**Create a Lesson Plan for EACH Expectation** (3-5 separate Lesson Plans):

See Attachment in Brainshark for Expectations Lesson Plan SAMPLE)

**Expectation Lesson Plan**

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| **Expectation 1: SELF-CONTROL** |

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| Definition | |
| The ability to control oneself, in particular one’s emotions and desires or the expression of them in one’s behavior, especially in difficult situations. | |
| Rationale for having the Expectation | |
| To moderate negative behaviors. | |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Stay seated during instruction. | Not staying in designated area. |
| Monitor noise level using CHAMPS. | Yelling or talking out of context. |
| Manage impulsive behavior by regulating visits to the restroom or other teachers classrooms. | Inappropriate behavior that cause distraction to others-disturbance, bullying, fighting or interrupting instruction in other teachers classrooms. |
| Respecting others and their property while on school grounds: turning in a lost cellphone. | Stealing. |
| Arriving to class on time. | Being late due to disruptive behavior in the hallways. |
| Acknowledge and follow directions. | Not following instructions or directions during a safety drill. |
| Resources used to teach this Lesson Plan (2-3 resources with specific websites, curriculum, programs, etc.): | |
| <http://www.browardprevention.org/wpcontent/uploads/2013/11/2-Self-Control-March-Newsletter-2015.pdf>  <http:///www.browardprevention.org/instructional-strategies/character/video-gallery-2/> | |
| Specific steps of Lesson Plan (3-5 sentences. Include lesson format, activities, and detailsto replicate): | |
| The teacher and students will brainstorm situations when they felt out of control or read the DRA (directed reading article using the above link) and discuss positive resolutions to each circumstance. Dialogue response journal may be used with the quote below. “Ultimately, the only power to which man should aspire is that which he exercises over himself” Elie Wiesel | |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) | |
| 1. August 23, 2016, 4th period. Brainstorm Q & A  2. August 24, 2016, 4th period. Scenario / Video  3. August 25, 2016, 4th period. Directed reading article (see link above)  4. August 65, 2016, 4th period. Response to Quote (see link above) | |
| Who is responsible for teaching the Lesson Plan? | |
| All Teachers Cross Content | |

**Expectations Lesson Plan**

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| **Expectation 2: RESPECT / TOLERANCE** |

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| Definition | |
| Showing consideration for other individuals’ views and beliefs. | |
| Rationale for having the Expectation | |
| To establish a sense of pride and appreciation for the community and those within it. | |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Showing consideration for other individuals’ views and beliefs. | Being inconsiderate. |
| Appreciating diversity. | Being closed-minded to others interests and background. |
| Being polite and mindful of other students’ space and property. | Stealing or bullying. |
| Students will immediately report any potential verbal or physical conflict they observe to a teacher, security personnel, or administrator. | Recording a fight. |
| Students will respect the learning environment by minimize disruptive behavior in the hallways. | Yelling through the halls during instructional time. |
| Sharing and analyzing hardships to derive solutions or to make improvement. | Micro-aggressions or off-handed comments that could cause an altercation. |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): | |
| <http://www.browardprevention.org/wp-content/uploads/2013/11/2-Respect-January-Newsletter-2015.pdf>  Reality Avenue’s Respect: Watch video and answer questions.  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>  Reality Avenue’s Tolerance: Watch video and answer questions.  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> | |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): | |
| At the beginning of the school year, each grade level is called to discipline assembly to review the Code of Conduct and other school policies and expectations. Teachers and students will discuss appropriate etiquette for various situations that are culturally conscious and wildly applicable. Classroom teachers will review the code of conduct in the classroom, followed by a short assessment. | |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) | |
| 1. September 12, 2016, period 4. Q & A appropriate and respectful behavior in the hallway.  2. September 13, 2016, period 4. Q & A appropriate and respectful behavior in the CAP.  3. September 14, 2016, period 4. Q & A appropriate and respectful behavior on School grounds.  4. September 15, 2016, period 4. Q & A appropriate and respectful behavior on the bus. | |
| Who is responsible for teaching the Lesson Plan? | |
| All Teachers Cross Content | |

**Expectation Lesson Plan**

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| **Expectation 3: COOPERATION** |

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| Definition | |
| Working with others to accomplish a common purpose. | |
| Rationale for having the Expectation | |
| To establish a cooperative environment that is conducive to learning. | |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Following instructions | Not adhering to the rules or social norms |
| Equity of Voice | Talking out of turn |
| Maintain a supportive attitude while working as a team towards a positive goal. | Uncooperative |
| Work collaboratively with the (SHS) community, including custodial staff, to keep each respective area clean. | Ignores trash along their path. |
| Maximize engagement / instruction-time for all students by encouraging others to arrive to class on time. Clear hallways. | Detains other students by holding extended dialogue between bells. |
| Use appropriate language, behavior and noise level during independent and group work. | Use of profane language and gestures. |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): | |
| <http://www.browardprevention.org/wp-content/uploads/2013/11/September-2014-Cooperation.pdf>  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> | |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): | |
| At the beginning of the school year, each grade level is called to discipline assembly to review the Code of Conduct and other school policies and expectations. The students and teachers will discuss the meaning of the following quote and then model the strategy during project-based content learning. Ex. “Coming together is a beginning. Keeping together is progress. Working together is success.” Henry Ford. | |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) | |
| 1. October 4, 2016, period 4. Analyze the quote (above) in terms of each aspect of cooperative learning.  2. October 5, 2016, period 4. Reflect on the impact of teamwork in a professional setting.  3. October 6, 2016, period 4. The student will determine a set of norms that fit any project / content.  4. October 7, 2016, period 4. The teacher and student will model the strategy. | |
| Who is responsible for teaching the Lesson Plan? | |
| All Teachers Cross Content | |

**Expectation Lesson Plan**

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| **Expectation 4: RESPONSIBILITY** |

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| Definition | |
| Exhibiting a sense of duty to ones self, another person or some thing. The ability to make equitable decisions independently. | |
| Rationale for having the Expectation | |
| Students will show accountability for their actions (i.e. work, cellphone use, tardiness…). | |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Stow all electronic devices during instructional time to maximize time on-task unless you are instructed to use them for digital reference material. | Using cellphones during class without the teacher permission to check your social media. |
| Turn in original work on time, cited appropriately, and to the rigor required by the standard taught. | Work is copied or plagiarized. |
| Be punctual, it promotes success in academic and extracurricular activities. | Late assignments or tardy to class. |
| Show accountability by picking up liter on campus. | Student litters. |
| Emulates a sense of duty by proceeding directly to class in the allotted time. | The student is late to class and loiters in the hallways. |
| Student completes all classwork with fidelity. | Student turns in incomplete work. |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): | |
| Reality Avenue’s Responsibility  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>  <http://www.browardprevention.org/wp-content/uploads/2014/01/October-2013-Responsibility-newsletter.pdf>  Responsibility & Expectations  <https://www.youtube.com/watch?v=-QRqIGznHvU>  Kid President Awesome: “No matter who you are, someone is learning from you”  <https://www.youtube.com/watch?v=RwlhUcSGqgs&list=PL-YQ4FIYdOLIxhM69ibBK6G-NLfpNkohL>  Social Responsibility / Citizenship  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>  <https://www.youtube.com/watch?v=Tjnq5StX68g>  TCS talks- Responsibility & Self Control- Name it, contain it, change it…The children’s school.com  <https://www.youtube.com/watch?v=t0Gu-hntYbk> | |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): | |
| -The students will watch the video on responsibility (that produces results) and then the teacher will facilitate a conversation about choices and consequences. The students will also contemplate the relationship between setting goals, their role in the task, the expectation, standard of practice and the end result.  -The students will create a graphic organizer depicting a hierarchy between their social, academic and personal responsibilities. Five supporting points each.  -The students, after watching the Responsibility & Self Control video will record or recite their own perceptions in class or as a school-wide initiative. The compilation of edited views can be played during lunch or morning announcements – video or audio. | |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) | |
| 1. November 1, 2016, period 4. Q & A “Choices have consequences.”  2. November 2, 2016, period 4. Video on Responsibility & Expectations  3. November 3, 2016, period 4. Watch and discus how one’s social responsibilities builds equitable character  4. November 4, 2016, period 4. Create a video montage, have the students “Define Responsibility” or survey their friends | |
| Who is responsible for teaching the Lesson Plan? | |
| All Teachers Cross Content | |

**Expectation Lesson Plan**

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| **Expectation 5: DEPENDABILITY** |

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| Definition | |
| When one is counted on to complete a task, to a specified standard, with fidelity. | |
| Rationale for having the Expectation | |
| Students will develop positive habits of mind that contribute to a constructive outcome, building on the skills that ensure postsecondary success. | |
| Positive Examples: “Looks Like” | Non-examples |
| EXAMPLE: Wiping down the table after eating | Leaving garbage on the table |
| Acknowledge and adhere to all due dates for assignments. | Turning in work late. |
| Bring all materials needed to function optimally for each class and be prepared to use them when the bell rings to start class. | Not having materials to complete the assignment or activity. |
| Abide by all rules and norms established when a substitute teacher is present. | Taking liberties (i.e. talking out of turn, out of seat, tardy or absent) when the assigned teacher is not in class. |
| Contribute equitably during group work. | Not doing your share of a group project |
| Students will reliably adhere to the rules outlined in the Code of Student Conduct to ensure the safety and continuity of instruction for all students within the SHS community. | Student habitually instigates fights during lunch. |
| Students will (are expected to) congregate only in designated areas moderated by instructional or non-instructional support at the appropriate time (i.e. lunch, grade-level assembly, Super Testing). | Students loiter in hallways and miss class instruction. |
| Consistently show a respect for others’ views and beliefs during debate. | Verbally denigrating others for their beliefs. |
| Resources used to teach this Lesson Plan (specific websites, curriculum, programs, etc.): | |
| Reality Avenue’s Citizenship  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/>  Follow up prompts  <http://www.browardprevention.org/wp-content/uploads/2014/01/citizenship-November-11.pdf>  Rube Goldberg Machines: Conduct a search | |
| Specific steps of Lesson Plan (Include lesson format, activities, and details to replicate): | |
| Students will set up a simple Rube Goldberg machine as an analogy to what might happen when they are expected to accomplish a task, to a specific degree, and they do not meet or exceed potential. | |
| Lesson Plan Dates & Times (also document in teacher lesson plans AND master calendar - minimum of 4 dates) | |
| 1. December 6, 2016. Period 4. Q & A Discuss the outcome for all stakeholders in a student-made scenario.  2. December 7, 2016. Period 4. Design a simple machine (Rube Goldberg – style) and discus the difficulties in the assembly process and the functional parts of the design. Relate the success of the project to the efficacy of each student with in the context of academics, extracurricular activities and society as a whole.  3. December 8, 2016. Period 4. Watch the Reality Avenue’s Citizenship video. Create a one sentence summary and share with the class.  4. December 9, 2016. Period 4. Use the follow up prompts from the video to ask probing questions. <http://www.browardprevention.org/wp-content/uploads/2014/01/citizenship-November-11.pdf> | |
| Who is responsible for teaching the Lesson Plan? | |
| All Teachers Cross Content | |