

Middle School Plan

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

*Class is defined as a combination of instruction and worktime either with technology or without.

[“Kids and Teachers Don’t Need to be Spending Eight Hours a Day on Schoolwork Right Now”, H. Hudson, 2020](#)

Middle School (sample schedule)				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 min Elective	30 min SS 30 min Science 30 min Elective	30 min Math 30 min ELA 30 min Elective	30 min SS 30 min Science 30 min Elective	30 min Office Hours 30 min Office Hours 30 min Elective

Whole Child- [WSCC Model](#)

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
 - For example, teachers might consider setting office hours.
- Encourage ongoing two-way communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students’ current situation and context
- Provide students with appropriate supports to process events
- Utilize [social emotional learning practices](#)
- Utilize school and community resources to provide mental health supports and [trauma informed practices](#)
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.

Equity/Culturally Responsive Sustaining Practice

- Co-construct learning so student and family learning goals and interests are utilized in the design of instruction.*
- Learning is dependent upon resources available in the students' environment, and educators should honor contributions students can bring to the conversation.*
- Engage families as a critical partner through high levels of communication and a recognition that parents and guardians are the student's first teachers.*
- Teaching and learning doesn't have to look the same for every student or classroom, it's about flexible instruction that utilizes the resources available and accessible to students.*
- Check for learning through formative assessment practices and encourage students to monitor their own learning.*

Hard Copy Media	Mixed Media	Internet-based Media
<ul style="list-style-type: none"> • Letters to student homes • Surveys sent to student homes • Physical Learning Packets • Books 	<ul style="list-style-type: none"> • A combination of media for all students. • A combination that provides Hard Copy Media to some students and Internet-based Media to others. 	<ul style="list-style-type: none"> • Apps on student smart phones • Online learning platforms such as google classroom • Online tools, content and various electronic media.

Learning (Staff and Students)			
	Hard Copy Media	Mixed Media	Digital Media
<p>Foundation Tier</p>	<p>Make contact and identify essential student/family needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Well-being <input type="checkbox"/> Food <input type="checkbox"/> Family Context/Situation <input type="checkbox"/> Access to Technology <input type="checkbox"/> Share District Learning Plan <hr/> <p>Identification of reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.</p>		

	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books.</p> <p>Examples: Distribution during food pick up Mailings Scheduled Phone Calls</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books.</p> <p>Examples: Distribution during food pick up Mailings Google Hangouts Google Classrooms</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books.</p> <p>Examples: Google Hangouts Google Classrooms Moodle Pearson Successnet Haiku Schoology Blackboard</p>
	<p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples: Phone calls, emails, mail Weekly packets distributed by school/district Books, curricular materials and textbooks distributed Schedules and methods for delivery, weekly pickup at school, mail</p> <p>Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media) phone call in, text, mailing</p>	<p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples: Google Classroom, Zearn, or other online learning platform. Books, curricular materials and textbooks distributed Weekly pick-up at school along with templates from district website, downloadables, links and videos</p> <p>Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media) phone call in, text, mailing, Google Hangout, Facetime or other social media</p>	<p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples: Google Classroom, Zearn, or other online learning platform. Google Hangouts, Zoom, etc. Books, curricular materials and textbooks distributed</p> <p>Evaluation of pupil participation examples may include: on-line attendance/check-in through google classrooms, hangout and</p>
	<p>Develop engagement expectations for both staff and students</p>	<p>Develop engagement expectations for both staff and students</p>	<p>Develop engagement expectations for both staff and students</p>

	<p>Examples: Grade level packets due for printing on Friday of every week Provide morning videos for class to view Teachers will make direct contact with students once a week by phone, mail, email, etc. Hold office by phone/or call in for families during set times 2-3 x per week Process determined for hard to reach students Expectations for students to get feedback from student work (will students turn in work?) Staff are encouraged to work collaboratively (at least 2x per week) in their grade level teams to support each other in the production, distribution and efforts to engage students</p>	<p>Expectations: Grade level packets due on Monday of every week Teachers will host two synchronous learning opportunities per week through Google or Zoom (can coincide with office hours) Teachers will have posted office hours 2x a week available for students and families Expectations for students to get feedback from student work (will students turn in work?) Staff are encouraged to work collaboratively (at least 1x per week) virtually in their PLC teams to support each other in the production, distribution and efforts to engage students</p>	<p>Examples: Teachers will post two daily online learning sessions each day Teachers will host two synchronous learning opportunities per week through Google or Zoom Teachers will have posted office hours twice a week available for students and families Process determined for hard to reach students Staff are encouraged to work collaboratively (at least 2x per week) virtually in their grade level teams to support each other in the production, distribution and efforts to engage students</p>
	<p>Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for remote learning including time to collaborate around grade-level plans and priorities.</p> <p><i>Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resources/supports to staff</i></p>	<p>Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for mixed mode methods that fosters collaboration that is age appropriate for priorities and plans</p> <p><i>Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resources/supports to staff with on--line resources</i></p>	<p>Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for mixed mode methods that fosters collaboration that is age appropriate for priorities and plans.</p> <p><i>Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) and readily available platform modules or videos to deliver professional learning/resources/supports to staff with online resources.</i></p>

	Sample Professional Learning Plan p 17 (Phone, conference calls)	Sample Professional Learning Plan p 17 (Phone, Google Hangout, Genius Hours)	Sample Professional Learning Plan p 17 (2-way synchronous video chat, webinar, using MIVU, EduPaths, etc.)
	Develop online attendance policy Attendance for both staff and students? Examples of how to take attendance: Poll Everywhere , Student participates in discussion thread, chat, etc. Communicate policy to teachers Teachers communicate policy to students		
Supplemental Tier	<p><i>The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.</i></p> <p><i>Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families</i></p>		
	Consider how teachers can use existing curriculum to provide a resource that could be mailed home for review, remediation and/or enrichment? Examples: Reading for pleasure Journaling such as writing about their day, family, or something they learned from a show Completed workbooks for review Using board games or home activities/resources Printing digital lessons for take home enrichment packets	Consider how teachers can use the existing curriculum to provide an on-line resource or something that can be mailed home for review, remediation and/or enrichment? Examples (in addition to hard copy examples): Discussion of Videos Interactive Enrichment websites Review on-line modules Remediation with on-line resources/links Face-Time Family Projects Use district website resources and links	Consider how teachers can use the existing curriculum to provide an on-line resource, familiar digital platform or something that can be mailed home for review, remediation and/or enrichment? Examples (in addition to hard copy examples and mixed media examples) Interactive student to student activities and communications/games Virtual/augmented reality field trips and scavenger hunts Use district website resources and links Create projects, products using on-line resources and videos for review and enrichment

	<p>Teacher considerations: 6-12 English Language Arts Distance Learning Guidance Document 6-12 Mathematics Distance Learning Guidance Document 6-12 Science Distance Learning Guidance 6-12 Social Studies Distance Learning Guidance Document 6-12 Electives Distance Learning 5-12</p>		
	<p>Develop schedules to ensure successful remote learning experiences for students and families. Example Schedule Here Online Learning Tips for Students</p>		
<p>New Learning Tier</p>	<p>Teachers work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home. (Example from Miami-Dade)</p>		
	<p>Consider when planning synchronous interactions (phone calls, two-way video calls), that scheduling does not conflict across classes (for example, Science and Social Studies both occur on 2 PM on Tuesday because teachers were not planning together. Perhaps use shared Google Calendars).</p>		
	<p>Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.</p>		
	<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example: using materials and items from around the house, television shows, students' yard, pets and family</p>	<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example: (in addition to hard copy examples) using materials around the house in conjunction with easily available websites that don't require a login.</p>	<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example (in addition to hard copy and mixed media) use digital platforms that allow for student choice.</p>

	<p>Consider that pacing might need to be adjusted due to constraints of packets and hard copies: students are dependent on their family for support within their family context.</p>	<p>Consider that pacing might need to be adjusted due to constraints of packets, hard copies, and stand-alone websites: students are dependent on their family for support within their family context.</p>	<p>Consider that pacing might need to be adjusted due to constraints of online instruction: students may be working asynchronously and may need additional support from the teacher. Students remain dependent on their family and available technology resources for support within their family context.</p>
	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below)</p> <p>Examples: Teachers will contact families once a week to conference and check -in on learning (email, phone, etc.) Answer keys will be included in learning packets for parents Learning packets may be dropped off during pick up of new materials Parents are asked to use office hours as well as email to communicate Photos of work can be shared</p>	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below)</p> <p>Examples: Drop box Google Classroom SeeSaw Class Dojo Zoom (Office hours)</p>	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below)</p> <p>Examples: Drop box Google Classroom SeeSaw Class Dojo Zoom (office hours)</p>
	<p>Consider that pacing might need to be adjusted due to constraints of packets and hard copies: students are almost entirely self-guided.</p>	<p>Consider that pacing might need to be adjusted due to constraints of packets, hard copies, and stand-alone websites: students are almost entirely self-guided.</p>	<p>Consider that pacing might need to be adjusted due to constraints of online instruction: students may be working asynchronously and will need to wait until the teacher can provide feedback and additional instruction.</p>
	<p>Consider alternative modes of communication</p>	<p>Consider alternative modes of communication</p>	<p>Consider alternative modes of communication</p>

	<p>For example, recommending connections with students 2x per week via the telephone calls</p> <p>Use of instructional packets These are physical bundles of worksheets and text to support student learning.</p>	<p>Email For example, reaching out to individual students via email, using email to provide feedback, using email as a support for helping students navigate course management systems</p> <p>Project-Based learning Project-based learning can be supported via any medium listed above; this is a pedagogical tool for teachers as they plan.</p> <p>Slideshows Stand-alone Google Presentations or Powerpoint Slideshows that students can click through as a learning activities; teachers might also consider voice-over recordings for slideshows</p>	<p>Use of vendors This might include use of online textbook and attendant supports, Khan Academy or online platforms with or without a subscription.</p> <p>Use of online Management Systems <i>(for example, Google Classroom, Canvas, Blackboard, Moodle, etc)</i></p> <p>Virtual instruction For example, using synchronous two-way video chat communications <i>(e.g. Google Meet or Zoom)</i> to instruct students in real-time.</p> <p>Videos This might include teachers recording instructional videos and posting them for student use via YouTube or other video platforms; or an invitation to students to create videos and submit to teachers as evidence of learning. Might also include asynchronous video platforms such as Flipgrid.</p>
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Monitoring, Feedback, and Grading

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

The information below was developed in collaboration with MASSP.

- A. Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
 - [Guiding Principles To Help Meet The Assessment Need of English Learners](#)
 - [Recommended Actions To Support The Assessment of English Learners](#)
- B. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- C. More broadly, nothing recommended is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice.
- D. Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.
- E. **Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designations will be made at the district level by districts with due recognition of the impact of the COVID-19 pandemic. (Mandated by EO 2020-35)** The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Pass/Incomplete (P/I) designation on transcript. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "P" or final grade earned.
 - Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive

an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.

- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with #1 above, so as to not negatively influence grade point average.
- It is recommended that all courses on the student schedule are reflected on the high school transcript with an appropriate grade or mark during this pandemic. It is further recommended that the courses be noted with “(COVID-19)” behind them to indicate these marks were issued during this pandemic. Another option is to place a footnote on the transcript in lieu of course title changes that indicates the same.
- It is recommended that districts consult board policy specific to the issuing of NC or Incomplete. In some cases Board Policy requires a change from NC or Incomplete to F after a duration of time. It is suggested that this not be applied in this circumstance.



Sample Lesson Plan

Guiding Content Question

Content Focus	How will I engage students in the daily work for our district model?
Preparing to read text or engage in a learning opportunity	<p>How will my students access the information we need to be successful?</p> <p>How will I engage students in the text, materials and assignments?</p> <p>How will I scaffold instruction for students who are not yet ready to access a specific grade-level text independently and meet the requirements of FAPE?</p>
Reading the text or engaging in weekly learning opportunities	<p>How will I pose text-dependent questions for students to respond to?</p> <p>How will I assess my students?</p>

Monday

Time	Content Area	Activity	Student Timeline and Calendar

<p>1-1.5 hour</p>	<p>Math Block</p> <p>Issue weekly Math assignment</p> <p>Determine how students will access text, worksheets and materials</p> <ul style="list-style-type: none"> · Math Fluency/ Warm-Up: 10 min of math practice through warm up problems · Math Concept and Practice: 40 min. of content practice through worksheets/ tasks <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p>	<p>Math</p> <p>Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Once finished with your teacher assigned Math lesson, Khan Academy math practice. Depending on level, one of the following courses are likely appropriate:</p> <p>6th grade math</p> <p>7th grade math</p> <p>8th grade math</p> <p>Algebra I</p> <p>Geometry</p> <p>Algebra I</p> <p>Algebra II</p> <p>Geometry</p> <p>Precalculus/Trigonometry</p> <p>AP Calculus AB or BC</p> <p>AP Statistics</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
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1.0 hour	<p>Elective Block Issue weekly elective assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
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Tuesday

Time	Content Area	Activity	Student Timeline and Calendar
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<p>1-1.5 hour</p>	<p>Science Block Issue weekly science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Science Lesson. Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block 1: 30 min. of reading grade-level texts/science based text at least once a week and discussing/writing responses to text-dependent questions or activities Once finished with your teacher assigned lesson, Khan Academy science practice. Depending on level, one of the following courses are likely appropriate:</p> <p>Khan Academy resources:</p> <ul style="list-style-type: none"> ● Biology (high school, A.P.) ● Chemistry (high school, A.P.) ● Physics (high school, A.P.) 	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>1 hour</p>	<p>Elective Block Issue weekly elective assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

Wednesday

Time	Content Area	Activity	Student Timeline and Calendar
1-1.5 hour	<p>English Block Issue weekly Science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none">● Use your textbook’s website to display digital editions of the books.● Provided weekly handouts following your districts low-tech/no-tech guidelines<ul style="list-style-type: none">· Use a virtual platform such as Zoom or Google Hangouts or record content	<p>English Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p> <p>Once you have completed your assigned teacher English lesson, try Khan Academy Grammar: https://www.khanacademy.org/humanities/grammar</p> <p>Khan Academy ELA Beta Journaling/Writing Things to write about/prompts</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

1.0 hour	<p>Elective Block Issue weekly elective assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
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Thursday

Time	Content Area	Activity	Student Timeline and Calendar
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<p>1-1.5 hour</p>	<p>Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block 1: 30 min. of reading grade-level texts/Social Studies based text at least once a week and discussing/writing responses to text-dependent questions or activities</p> <p>Khan Academy Resources: US History AP US History World History AP World History US Government and Civics AP US Government</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>1.0 hour</p>	<p>Elective Block Issue weekly elective assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

Friday

Time	Content Area	Activity	Student Timeline and Calendar
1-1.5 hour	<p>Career and Technical Education, World Languages, VPA, Health, PE</p> <p>Issue weekly assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Use your textbook’s website to display digital editions of the books. ● Provided weekly handouts following your districts low-tech/no-tech guidelines <ul style="list-style-type: none"> · Use a virtual platform such as Zoom or Google Hangouts or record content 	<p>Lesson</p> <p>Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block 1:</p> <p>30 min. of reading grade-level texts at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
1.0 hour	Relax, go outside, work on passions, hobbies, time with family		

