Balanced, Knowledgeable, Risk-taking</p> <ol style="list-style-type: none"> 1. Have students turn to a neighbor and share what they think the words mean. Teacher leads the whole class discussion in understanding the words. Link to IB Learner Profile description <p>11th/12th:</p> <ol style="list-style-type: none"> 1. Have students in groups of 3 brainstorm the definition of each trait and give examples from their own experiences. 2. Call on each group to define one of the traits and to give an example
<p>Period 1</p> <p>Attendance Link</p>	<p>Slide 3</p>	<p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations</p> <p>Communication skills: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th/10th/11th/12th: Notice that we are not asking for PERFECT attendance, but that students do their very best to attend all their classes on time, every period, every day.</p> <ol style="list-style-type: none"> 1. Click on Attendance link to access the video for each concept, A student will share how they apply one of the Falcon 3 A's to their lives. 2. Split the class into 2 groups: 1 side argue for the pros of attending classes and the other side bring up barriers that may make it difficult for students to show up in class. 3. Discuss with students how they can overcome the barriers—who they can reach out to, and what they can do to ensure they make it to class.
<p>Period 2</p> <p>Attitude Link</p>	<p>Slide 4-5</p>	<p>ATLs: Reflective skills: Develop new skills, techniques and strategies for effective learning</p> <p>Critical-Thinking skills: Identify obstacles and challenges</p> <p>ELD/SpED/9th/10th/11th/12th:</p>

		<ol style="list-style-type: none"> 1. Click on the Attitude link to access the video, A student will share out how they apply one of the Falcon 3 A's to their lives. 2. Have students pair and share a time when they had a bad attitude about something and the outcome of that incident. 3. After, have students pair and share with someone else an incident where they had a positive attitude and the outcome of the experience. 4. Help students to reflect on how our attitude does indeed affect how we approach and respond to the incidents in our lives.
<p>Period 2</p>	<p>Slide 5</p>	<p>ATLs: Communication skills: Make inferences and draw conclusions Critical-thinking skills: Draw reasonable conclusions and generalizations</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Depending on your class, have students reflect on one or both of the message here. <ol style="list-style-type: none"> a. Have them first share with a partner their response to either one or both pictures, and then share out. b. Alternatively, this is also a good journaling/reflection opportunity where students can first write their responses and then share out to a partner, group, or whole class. c. Or, have students debate the cat/lion poster and its premise.
<p>Period 3</p> <p>Academics Link</p>	<p>Slide 6</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. Click on Academics on the slide to access the video for each concept, A student will share how they apply one of the Falcon 3 A's to their lives. 2. Provide students with an opportunity to share, as a quick right or going around the room, what being engaged means to them. How so they show they are learning? 3. We're asking students to be engaged in their learning;

		<p>discuss what this looks like in your classroom so that they learn your expectations.</p> <p>4. Have students look at the IB Learner Profile and the attitudes we hope they develop as they continue to learn.</p>
Period 4	Slide 7-14	<p>ATL Skills: Collaboration Skills: develop relationships</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Discuss with students the various people on campus who can assist them when they need help in any specific area.
Period 4	Slide 8	<ol style="list-style-type: none"> 1. Have students identify the various people who can support them on campus. 2. For each slide, please also clarify where their offices are located. (All admins are in the Student Union, and Ms. Barretto is in the Wellness Center). Unless they're in meetings, these folks are often walking around the campus.
Period 4	Slide 9	<p>These folks' offices are in the Student Union, in the Attendance area. They are also found walking the campus.</p>
Period 4	Slide 10	<p>These folks are in the Student Union, near the front entrance of the building, and in the same area as the Advisors.</p>
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Period 4	Slide 11	<p>These folks are in the Wellness Center, in Room 403.</p>
Period 4	Slide 12	<p>Ms. Brooks is in the bookroom, and everyone else is in the Student Union.</p>
Period 4	Slide 13-14	<ol style="list-style-type: none"> 1. Test students to see if they can identify their counselor by name, and explain where they can find their counselors during brunch, lunch, and after school in the Learning Center that is in the Student Union. 2. The counselors will not see them during class time, unless the counselors send them a pass.
Period 4	Slide 14	<ol style="list-style-type: none"> 1. Test students to see if they can identify their counselor by name, and explain where they can find their counselors during brunch, lunch, and after school in the Learning Center that is in the Student Union. 2. The counselors will not see them during class time, unless the counselors sent them a pass.

<p>Period 5</p>	<p>Slide 15</p>	<p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations</p> <p>Communication skills: Negotiate ideas and knowledge with peers and teachers</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 6 Slide 16</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. Explain to students that the main reason for the common dress is for safety reasons. Common dress makes it easier for everyone to recognize Andrew Hill students and identify who is the real student and who is not. 2. Clarify any questions that students may have about what's defined as appropriate educational attire 3. Go to slide 19 if you do not have a 7th period.
<p>Period 7</p>	<p>Slide 17</p>	<p>IB Learner Profile Trait for August is Open-minded</p> <p>ATLs: Collaboration Skills: Listen actively to other perspectives and ideas</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: We're focusing on 4 new IB learner traits: Principled, Balanced, Knowledgeable, Risk-taking</p> <ol style="list-style-type: none"> 1. Have students turn to a neighbor and share what they think the words mean. Teacher leads the whole class discussion in understanding the words. Link to IB Learner Profile description <p>11th/12th:</p> <ol style="list-style-type: none"> 1. Have students in groups of 3 brainstorm the definition of each trait and give examples from their own experiences. 2. Call on each group to define one of the traits and to give an example.
<p>Period 7</p> <p>Attendance Link</p>	Slide 18	<p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations</p> <p>Communication skills: Negotiate ideas and knowledge with peers and teachers</p> <p>ELD/SpED/9th/10th/11th/12th: Notice that we are not asking for PERFECT attendance, but that students do their very best to attend all their classes on time, every period, every day.</p> <ol style="list-style-type: none"> 4. Click on Attendance link to access the video for each concept, A student will share how they apply one of the Falcon 3 A's to their lives. 5. Split the class into 2 groups: 1 side argue for the pros of attending classes and the other side bring up barriers that may make it difficult for students to show up in class. 6. Discuss with students how they can overcome the barriers—who they can reach out to, and what they can do to ensure they make it to class.
	Slide 19	Congratulations on completing Day 1 of classes!
Friday, August 4, 2023 Falcon Way Lessons		
Period 1	Slide 20	Show this Welcome Back to School slide as students come in.
Period 1	Slide 21	PERIODS 1 AND 7 COVER THE SAME SLIDES

		<p>IB Learner Profile Trait for August is Open-minded</p> <p>Approaches to Learning Link (ATL's): Collaboration Skills: Listen actively to other perspectives and ideas</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:</p> <ol style="list-style-type: none"> 1. Remind students of the 4 new IB learner traits: Principled, Balanced, Knowledgeable, Risk-taking. Link to IB Learner Profile description 2. In a full class discussion, have students share reasons why the learner traits are important. 3. Review the 3 A's (Attendance, Attitude, Academic) and answer any questions.
<p>Period 1</p> <p>Material needed:</p> <p>Talking "stick"</p>	<p>Slide 22</p>	<p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations</p> <p>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) Give students about 5 minutes to gather their thoughts and write them down either on a notecard (for 2b) or in their notebooks (for 2a/2c) so they have a response ready or on scrap papers (2d). Start the timer. 2) Do any of the activities below: <ol style="list-style-type: none"> a) Have the class stand in a circle. Holding a "talking stick"/object (like a small stuffed animal, a squeeze ball, or any small object), Teacher models first by saying your name and then share your intention for the year. Pass the object to a student until everyone shares. b) Have students write their intentions on a notecard paper that you collect. Ask students to share their intentions with a nearby student. Then ask for volunteers to share with the class. After class, post the notecards on your wall for students to be reminded of their goals. You could do this with all your classes if you want. c) Have a whole class discussion (calling on students whose birthdays are in Aug., or some other criteria). Have them

		<p>say their name and share one of their goals.</p> <p>d) Have students write their response on a paper that they can crumble up. Have students toss their snowball to another student, and the recipient reads what's written. Ask for some to read aloud in class.</p>
<p>Period 2</p>	<p>Slide 23</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>Falcon Expectation Link</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Show the Falcon Expectation and asked them to pick something that they commit to d. <ol style="list-style-type: none"> a) Ask: Why do you think this expectation is important for us to know? b) You can do this as a pair and share, as a quick write, or have student “defend” why they believe the expectation is necessary. 2) If students ask questions pertaining to “consequences” for those who “break” these expectations, reply with something like: <p>“The purpose of the Falcon Expectation 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 better school community. We expect everyone to do our optimal best to help us be the best we can be.”</p> 3) If students persist about consequences, then a reply like: <p>“There are natural consequences if some Falcons decide to purposely break these expectations. We will call you in, have a meeting with you and your guardians/parents, and together determine the consequences for the actions.”</p>
<p>Period 3</p> <p>All Settings Expectations (English)</p>	<p>Slide 24</p>	<p>ATLs: Collaboration Skills: develop relationships; Take responsibility for one’s own actions</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Group Sharing <ol style="list-style-type: none"> a) Sort students into groups of 3-4 (grouping ideas:

<p>All Settings Expectations (Spanish)</p> <p>All Settings Expectations (Vietnamese)</p>		<p>Lucky number, favorite color/type of food—these commonalities also help students to connect with each other, building a sense of belonging and community).</p> <ul style="list-style-type: none"> b) Have students get up and move to their group. c) Give each person 2 minutes to pick their 2 expectations d) Give each group 5 minutes total to share in their group. e) After, have a whole class discussion where Teacher asks for a thumbs up or raise of hand who commits to doing what expectation. <p>2) Alternatively, have students write it down on a sticky note with their initials and teacher posts them on the back wall to serve as a reminder.</p>
<p>Period 4</p> <p>Class Expectations (English)</p> <p>Class Expectations (Spanish)</p> <p>Class Expectations (Vietnamese)</p>	<p>Slide 25</p>	<p>ATLs: Collaboration Skills: develop relationships; Take responsibility for one’s own actions</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ul style="list-style-type: none"> 1. Besides covering the school wide expectations for the classroom, use the opportunity to share your own classroom expectations and rules.
<p>Period 5</p> <p>Restroom Expectations (English)</p> <p>Restroom Expectations (Spanish)</p> <p>Restroom Expectations (Vietnamese)</p>	<p>Slide 26</p> <p>Video Link</p>	<p>ATLs: Collaboration Skills: Take responsibility for one’s own actions</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ul style="list-style-type: none"> 1. Show the video and then discuss the expectations brought up in the video and the Falcon Expectations
<p>Period 5</p>	<p>Slide 27</p>	<p>ATLs: Collaboration Skills: develop relationships; Take responsibility for one’s own actions</p> <ul style="list-style-type: none"> 1. Show students where you put the Bathroom Sign Out/In sheet. This is for in case of emergencies where we need to know the whereabouts of all our students. 2. Show students where you put the green restroom pass.

<p>Period 5</p>	<p>Slide 28</p>	<p>A “How many points did you get” slide</p>
<p>Period 6</p> <p><u>Falcon Shout Out Link</u></p>	<p>Slide 29</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) This is the positive reinforcement we have to encourage all Falcons to exemplify the school wide expectations. 2) Have students reflect on who has helped them so far this year, or who they want to thank and send a shout out. (I know it’s early in the year. We just want them to be aware of this recognition) 3) Go to slide 32 if you do not have a 7th period.
<p>Period 7</p>	<p>Slide 30</p>	<p>Slide 30 PERIODS 1 AND 7 COVER THE SAME SLIDES IB Learner Profile Trait for August is Open-minded</p> <p><u>Approaches to Learning Link</u> (ATL’s): Collaboration Skills: Listen actively to other perspectives and ideas</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:</p> <ol style="list-style-type: none"> 1. Remind students of the 4 new IB learner traits: Principled, Balanced, Knowledgeable, Risk-taking. <u>Link to IB Learner Profile description</u> 2. In a full class discussion, have students share reasons why the learner traits are important. 3. Review the 3 A’s (Attendance, Attitude, Academics) and answer any questions.
<p>Period 7</p>	<p>Slide 31</p>	<p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations</p> <p>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) Give students about 5 minutes to gather their thoughts and write them down either on a notecard (for 2b) or in their notebooks (for 2a/2c) so they have a response ready or on scrap papers (2d). Start the timer. 2) Do any of the activities below:

		<ul style="list-style-type: none">a) Have the class stand in a circle. Holding a “talking stick”/object (like a small stuffed animal, a squeeze ball, or any small object), Teacher models first by saying your name and then sharing your intention for the year. Pass the object to a student until everyone shares.b) Have students write their intentions on a notecard paper that you collect. Ask students to share their intentions with a nearby student. Then ask for volunteers to share with the class. After class, post the notecards on your wall for students to be reminded of their goals. You could do this with all your classes if you want.c) Have a whole class discussion (calling on students whose birthdays are in Aug., or some other criteria). Have them say their name and share one of their goals.d) Have students write their response on a paper that they can crumble up. Have students toss their snowball to another student, and the recipient reads what is written. Ask for some to read aloud in class.
Period 7	Slide 32	End of Day 2 slide.