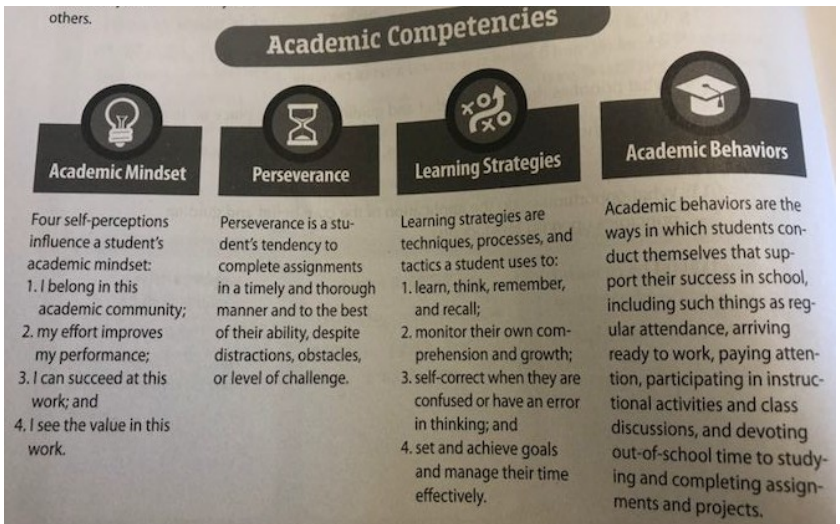


- **NEW THIS YEAR:** Teaching Hard History lessons; Please be sure to have the key concept, the essential question and the vocabulary posted in your message on a slide to review before watching the video. After the video, use the text dependent questions to hold a discussion with students
- Each week you are to greet each student at the door by name
- Each Advisory period should begin with a circle share/greeting - You may create your share or choose from this [list](#)
- Be sure to read each day's page number prior to administering the lesson so you can ask questions if you need to as well as completing the reflections at the bottom of the lesson

	PAGE NUMBER	MATERIALS	TOPICS
1	33	Sentence Stem available for students: " This is_____. Their favorite food is_____, favorite movie is_____, and their favorite sport is_____."	What we have in common - Getting to know each other - Encourage students to partner with someone from a different grade level/someone they don't know well Also, introduce your Wingman Leaders!
2	Teaching Hard History	Teaching Hard History - Key Concept #1  <a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos">https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-1-Ibram-X-Kendi.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-1-Ibram-X-Kendi.pdf</a>
3	HIB Policy Day 1	<a href="#">HIB policy</a> - Try to have a copy for every 2 students for them to follow along, or have them pull it up on their chromebooks (use GoGuardian to monitor) <a href="#">HIB Policy Notes (Students)</a> - Print a copy for each student <a href="#">HIB Policy Notes (Teacher)</a> - Print a copy for all adults in the room, have available during discussion and review of the HIB Policy	You will be discussing the HIB policy with your MSA classes. Please answer their questions to the best of your knowledge. If you are unsure, please write the question down and ask Jackie Citro. Complete questions 1-9 Start the class with a circle - "What does bullying mean to you?"
4	HIB Policy Day 2	<a href="#">HIB policy</a> - Try to have a copy for every 2 students for them to follow along, or have them pull it up on their chromebooks (use GoGuardian to monitor) <a href="#">HIB Policy Notes (Students)</a> - Print a copy for each student <a href="#">HIB Policy Notes (Teacher)</a> - Print a copy for all adults in the room, have available during discussion and review of the HIB Policy	You will be discussing the HIB policy with your MSA classes. Please answer their questions to the best of your knowledge. If you are unsure, please write the question down and ask Jackie Citro.  Complete questions 10-18 Start the class with a circle - "How can we spread positivity?"
5	Teaching Hard History	Teaching Hard History - Key Concept #2 <a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos">https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-2-Adam-Rothman.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-2-Adam-Rothman.pdf</a>

6		<p><a href="#">Student Code of Conduct</a> - Print a copy of the Joyce Kilmer code of conduct (page 4-5) and a copy of levels of conduct and consequences (8-10)</p>	<p>Spilt class up into 3 groups. Try to make these groups as even as possible. Each group will receive part of the student code of conduct to analyze and share with their classmates.</p> <p>Group 1 - pages 4-5 Group 2 - Pages 8-9 levels 1-4 Group 3 - Pages 9 and 10 starting with infractions.</p> <p>Once the group reads and analyzes their portion, they will jigsaw with members from the other groups. For example, each summary group will consist of a 1, 2, and 3 from the starting groups.</p>
7	58	<p>4 posters around the room with the questions already written on them OR white board space for each student to answer the 4 questions in a gallery walk.</p>	<p>Academic Competencies - Opening share: Have you been trying your best with your academics/grades?</p> <p>Share with students the academic competencies : Academic Mindset, Perseverance, Learning Strategies, Academic Behaviors</p>
		 <p>The poster is titled "Academic Competencies" and is divided into four columns, each with an icon and a title. The first column has a lightbulb icon and is titled "Academic Mindset". It lists four self-perceptions that influence a student's academic mindset: 1. I belong in this academic community; 2. my effort improves my performance; 3. I can succeed at this work; and 4. I see the value in this work. The second column has an hourglass icon and is titled "Perseverance". It defines perseverance as a student's tendency to complete assignments in a timely and thorough manner and to the best of their ability, despite distractions, obstacles, or level of challenge. The third column has a magnifying glass icon and is titled "Learning Strategies". It defines learning strategies as techniques, processes, and tactics a student uses to: 1. learn, think, remember, and recall; 2. monitor their own comprehension and growth; 3. self-correct when they are confused or have an error in thinking; and 4. set and achieve goals and manage their time effectively. The fourth column has a graduation cap icon and is titled "Academic Behaviors". It defines academic behaviors as the ways in which students conduct themselves that support their success in school, including such things as regular attendance, arriving ready to work, paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing assignments and projects.</p>	
8	60	<p>Chart in each corner of the room labeled with Responsible friend, Responsible Student, Responsible family member, and Responsible community member</p>	<p>Taking Responsibility for Learning - the activity will be a Four Corners variation. You will have students split up into 4 different groups. They will list or create a looks, sounds, and feels like chart for responsibility in each of those categories. They will then</p>

			rotate and add. Possibly 4 minutes for initial, then leave about 2 minutes for each rotation. Encourage students to reflect and star other ideas they really agree with on another group's chart.
9		<a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos">Teaching Hard History - Key Concept #3 https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-3-Annette-Gordon-Reed.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-3-Annette-Gordon-Reed.pdf</a>
10	<b>128</b>		What is Self-Control? - be sure you understand how to play the game and model it for students before having them complete it.
11		<a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos">Teaching Hard History - Key Concept #4 https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-4-Daina-Ramey-Berry.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-4-Daina-Ramey-Berry.pdf</a>
12	<b>138</b>	Prompt ideas written out for your reference	Self-Reflection - students will be reflecting on school up until winter break. They will be completing a "Just Like Me" share, the same as the "Me Too" we've done at faculty meetings. Be sure to prepare prompts based on your advisory students. If you get stuck, you may have students contribute some.
13	<b>193</b>	Chart paper or Whiteboard space	After a Long Break - be sure to read the TIPS part and adapt as needed for your advisory class
14		<a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos">Teaching Hard History - Key Concept #5 https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/key-concept-videos</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-5-Tera-Hunter.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-5-Tera-Hunter.pdf</a>
15	<b>157</b>	Chart paper for each group, have example in book available to students by having it written on the whiteboard or displayed on the SMART TV	The Joy of Compliments - be ready to teach and model compliments. Stress to students that compliments are about their actions not their appearance. Be sure to also share that sometimes what one person thinks is a compliment like "crazy" may not be a compliment to the person; instead try "outgoing" or "social".
16	<b>150</b>		A Fresh Start - As the new marking period begins today, help students reflect on their efforts throughout the past 2.
17	<b>194</b>	Index cards or cut-up pieces of paper, at least enough for 2 for each student	Whole-Team Meeting - spend time with your advisory students! Reconnect with them.

18		Teaching Hard History - Key Concept #6 <a href="https://www.tolerance.org/frameworks/teaching-hard-">https://www.tolerance.org/frameworks/teaching-hard-</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-6-Edward-L-Avers.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-6-Edward-L-Avers.pdf</a>
19	<b>136</b>		Academic Highlights of the Year - Encourage students to dig deep for something they are proud of that they have accomplished
20	<b>137</b>		Personal Highlights of the Year - encourage students to think of accomplishments outside of the school setting.

21	<b>104</b>	Prompts written on board or displayed on SMART TV	Kindness and Communication - students will be working in groups, try to make them as equal as possible
22		<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-Teaching-Hard-History-Key-Concept-7.pdf">Teaching Hard History - Key Concept #7</a> <a href="https://www.tolerance.org/frameworks/teaching-hard-">https://www.tolerance.org/frameworks/teaching-hard-</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-7-Christy-Coleman.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-7-Christy-Coleman.pdf</a>
23	<b>102</b>	<a href="#">Info Exchange Cards</a>	Communication - review what active listening is and the proper way to talk with someone (Body language, Eye contact)
24	<b>103</b>	5 chart papers around the room with the graffiti headings  Each student needs a marker/writing utensil	Communication Cont - model what the graffiti walk should look like
25	<b>196</b>		Before a long break - Have fun with them! Do first what they are, then change to the sub directions after a full round.  If you need help, find Ms. Seesman and ask her how to play!
26		<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-Teaching-Hard-History-Key-Concept-8.pdf">Teaching Hard History - Key Concept #8</a> <a href="https://www.tolerance.org/frameworks/teaching-hard-">https://www.tolerance.org/frameworks/teaching-hard-</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-8-Martha-Jones.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-8-Martha-Jones.pdf</a>
27	<b>110</b>	A squishy or beach ball (something to toss)	Difficult situations - This lesson is to help students develop strategies when handling a difficult situation with a peer.
28	<b>59 or 152</b>	<a href="#">Grit video</a>	Developing Grit - show grit video
29	<b>47</b>	Materials for students to create a quote (construction paper, markers, colored pencils, etc)	Inspiring others - If they can't think of something this week, ask them about last month, or this school year
30		<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-Teaching-Hard-History-Key-Concept-9.pdf">Teaching Hard History - Key Concept #9</a> <a href="https://www.tolerance.org/frameworks/teaching-hard-">https://www.tolerance.org/frameworks/teaching-hard-</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-9-Ibram-X-Kendi.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-9-Ibram-X-Kendi.pdf</a>
31	<b>180</b>	Index card for each student, a paper for each group to write on	Appreciating Differences - students and you will be sharing family traditions, interests and a talent you may have, students will share with their group after the activity and have the opportunity to ask about traditions/have conversations about other commonalities/differences
32	<b>139</b>	Anchor chart to display quotes	Strategies to finish the year strong - Instead of 2 weeks please write 3 weeks
33	<b>197</b>		Celebrations - celebrate their accomplishments this year, Finishing testing, growth on MAP, made a sports teams etc.
34		<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-Teaching-Hard-History-Key-Concept-10.pdf">Teaching Hard History - Key Concept #10</a> <a href="https://www.tolerance.org/frameworks/teaching-hard-">https://www.tolerance.org/frameworks/teaching-hard-</a>	<a href="https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-10-Annette-Gordon-Reed.pdf">https://www.tolerance.org/sites/default/files/2019-08/TT-THH-TDQ-Key-Concept-10-Annette-Gordon-Reed.pdf</a>