THE HTH INTERNATIONAL STUDENT

1. **Uses <u>critical thinking</u> skills when approaching problems and projects.**
   a. Uses the habits of mind (Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
   b. Supports arguments and draws conclusions using evidence and analysis.
   c. Participates in peer critiques and uses feedback to revise and improve work.

2. **Demonstrates <u>creative expression</u> through the design of various projects.**
   a. Develops passions and interests (both personal and academic).
   b. Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
   c. Uses "out of the box" thinking to design unique, original work.

3. **<u>Collaborates</u> successfully with others on a regular basis.**
   a. Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
   b. Has a positive attitude and is solution-oriented when problems arise.
   c. Respects others and the school environment.

4. **Uses strong <u>communication</u> skills to support learning.**
   a. Asks questions and communicates with teachers when extra help or challenge is needed.
   b. Communicates in a professional manner with members of the community.
   c. Uses written language often and effectively.
   d. Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.

5. **Utilizes <u>technology</u> as a tool to create professional, high-quality work.**
   a. Seeks to use technology often and appropriately.
   b. Maintains an updated digital portfolio that highlights their work.
   c. Demonstrates patience and a willingness to learn and use different forms of technology.

6. **Works to become <u>globally and culturally aware</u> through course work as well as experiences.**
   a. Demonstrates a high level of respect for themselves, others and the environment.
   b. Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
   c. Broadens perspective through participation in immersion experiences.
   d. Makes connections with exchange students.
   e. Develops a strong understanding of global issues through international studies and awareness of current events.

Goals

1. What are your goals for your work at HTH International?
2. What are your professional goals? (i.e. college and career)
3. What are your personal goals?

Looking at your work at HTH International

1. What have you been learning in class?
2. How does it connect to the real world?
3. What is the culminating event or end product?
4. Are you achieving the High Tech High International learning goals?
   o How does your work demonstrate your ability to **think critically** (i.e. use habits of mind: significance, perspective, evidence, connection, and supposition)?
   o What evidence of **creative expression** can be found in your work?
   o How does your ability to **collaborate** with others affect the quality of your work?
   o How does your ability to **communicate** with peers, teachers, and the adult community influence your success in the classroom?
   o In what ways have you utilized **technology** and how does it influence your work?
   o How has your work/experiences in school increased your **global/cultural awareness**?
5. Are you working to your full potential? How could you improve?

Lesson Plan –

1. Share with students the six learning goals of our school: critical thinking, creative expression, collaboration, communication, technology and global awareness. Ask students: What is the purpose of having school-wide learning goals?
2. Break students into small groups and have them describe the ideal student. What qualities would an ideal student exhibit in relation to each learning goal?
3. Have each group share their ideas and write them on the board.
4. Pass out the "HTHI International Student" document and compare and contrast what the students came up with vs. the teachers.
5. Break the students into small groups again and assign each group a learning goal from the HTH International Student Document. Ask each group to create a 1 minute skit showing what the ideal HTHI student would *not* do.
6. After performing the skit, have each student write a journal reflection on how well they meet the expectations of the HTHI student. They can also set personal goals for the school year related to each school-wide learning goal.