


Link for Lessons: [Jan. '23 MP 4 Overview for School Wide Falcon Way Lessons](#)

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

Lessons for **Monday, January 8 and Tuesday, January 9, 2023, Periods 1-7** School Wide Lesson MP 4
IB Learner Profile characteristic for January is RISK TAKERS

<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>Slide 1</p>	<p>Period 1/7 Slide 1 IB Learner Profile for January is RISK TAKERS</p> <p>Approaches to Learning (ATL’s): Communication Skills–Negotiate ideas and knowledge with peers and teachers Social/Collaboration Skills–Build consensus.</p> <p>1) Share with students that the January IB Learner Profile is Risk Takers, 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> <ol style="list-style-type: none"> 1. By now, students should know our school's 3 A's. Help students be RISK TAKERS by having them share with a nearby partner what they think the blanked out words are. 2. Show the next slide (Slide 2) when students have a chance to share out with the class their answers.
<p>Monday Period 1 & Period 7</p>	<p>Slide 2</p>	<p>Period 1/7 IB Learner Profile for January is RISK TAKERS</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>Approaches to Learning (ATL's): Communication Skills—Negotiate ideas and knowledge with peers and teachers Social/Collaboration Skills—Build consensus.</p> <p>ELD/SpED/9th/10th/11/12th: Quick Review of our Schoolwide Expectations of the 3 A's</p> <ol style="list-style-type: none"> 1) Show students this slide to check what they remembered. 2) Clarify any words/concepts as a review.
<p>Monday Period 1 & Period 7</p>	<p>Slide 3</p>	<p>Period 1/7 IB Learner Profile for January is RISK TAKERS</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATLs: Transfer skills: Apply skills and knowledge in unfamiliar situations Communication skills: Give and receive meaningful feedback</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. Introduce the new Student Union by discussing the various offices and use: Cafeteria, School Bank, Study space, mini library, Attendance, Registrar, Academic Counselors, Principal, Vice-Principals, Principal's secretary Advisors, Parent and Community Involvement Supports (PCIS), school psychologists, speech therapist, health clerk, and MTSS coordinator. 2. Brainstorm and discuss with students the expected behavior in the Student Union (e.g., respecting property, cleaning after oneself, keeping volume down, leaving the place better than they found it, eat in designated areas, be aware of and courteous to other Falcons, etc.). 3. Encourage students to explore the space on their own and to share out the next time they have your class. Have them tell you the room number for their academic counselor (we want to encourage them to know where to go) <p>Other options</p> <ol style="list-style-type: none"> 1. Sometimes during the 2nd week of the semester, do a quick tour with your class for students to identify specific locations for each office and what they serve (not the first week as things will still be a bit chaotic as everyone is adapting to the new space and flow of

		<p>things.</p> <p>2. Alternatively, have students explore on their own during brunch/lunch and take notes of the various offices and their locations, and when they would need to go to those offices. You can make this as a “Scavenger Hunt” so students familiarize themselves with the space and services provided.</p>
<p>Monday Period 2</p>	<p>Slide 4</p>	<p>Period 2 IB Learner Profile for January is RISK TAKERS</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>(ATL) Skills : Affective Skills: Managing state of mind Reflection Skills: Demonstrate flexibility in the selection and use of learning strategies</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. These are all the various resources we have on campus for students. Please go over them and share them with students so that they’re aware. <ol style="list-style-type: none"> a. Ask students if they know who their counselor is, and if they’ve met her. Encourage them to drop by and introduce themselves to their counselor, as they can help them with academic planning for classes and graduation, among other things. b. Ask students if they’ve checked out the Wellness Center. It’s a calming space and it’s open to everyone (including staff). c. <i>Have students play detectives when you ask questions like:</i> <ol style="list-style-type: none"> i. <i>Where would you go if you needed to talk to someone because you’re feeling depressed? (Wellness Center)</i> ii. <i>How about you’re dealing with bullying? (Advisors)</i> iii. <i>Who do you go see if you’re trying to figure out how many credits you need to graduate?</i> iv. <i>Where can you log into the online tutoring program?</i> v. <i>Who should you contact first when you need help in any of your classes?</i>
<p>Monday Period 2</p>	<p>Slide 5</p>	<p>Period 2</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATL Skills: Information and literacy skills: Access information to be informed and inform others; Make connections between various sources of information</p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1. This is the before and after school Tutoring Center. Students can get help in any subject, as there are teachers there to help them. 2. If you have juniors and seniors, please encourage them to visit 401. 3. If time permits, go onto the school website and point out the various features that could be found on it, such as the bell schedule for the week.

<p>Monday Period 3</p>	<p>Slide 6</p>	<p>Period 3</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>(ATL) Skills : Information and literacy skills: Access information to be informed and inform others; Make connections between various sources of information</p> <p>ELD/SpED/9th/10th/11th/12th</p> <ol style="list-style-type: none"> 1) The more students learn how to check their own progress, the more they can self-manage their own education. 2) Help students to log into ARMS and check out their graduation credits, academic standing, and attendance. 3) Please remind them to always check in with their counselors if they have any questions or concerns.
<p>Monday Period 7</p>	<p>Slides 1-3</p>	<p>Period 7 does the same intro slides as period 1: Slides 1-3</p>
<p>Tuesday Period 4</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment</p>	<p>Slide 9</p>	<p>Period 4 IB Learner Profile for January is RISK TAKERS</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATLs: Reflections Skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p>Sem. 1 Reflection worksheet Link The link will ask you to make a copy of the worksheet.</p> <p>ELD/SpED/9th/10th</p> <ol style="list-style-type: none"> 1. Allow students to reflect on their progress and struggles from the first semester <ol style="list-style-type: none"> a. Do each item one at a time. b. Students can share their 3-2-1 with someone nearby c. If students are hesitant in sharing with a classmate, have them write out their responses as a warm up activity. 2. Have students complete the reflection worksheet to help them reflect on their progress in your class, and to prime them for goal setting, the lesson in the next period. <p>11th/12th</p> <ol style="list-style-type: none"> 1. 2-4-8 grouping <ol style="list-style-type: none"> a. Round 1: Have students pair with another classmate and take turns answering the 1st question about 3 things. b. Round 2: Have 2 pairs join each other to make a group of 4. Everyone takes turns answering the 2nd question about the 2 things they struggled with this first semester. c. Round 3: Have 2 groups of 4 students join each other to make a group of 8 students each. Everyone takes turns answering the 3rd question. 2. Have students complete the reflection worksheet to help them reflect on their progress in your class, and to prime them for goal setting, the lesson in the next period.

<p>Tuesday Period 5</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment</p>	<p>Slide 10</p>	<p>Period 5 For ELD/SpED/9th/10th</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATLs: Organization Skills: Set goals that are challenging and realistic; Plan strategies and take action to achieve personal and academic goals</p> <p><u>Video Link</u> (Long) SMART Goals Worksheet Link (Short) SMART Goals Worksheet Link</p> <p>The links will ask you to make a copy of the worksheet.</p> <p>ELD/SpED/9th/10th: This is a simpler explanation of setting SMART goals.</p> <ol style="list-style-type: none"> 1. Show the short video. You may need to adjust the speed of the video and click on closed captions (CC). 2. Stop at various times to check for comprehension. 3. The option to listen in another language is under the gear symbol on the left hand corner of the video. Students can select another language if they choose to. 4. Have students Pair-Share their answers with a partner. 5. Choose which SMART Goal worksheet best fits your students. 6. At the end of this grading period, have students go back to their goal worksheet and reflect on how they did in meeting their SMART goal.
<p>Tuesday Period 5</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment</p> <p>Post-It Notes</p>	<p>Slide 11</p> <p>11/12th</p>	<p>Period 5: 11/12th IB Learner Profile for January is RISK TAKERS</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATLs: Organization Skills: Set goals that are challenging and realistic; Plan strategies and take action to achieve personal and academic goals; meet deadlines</p> <p><u>Video Link</u> (Long) SMART Goals Worksheet Link (Short) SMART Goals Worksheet Link</p> <p>11/12th: This video is a bit more in depth and fits better for the older student.</p> <ol style="list-style-type: none"> 1. Show the video. You may need to adjust the speed of the video and click on closed captions (CC). <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. Students can select another language if they choose to. 2. Have students Pair-Share their answers with a partner.. 3. The goals 11th and 12th graders have may be more “complex”, vague, and more “private.” Help students to know that they’re not alone in their struggles by providing them an opportunity to see their classmates’ goals. Before filling out their SMART Goal: <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 Post-Its if they

		<p>don't want to.</p> <p>c. Make 4 spaces in your classroom where students can post their Post-Its (4 corners of your room, 2 opposite spaces on the white board, other places).</p> <ol 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. Ask them what they notice about the goals posted. You could also read aloud some of the goals. <p>4. Choose which SMART Goal worksheet best fits your students and have them complete it.</p> <p>5. At the end of this grading period, have students go back to their goal worksheet and reflect on how they did in meeting their SMART goal.</p>
<p>Tuesday Period 6</p> <p>Supplies needed:</p> <p>Either print out or upload worksheet as an assignment</p>	<p>Slide 12</p>	<p>Period 6</p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>ATLs: Organization Skills: Managing time and tasks effectively: Plan short- and long-term assignments; Plan strategies and take action to achieve personal and academic goals</p> <p><u>Video link</u> <u>Big Rocks. small pebbles Worksheet Link</u></p> <p>ELD/SpED/9th/10th/11th/12th:</p> <ol style="list-style-type: none"> 1) Show the video. You can adjust the speed of the video and click on closed captions (CC) so that students can read along. <ol style="list-style-type: none"> a) Stop at various times to check for comprehension and for students to take notes. b) You can have students watch in another language if they want. 2) These questions prime the students to do the worksheet where they delve in deeper to analyze their large and small responsibilities and how they can manage their time better. 3) Give students time to process their big rocks and small pebbles by having them complete the worksheet. 4) You can have students share their answers and build community with each other. <p>Other options</p> <ol style="list-style-type: none"> 1) Have 3 poster papers or areas with the 3 questions on the slide posted around the room. <ol style="list-style-type: none"> a) Have students rotate from one area to the other (perhaps 1-2 mins at each area) to write their responses on the poster. b) Alternatively, students can write their responses of Post Its and stick them on the corresponding posters. c) Allow students 5 minutes to walk around to see other students' responses. <p>Continue to the next slide for students to explore the various ways that they can learn to manage their time better.</p>

<p>Tuesday Period 6</p> <p>Supplies needed:</p> <p>3 poster papers</p>	<p>Slide 13</p>	<p>Period 6:</p> <p>ATLs: Organization Skills—Keep and use a weekly planner for assignments; Select and use technology effectively and productively</p> <p><u>Video link</u></p> <p>1) Tell students the specific ATL skills they are learning with this activity.</p> <p>11th/12th:</p> <ol style="list-style-type: none"> 1) Show the video. You can adjust the speed of the video and click on closed captions (CC) so that students can read along. <ol style="list-style-type: none"> a) Stop at various times to check for comprehension and for students to take notes. b) You can have students watch in another language if they want. 2) There are 5 organization suggestions in the video. Students can take notes on all 5 and circle the strategies they're willing to try. 3) Have students share out in groups of 3 what they're doing to help them be more organized to manage their time. <ol style="list-style-type: none"> a) These may be apps. Have them search and read the reviews on which ones are better for them. b) Ask each group to share one strategy they use, and explain it. c) Bring up Google calendar in their school google account, and have them look up how to use it. d) Suggest the free school planner that's available for them to use (they can go to the counseling office to ask for one). e) They can also print out a calendar on the internet and use that to help them organize their time.
<p>Tuesday Period 6</p>	<p>Slide 14</p>	<p>Period 6</p> <p>ATLs: Critical Thinking Skills: Propose and evaluate a variety of solution; Identify obstacles and challenges</p> <p>Please take a minute and allow students to do the Student Survey.</p> <p>Likewise, please provide your feedback on the Staff Survey.</p> <p><u>Student Survey Link</u> <u>Staff Survey Link</u></p> <p>Thank you for covering the concepts and having much needed discussions with students.</p>