


Link for Lessons: [Oct. '23 MP 2 Overview for School Wide Falcon Way Lessons](#)

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

Lessons for Monday, October 9, 2023, Periods 1-7 School Wide Lesson MP

IB Learner Profile characteristic for October is Communicators.

<p>General Info</p>		<p>For each period:</p> <ul style="list-style-type: none"> a) Discuss the concept(s) being covered b) 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. 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>Period 1 & Period 7</p>	<p>Slide 1</p>	<p>Slide 1 IB Learner Profile skill for October is Communication</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>1) Share with students that the October IB Learner Profile skill is that</p>

		<p>students be Communicators, and that every month, we focus on a different IB Learner Profile skill. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the ones they are learning.</p> <p>ELD/SpED/9th/10th/11/12th:</p> <ol style="list-style-type: none"> 1. Ask students to read the words and explain any words they don't quite understand yet. 2. Explain that we're going to self-reflect about the first grading period. 3. Go to slide 2.
<p>Period 1 & Period 7</p>	<p>Slide 2</p>	<p><u>Approaches to Learning Link (ATL's): Collaboration Skills: Listen actively to other perspectives and ideas</u></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>Since today is Indigenous Peoples' Day, we would like to pay tribute to the Indigenous peoples in the U.S. and in the world. Here are TWO videos to watch.</p> <p>You can play the UN message first; then, show the Indian Pueblo video.</p> <p><u>UN Message Link</u> <u>Indian Pueblo Cultural Center, 2021 Peoples' Day Video Link</u></p> <p>This video discusses the significance of the day on a global level. The second video is an example of the Pueblo's celebration in 2021. You may need to adjust the speed of the video and click on closed captions (CC).</p> <ol style="list-style-type: none"> a. Stop at various times to check for comprehension. b. The option to listen in another language is under the gear symbol on the left hand corner of the video. c. Allow other more fluent learners to summarize/interpret for the class in their native language. <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 a student or you read the slide. 2. Show the United Nations Message about the International Indigenous Peoples' Day. 3. Ask students if they know names of Indigenous peoples in California, the U.S., or in their native countries. 4. Show the Video about the Pueblo tribe event of 2021. 5. Have students discuss what they know about Indigenous People and why it's important to pay tribute to them in their native language (for ELD classes) and in English. <p>11th/12th:</p> <p>5. Have students research names of Indigenous activists or Ohlone and Pueblo tribes. Discuss why Indigenous Peoples' Day is a social justice</p>

		endeavor. What more would you like to learn about these changemakers?
Period 2	Slide 3	<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: School wide expectations</p> <ol style="list-style-type: none"> 1) Read the question on the slide. 2) Discuss with the class what the symbols and icons represent to them, and how they represent the Falcon Way? 3) Have students reflect on what they might do differently in GP2 to show the Falcon Way? 4) Which A would they like to focus on in GP2? <p>11th/12th: Further extension</p> <ol style="list-style-type: none"> 5) Discuss: Are expectations different for 9-10 graders vs. 11-12 graders? What other expectations should we include for juniors and seniors that are not addressed in the current Falcon Way expectations? 6) Send Mr. Hernandez an email with your point of view in addressing the Falcon Way for juniors and seniors.
Period 2	Slide 4	<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: School wide expectations</p> <ol style="list-style-type: none"> 1) Read the question on the slide. 2) Have students match the icon or image with the Falcon Way and explain their reasoning. 3) Review some of the school-wide expectations they think are more important. <p>11th/12th: Further extension</p> <ol style="list-style-type: none"> 4) Discuss: Are expectations different for certain groups of students than others? Is that equitable?
Period 2	Slide 5	<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: 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

		<p>discuss the bullet with a partner or together in a class discussion.</p> <ol style="list-style-type: none"> 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 3</p>	<p>Slide 6</p>	<p>ATLs: Reflections Skills: Consider ethical, cultural and environmental implications</p> <p>Video Link: 1:25 mins</p> <p>ELD/SpED/9th/10th</p> <p>This video discusses the importance of dedication and overcoming obstacles. Explain to students why talking about overcoming obstacles can motivate us to persist and keep moving forward.</p> <ol style="list-style-type: none"> a. You may need to adjust the speed of the video and click on closed captions (CC). b. Stop at various times to check for comprehension. c. The option to listen in another language is under the gear symbol on the left hand corner of the video. d. Allow other more fluent learners to summarize/interpret for the class in their native language. <p>2. After the video, help students to process the video and answer the questions. Do 1 of the instructional strategies:</p> <ol style="list-style-type: none"> a. Have students do a Think, Pair, Share the answers to the 3 questions b. Do a Zipline: <ol style="list-style-type: none"> i. Line students up into 2 lines facing each other. ii. Ask Question 1 and students share their answers with the partner they're facing. The shorter person goes first. iii. Have 1 line stand still while the other 1 move down 1 person. <ol style="list-style-type: none"> 1. Have the new students share their answer with their new partner. The person with the longer hair goes first 2. Repeat with the next partner, or move on to Question 2-3. 3. This is a great strategy for students to review concepts before a test, while also activating all parts of their brain. <p>11th/12th:</p> <ol style="list-style-type: none"> 1. Discuss: What setbacks have they faced at school and how did they overcome them? They can write this down and just reflect.

<p>Period 3</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment:</p> <p>SMART Goals Worksheet Link</p>	<p>Slide 7</p>	<p>ATLs: Reflections Skills: Consider ethical, cultural and environmental implications; Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p>1) Share with students that the October IB Learner Profile trait is Communicators, and that every month, we focus on a different IB Learner Profile trait, characteristic or skill. Share the specific ATL skills students are learning with this activity, to help them be cognizant of the ones they are learning.</p> <p>SMART Goals Worksheet Link (It will ask you to make a copy)</p> <p>Make a copy of the worksheets and have students fill out online, or print out hard copies (5 pages total, 3 pages front and back for each student if you're doing all 4 goals). Tackling 1 goal a day during this week would allow students more processing time.</p> <p>Midway through grading period 2, have students review their goals and reflect about how they're doing. Have them reflect again at the end of the grading period to assess if they've achieved their goals.</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. We want students to reflect on their personal and academic progress thus far, for it is in reflection that we pause to assess where we are and where we need to go. <ol style="list-style-type: none"> a. Allow students to discuss with a partner or groups of 3 b. You can also ask students out loud and have them do thumbs up, down, and sideways to indicate how satisfied they were with their progress with regards to Attendance, Attitude, and Academics in Grading Period 1. c. Consider: A Success might be students learning to ask for help, or learning to be more organized, or making a friend, or speaking out in class. 2. The SMART Goals worksheet contains 4 Goals, 1 for Personal Improvement, 1 for Attendance, 1 for Attitude, and 1 for Academics. Ideally, students set a goal for at least the Falcon 3 A's for the 2nd Grading Period, but having them focus on 1 goal that is most important to them and having them assess themselves near the end of the grading period would be grand. <p>11th/12th</p> <ol style="list-style-type: none"> 1. The goals 11th and 12th graders have may be more "intensive," "complex", harder to "verbalize," and more "private." Help students know that they're not alone in their struggles by providing them an opportunity to see their classmates' goals. Before filling out their SMART Goals: <ol style="list-style-type: none"> a. Give each student 4 Post It notes/stickers. b. Have them write a goal on each Post It: 1 for personal growth, 1 for Attendance, 1 for Attitude, 1 for Academics. They do not have to put their names on the stickers if they don't want to.

		<ul style="list-style-type: none"> c. Make 4 spaces in your classroom where students can post their stickies (4 corners of your room, 2 opposite spaces on the white board, or anywhere else). <ul style="list-style-type: none"> i. Be clear where students can post each goal. ii. After everyone is done, allow them a little time to do a gallery walk and see their classmates' goals. iii. Discuss what they noticed as a class such as the similar and different goals that each person has. d. For homework, they can fill out one of the SMART goals worksheet, or do this as part of classwork.
<p>Period 4</p>	<p>Slide 8</p>	<p>ATLs: Affective Skills–Time management</p> <p>ELD/SpED/9th/10th Video Link: https://www.youtube.com/watch?v=rUO8Qvcs7cY</p> <p>This video discusses the importance of time management. Explain to students why reflecting on their study habits and time management skills can help them succeed in and out of school. It's also important to note that students manage their time differently, which is not necessarily a bad thing.</p> <ul style="list-style-type: none"> a. You may need to adjust the speed of the video and click on closed captions (CC). b. Stop at various times to check for comprehension. c. The option to listen in another language is under the gear symbol on the left hand corner of the video. d. Allow other more fluent learners to summarize/interpret for the class in their native language. <ol style="list-style-type: none"> 1. Have students do a Quick Write, answering the questions in 4-7 sentences or as a paragraph. They can write more and provide details if they are able to. 2. Show the video and have students write their responses and share with the class/partner. 3. As a whole class, list ways students in the class manage their time effectively. Stress: what works for them, might not work for others. <p>11th/12th Have students do #1-3 or have them write letters to freshmen about the importance of Time Management. Students can provide tips and techniques that help them or others organize their time effectively. The letter can be delivered to your freshmen or shared in other classes.</p>
<p>Period 4</p>	<p>Slide 9</p>	<p>ATLs: Affective Skills–Time management, self-management</p> <p>ELD/SpED/9th/10th Video Link: Great Big Story: Ropes, Rhythm, and Life</p> <p>This video discusses the importance of determination, positive attitude and support.</p> <p>You may need to adjust the speed of the video and click on closed captions (CC).</p> <ul style="list-style-type: none"> a. Stop at various times to check for comprehension.

		<ul style="list-style-type: none"> b. The option to listen in another language is under the gear symbol on the left hand corner of the video. c. Allow other more fluent learners to summarize/interpret for the class in their native language. <ol style="list-style-type: none"> 1. Play the video. 2. Read Khnaue Robinson’s quote. “Giving the support is important, so [the jumper] can know that no matter how many mistakes you did, you can come back from it. You’re still gonna be a winner at the end of the day.” 3. Have students discuss the quote in pairs or in small groups. In what ways does this example relate to the Falcon Way? <p>11th/12th Further extension</p> <ol style="list-style-type: none"> 4. Can students find this type of support at Hill? What does it take to balance extracurricular activities, school, and family responsibilities?
<p>Period 5</p>	<p>Slide 10</p>	<p>ATLs: Affective Skills–Time Management</p> <p>This video discusses the Pomodoro Technique. Tell students that this is only ONE technique, but that there are different ways to manage time effectively.</p> <p>You may need to adjust the speed of the video and click on closed captions (CC).</p> <ul style="list-style-type: none"> a. Stop at various times to check for comprehension. b. The option to listen in another language is under the gear symbol on the left hand corner of the video. c. Allow other more fluent learners to summarize/interpret for the class in their native language. <p>ELD/SpED/9th/10th 11th/12th</p> <ol style="list-style-type: none"> 1. Have students put in order the priority list on their own. 2. Then, have students pair-share their responses. 3. Discuss as a whole class the response; How should students prioritize, and how long should they allocate to do them? 4. Watch the video and learn about the <u>Pomodoro Technique</u>. 5. Ask students how this technique can be useful? What are some ways they can modify this technique? <p>11th/12th</p> <p>Have students watch the video. Discuss these debatable questions: 1) What are the pros and cons of the Pomodoro Technique?</p>
<p>Period 5</p>	<p>Slide 11</p>	<p>ATLs: Affective Skills–Time Management</p> <p>ELD/SpED/9th/10th 11th/12th</p> <ol style="list-style-type: none"> 1. Please announce these resources to students. 2. Ask students if they’ve used these resources before, and what their experiences have been like using them. Would they recommend them? 3. Ask: What are other services available to them outside of school

		that they might know of? (local library, support groups, etc.)
Period 6	Slide 12	<p>(ATL) Skills : Self-management Skills</p> <p>ATLs: Affective Skills–mindset</p> <p>ELD/SpED/9th/10th 11th/12th</p> <ol style="list-style-type: none"> 1. Have students read the questions in the Green text box. 2. Then, have students pair-share their responses. 3. Ask students why we are bringing up this issue? Is it fair for our custodians? 4. Have them read the text in the yellow box. For emerging English learners, have a student translate in their native language if they need it. <p>11th/12th</p> <ol style="list-style-type: none"> 5. Brainstorm ways to motivate and hold students accountable for not doing their part. 6. Challenge students to remind others to dispose of their trash every day this week.
Period 6	Slide 12-13	<p>To Learning (ATL) Skills : Self-management Skills:</p> <p>ELD/SpED/9th/10th 11th/12th</p> <ol style="list-style-type: none"> 1. Show slide 12, “Keep Andrew Hill Beautiful!” 2. Show slide 13, Have students read the questions in the Green text box. 3. Then, have a student read the quote. <p>Ask: What will you commit to doing to Keep Andrew Hill Beautiful!</p>
Period 7	Slide 1-2	Do the lessons for Slides 1-2
		<p>Choose how you would like to be recognized for Falcon Shout Out drawings and give your feedback about this school wide lesson here: https://forms.gle/hAud3Dpri9JxLpEN6</p> <p>Thank you for making the time to cover the concepts and have much needed discussions with students!!!</p>