


Link for Lessons: Feb. 28 MP 5 Overview for School Wide Falcon Way Lessons

MYP/IB Approaches to Learning (ATL) Link

Lessons for Monday, Feb. 28, 2024, Periods 1-7 School Wide Lesson MP 5
IB Learner Profile characteristic for February is OPEN-MINDED.

<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>Monday Period 1 & Period 7</p>	<p>Slides 1-5</p>	<p>Period 1/7 Slides 1-5 IB Learner Profile for February is Open-Minded.</p> <p>1) Share with students that the February IB Learner Profile 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/11/12th: Quick Review of our Schoolwide Expectations of the 3 A's</p> <p>Slide 1: By now, students should know our school's 3 A's. Help students be Open-Minded by having them share with a nearby partner what they think the blanked out words are.</p> <p>Slide 2: Remind students why our school has these expectations and posters around campus.</p> <p>Slide 3: Have a student read the Falcon Way 3 As, as these are the focus for today's lesson.</p> <p>Slide 4: Read the slide and remind students that Andrew Hill is a Slur-Free Zone. Explain what a slur is, if needed.</p> <p>Slide 5: Remind students that Falcons are Respectful. Have students read off the words and why this is the foundation to schools.</p>
<p>Monday Period 2</p>	<p>Slides 7-9</p>	<p>Period 2 Slides 7-9</p> <p>Slide 7: Tells students that February is Black History Month, when we honor the legacy of Black Iconoclasts like the ones in the slide, the struggles of Black Americans, and their contributions to our society.</p> <p>Slide 8: This slide shows the short history of Speed City, which is displayed in the Student Union. Speed City shows the history of SJSU's track team in the 1960s during the civil rights movement. Two track stars, Tommie Smith and John Carlo, went to the Olympics in Mexico City in 1968, where they won 1st and 3rd place. On the podium, as the national anthem was playing, both track stars silently put up their gloved fists to protest for Black Americans human rights and dignity. The monument in their honor is now at SJSU, commissioned in 2005. Watch the video for more information. We encourage all to learn more about Speed City and to read about it in the display.</p> <p>Sources: SJSU. Tommie Smith and John Carlo Receive the Tower Award Virtue Salute: https://www.sjsu.edu/ha-public-art-tour/public-art/black-power.php</p> <p>Slide 9: Show pictures of the display by BSU and Ujima. Have students discuss as a whole class the K-W-L: What did you learn about Speed City? What more do you want to know about this topic?</p>
<p>Monday Period 3</p>	<p>Slides 11-15</p>	<p>Period 3</p> <p>Slide 11: Have students do the Quick Write on lined paper: Think about a part-time job you would like to have now. What do you think are some of the responsibilities for that job? If you currently work, where do you work? What are some of your duties? What do you like about this job?</p> <p>Share your responses with a partner.</p>

		<p>Slide 12: Have students draw a venn diagram and compare and contrast a job and school. Tell them to answer the question: What are some parallels between a part-time job and high school? Discuss and brainstorm with a partner.</p> <p>Slide 13: Discuss Workplace Etiquette and how those are similar to School Expectations. If students have worked before or currently have a job, ask them to share what is expected of them at work.</p> <p>Slide 14: Have a few students read the Workplace Etiquette descriptions. How are they similar or different from Hill's expectations?</p> <p>Slide 15: Continue the discussion. Students can discuss the final questions in pairs.</p>
<p>Monday Period 4</p>	<p>Slides 17-20</p>	<p>Period 4 Slides 17-20</p> <p>Slide 17: Read the directions to the class. Have students draw a diagram to brainstorm a list of Academic and Personal Goals they might have for Grading Period 5. Remind them to focus on goals that will help them improve in some way for the new grading period. What do they want to accomplish by the end of the grading period, April 12th?</p> <p>Slide 18: Review SMART Goals. Call on volunteers to read each letter and the descriptions below.</p> <p>Slide 19: Play the SMART Goals video in English. Click on the CCs to add the subtitles as a scaffold. If you have many Spanish-speaking students in your class, you may play the Spanish video as well. (I could only find a video in Spanish.)</p> <p>Slide 20: Tells students that they will select ONE personal and ONE academic goal to complete the SMART Goals sheets. You can include the link of the document in your Google Classroom or Canvas; or they can click on the QR Code to complete the document. Please have them turn in the document to you in some way. Another option is to do this for homework or later on this week.</p>
<p>Monday Period 5</p>	<p>Slides 22-24</p>	<p>Period 5 Slides 22-24</p> <p>Slide 22: Tell students that they will be writing a letter of advice to a younger student. If students are in 9th and 10th grade, they will be writing to an 8th grader. If students are in 11th and 12th grade, they will be writing to a 9th grader. You, the teacher, are welcome to change who they are writing the letter to.</p> <p>Read the writing prompt on the slide. Answer any questions that arise.</p> <p>Slide 23: Give student lined paper to write a first draft of their letter to a younger student. Give them 10-15 minutes (or more if they need more time). You may have them type the letters sometime this week (or for homework) and share some copies with me via email: aguilara@esushd.org. Thanks! (I'd love to compile some letters for Freshman orientation.)</p>

		<p>Slide 24: After writing their first drafts, have students Pair Up and follow the steps under Pair Up. Then, ask for a few student volunteers to read their letters to the whole class. Discuss the last question as a class.</p>
<p>Monday Period 6</p>	<p>Slide 26-29</p>	<p>Period 6 Slides 26-29</p> <p>Slide 26: Review the following dates for Grading Period 5. Remind students about the Tutoring Center in 407.</p> <p>Slide 27: Remind students of the following resources on campus. CAL-SOAP helps with applying to college and FAFSA, and Cash for College is a workshop coming up soon.</p> <p>Slide 28: Remind students about all the hard work and projects students are involved in during and after school. Falcons do AMAZING work! Congratulate any students who are involved in Extracurricular activities. Have students volunteer to say what other activities they are in at school.</p> <p>Slide 29: Read the tagline: “Falcons look for positive influences to emulate!” Play the video and after, talk about what it takes to reach a dream. Encourage students to look for positive role models throughout their lives.</p> <p>Thank you for your time!</p>
<p>Monday Period 7</p>	<p>Slides 1-5</p>	<p>Period 7 does the same intro slides as period 1: Slides 1-5</p>