

Scheduling and Online Lesson Ideas Guidance from the Office of Curriculum and Instruction

Dear Teachers,

Thank you for the support and commitment to every student and family in the District. There are many of you who are volunteering to make sure families have food, connecting with children, creating lessons for online instruction and trying new things to show how much you care for the children and families of Schenectady. These are unprecedented times, where we need to be flexible, creative, innovative and adapt to this new reality the best we can.

This document presents sample schedules for you and your students and a series of “ways of rethinking instruction” for each subject and different grade levels. These are not formulas or step by step directions, but a framework to think about transferring instruction to an online platform rooted in Inquiry and engaging in learning activities.

Instructional Goals for Digital Learning:

- Engagement of students
 - Learning tasks and activities that allow for:
 - Cognitive engagement of students;
 - Independence of learners to complete work to minimize amount of parent support needed;
 - Opportunities for quality feedback from teachers (i.e. conferencing when possible; questions in online chat or conversation that push student thinking)
 - Integration of Inquiry Based Learning, Culturally Responsive Teaching and Social Emotional Learning. For more information, resources, and articles on CRE see our [Culturally Responsive Education](#) tab on SCSD’s Learn at Home.
 - Quality vs quantity
 - The hours provided here are the **maximum** number of hours per week.
 - Clear objectives/learning targets using standards to drive your assignments to ensure quality
 - Consider integrating Social Studies and Science into ELA and Math to minimize number of assignments/tasks

Minutes Recommendations and Sample Daily Schedules

Our instruction and our daily schedule will not look the same as we engage students remotely. It's important to keep in mind, for instance, many of our students are taking care of younger siblings, helping with school work and doing chores around the house, some are sharing one device while others work from their phones. Keeping all that in mind, along with using recommendations from the state, here are our recommendations:

The Shift From the Physical Instruction to Digital Instruction

	What does this look like in the digital classroom?
Objectives	Weekly Posted Standard aligned Measurable, Attainable
Time for instruction by level:	1 hour of physical classroom time = 20 minutes of digital online learning
<ul style="list-style-type: none"> Grade 6 Total 	9 hours per week
Grade 6 ELA/SS	Max 3 hours 30 minutes a week <ul style="list-style-type: none"> 2.5 hours ELA/SS 1 hour Reading
Grade 6 Specials	Max 2 hours a week <ul style="list-style-type: none"> .5 for Health 1.5 hours specials <ul style="list-style-type: none"> 15 min x 2 PE 15 min x 2 music 30 min art band/orch as able
Grade 6 Math/Sci	Max 3 hours 30 minutes a week <ul style="list-style-type: none"> 2.5 hours Math/Science 1 hour Reading

<ul style="list-style-type: none"> ● Middle School 7-8 	<p>Max 10 hours a week</p> <ul style="list-style-type: none"> - 2.0 hours ELA - 2.0 hours Math - 2.0 hours Science - 2.0 hours SS - 2.0 hours for other subjects/30 minutes for each subject - based on schedule <ul style="list-style-type: none"> - WL, SI, Tech, Reading, art, PE, music (gen, band, orch, or chorus)
<ul style="list-style-type: none"> ● High School 9-12 	<p>Max 14 hrs. 2.0 hours a week per course (for 7 courses)</p>
<p>Special Education & Related Services</p>	<p>Special education teachers consult with classroom teachers to ensure students have scaffolding and support they need to access content. Individualized decisions on how to provide FAPE based on CSE team recommendations to address student needs.</p>

Flexibility within these schedules includes rethinking our expectations of when students use their device and return work. We cannot expect that all students are on a regular school schedule. Some are logging in late at night, yet completing their work at different times.

One of the tenets of Inquiry Based Models is that students do most of the work, they ask questions, research to find answers, and explain their new understanding. On the other hand, teachers prepare open ended questions, create scenarios where students struggle with new knowledge and content, and create scenarios where students can explain their findings in multiple ways.

Following, you will find a series of ideas, sample schedules, and scenarios that will allow you to create schedules and lessons that develop higher order thinking skills and help students to become owners of their education.

Sample Schedules

GRADES 6-9

- Using the guidance from above work with your core area team and special area teachers to create a schedule that works to minimize student conflicts and allows for different check in days/office hours with you

Grades 7-12 Sample Schedule for any Subject Area

	Monday	Tuesday	Wednesday	Thursday	Friday
Sample	30 minutes	30 minutes	30 minutes	30 minutes	Office Hours - live chats, google meets, or individual check-ins
Any Area	<p>Post goals for recent learning and objectives for the day.</p> <p>Assign a subject leveled reading from Newsela and post a question of what was confusing or most interesting using a Google poll- 1 sentence summary</p>	<p>Post goals for recent learning and objectives for the day.</p> <p>Share survey results and post a brief video clip of yourself giving feedback on misconceptions</p> <p>Have students submit how their thinking has changed after they watch your</p>	<p>Post goals for recent learning and objectives for the day.</p> <p>Assign students to watch a brief video clip and for them to create a meme/s of either what was confusing or most interesting (building on the same questions used on Monday)</p>	<p>Post goals for recent learning and objectives for the day.</p> <p>Share out memes that represent the content and Share out other visuals that you found (ppt) photos, diagrams, etc that also represent the learning. Ask students if the learning that was posted this week helped them achieve the shared objectives. Use 5 multiple choice questions in Google survey to test their theories.</p>	<p>send out a Google meet invite on Thursday for office hours or schedule times to check in with 4 students at a time or individual appointments</p>

		video			
--	--	-------	--	--	--

IDEAS FOR ONLINE LEARNING

We understand how difficult this may be, and we are here to support you. We encourage teachers to take risks and try new things, follow student interests, tie their teaching to standards, and assess skills, content or conceptual understanding. Feel free to reach out for support!

Grades 6-12			
Subject	Objective	Activity	Instructional Practice/ Prioritized Standards
ELA	Discuss the main claim of the article and discuss with three of your classmates	<p>Read the Interview: <u>Why Factory Farming is Not Just Cruel...</u></p> <ul style="list-style-type: none"> - Using FlipGrid discuss what you think the gist of this article is...what is the main claim that The Guardian is challenging us to consider about Factory Farming? Include at least 2 pieces of evidence to support your claim. - Find and respond to at least three of your classmates that discovered a claim that was slightly different than your own. Be sure to weigh the credibility, sufficiency, and relevancy of your evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Standard 2, 3, Speaking and Listening 1, 2, 3, 5 - Aligned with ELA Grade 7 Unit <input type="checkbox"/> Scaffolding (Text can be Lexiled in NewsELA), Google extensions can be added on to support all learners <input type="checkbox"/> Academically Productive Talk via FlipGrid
Social Studies	Compare acts of heroism during a national emergency	Compelling question: In 2050,(the future)who will students study from today that showed acts of courage and heroism.	<ul style="list-style-type: none"> <input type="checkbox"/> Aligns to 8th grade bridging end of WWI to postwar race relations NYS SS Framework 8.4 e

	to acts of heroism in WWI	<p>Read Harlem Hellfighters broke barriers as first black unit to fight in WWI https://newsela.com/read/lib-369th-infantry-regiment-wwi/id/45859/write/?collection_id=339&collection=339</p> <p>Use google forms as a form of discussion to poll students about why it took until 2015 for Johnson to receive the Medal of Honor. Share students' answers and data to solicit further discussion of whether or not bias will also distort what will be recognized for heroism today.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scaffolding (Text can be Lexiled in NewsELA), Google extensions can be added on to support all learners <input type="checkbox"/> Academically Productive Talk via google survey/forms
Math	Comparing 2 or more linear equations in a real world scenario	<p>Research 4 different cell phone plans from at least 3 different companies. (Verizon, T-Mobile, Sprint, AT&T, or any others that you can find)</p> <ol style="list-style-type: none"> 1) Which plan would you select personally? Would your friends also choose the same plan? Why or why not? 2) Which plan would cost the least if you needed to speak for just 1000 minutes for a minute? Which plan would cost the most? Justify your responses. 3) Which plan would you choose if you were traveling on the road between distant cities? Why? 4) Select 2 plans that you researched. Is there a certain number of minutes for which both plans cost the same? Why is this point important to know? 	<ul style="list-style-type: none"> ● Real life application of math standards through online research ● <u>Scaffolding</u> from a simple task of selecting a plan based on preference to mathematically justifying when 2 plans would equate. ● <u>Feedback</u> given by teachers and at least 3 different peers ● Use of technology to submit assignment, have discussions and give feedback - <u>academically productive talk</u> during this phase ● <u>Assessment</u> based on participation, reflection, feedback given to others and completion ● Next Generation Standards: <ul style="list-style-type: none"> ○ NY-8.EE Expressions, Equations, and Inequalities Analyze and solve linear equations and pairs of simultaneous linear equations. c-Solve real-world and mathematical problems involving systems of two linear equations in

		<p>5) Post your response using flipgrid, a video, pictures or any other means that you choose.</p> <p>6) Give feedback to the work of at least 3 peers</p>	<p>two variables with integer coefficients.</p> <p>a-Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <ul style="list-style-type: none"> ● NY-8F.4 Determine the rate of change and initial value of the function from a description of a relationship ● AI-A.REI Algebra Reasoning with Equations and Inequalities 6a. Solve systems of linear equations in two variables both algebraically and graphically. <ul style="list-style-type: none"> ● Process Standards: <ul style="list-style-type: none"> ○ Model with mathematics ○ Reason abstractly and quantitatively ○ Construct viable arguments and critique the reasoning of others. ○ Look for and make use of structure.
	<p>Identifying the growth pattern of a real life contagion</p>	<p>Research and find the number of confirmed Coronavirus cases over the past 30 days in the US. Plot these points.</p> <ol style="list-style-type: none"> 1) Identify if this is a linear, quadratic or exponential growth. What properties helped you to identify it? 2) Using your online graphing calculators plot these points and obtain an equation for this plot. 	<ul style="list-style-type: none"> ● Real life application of math standards through online research of the Coronavirus contagion ● <u>Scaffolding</u> from a simple task of plotting data points to identifying its growth pattern and extrapolating to its decay pattern. ● <u>Feedback</u> given by teachers and at least 3 different peers

		<p>3) Scientists predict that the decay in the number of cases will be similar to the growth. Do you agree or disagree? Explain why?</p> <p>4) Post your response using flipgrid, a video, pictures or any other means that you choose.</p> <p>5) Give feedback to the work of at least 3 peers</p>	<ul style="list-style-type: none"> ● Use of technology to submit assignment, have discussions and give feedback - <u>academically productive talk</u> during this phase ● <u>Assessment</u> based on participation, reflection, feedback given to others and completion ● Next Generation Standards: <ul style="list-style-type: none"> ○ AI-F.IF Functions. Interpreting Functions. Analyze functions using different representations. a. Graph linear, quadratic, and exponential functions and show key features ○ AI-F.LE Construct and compare linear, quadratic, and exponential models and solve problems. 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. <ul style="list-style-type: none"> c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another, and therefore can be modeled exponentially. 2. Construct a linear or exponential function symbolically given: i) a graph; 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly
--	--	---	--

<p>Science</p>		<p>Watch the video on Coronavirus at https://www.youtube.com/watch?v=VdUikwuw7I&feature=emb_logo</p> <ol style="list-style-type: none"> 1) What did you already know from the video? What was new information? What would you still like to know? 2) Which questions from the video do you believe are the most important to address first? Why did you select these questions? 3) How does the information in the video relate to what you have learned before in your science classes? 4) Research at least 3 other sources for information about the coronavirus 5) Create a newscast, podcast, video, etc. about what the virus is, how it spreads, how we can protect ourselves, or any other information that you find relevant. Share this with your teacher and class 6) Give feedback to at least 3 of your peers on their submitted work 	<ul style="list-style-type: none"> ● Real life application of science standards toward understanding a virus and the current Coronavirus pandemic ● <u>Scaffolding</u> from completing a KWL chart to analyzing various source documents and creating a newscast with relevant information. ● <u>Feedback</u> given by teachers and 3 different peers ● Use of technology to submit assignment, have discussions and give feedback - <u>academically productive talk</u> during this phase ● <u>Assessment</u> based on participation, reflection, feedback given to others and completion ● Next Generation Standards: <ul style="list-style-type: none"> ○ MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. ○ MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems. ○ HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. ○ ELA/Literacy - 11-12.SL.5 Make strategic use of digital media and/or visual displays in presentations to
----------------	--	--	---

			<p>enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. (HS-LS1-5),(HS-LS1-7)</p>
World Languages	Communicate with each other in the target language	<p>Write notes to each other in the target language telling each how they are doing being away from school. what they like or don't like about learning from home. Students may watch/listen to a social media clip from another country (target language)and translate the clip or explain what is going on in the clip. Upper levels: Practice dialogues, vocabulary and other language skills with a partner by creating and sharing a PSA video for younger students (in the target language).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scaffolding based on student choice <input type="checkbox"/> Academically Productive Talk
Social Inquiry /FACS	Apply what they are learning about jobs/careers to the present day situation	<p>Question: During this pandemic, what are you learning about concerning careers? For example, which jobs are we relying on to help keep the people healthy and safe? Which jobs are needed to help people survive from day to day as they are quarantined? Brainstorm the less obvious jobs: butchers, truckers, manufacturers, cooks for to go meals, etc) Have students create a social media gratitude Meme, Instagram post, snapchat, etc. to recognize those workers who continue to go out of the house to work.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Academically Productive Talk via students chosen social media platform <input type="checkbox"/> Continues with the CTE theme module of Career and Community Opportunities and FACS Standard Intermediate Manage Personal and community resources <input type="checkbox"/> Scaffolding based on student choice

Tech		<p>What others find about us online shapes who they think we are and how they feel about us. But do kids know what kinds of tracks they've already left? Help your students learn about their digital footprints and the steps they can take in the future to shape what others find and see about them online.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define the term "digital footprint" and explain how it can affect their online privacy. ● Analyze how different parts of their digital footprints can lead others to draw conclusions -- both positive and negative -- about who they are. ● Reflect on what they want their digital footprints to be in the future and how they can monitor and shape them. <p><u>Lesson Slides</u> <u>Choose a Host</u> document <u>My Digital Footprint</u> document</p>	<p>(Lesson from Common Sense Media - grade 7) The lesson and materials can also be translated to Spanish</p>
Art		<ol style="list-style-type: none"> 1. View online collections from museums. <ol style="list-style-type: none"> a. compare/contrast museum collections b. write about a favorite piece 	<p>NYS Standards for the Arts Standard 7: Perceive and analyze artistic work. Standard 8: Interpret meaning in artistic work.</p>

		<p>2. Spend time in the medium you love best.</p> <ul style="list-style-type: none"> a. teacher presents learning objective and student uses medium of choice to demonstrate the concept b. try two different types of art to show the same concept. which worked better for you? which did you like better? 	<p>Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Standard 5: Develop and refine artistic techniques and work for presentation.</p>
Music		<p>How is the music industry impacted by COVID19? What changes do you see in how music is shared? Why do you think artists are making these changes? If you were a famous musician, what would you do during COVID?</p>	<p>NYS Standards for the Arts: Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present and future.</p>
Dance/ Theatre		<p>Many students have a piece that they're working on currently. They could...</p> <ul style="list-style-type: none"> 1. video themselves and present to the class for feedback. 2. video themselves and provide a critique of their own performance <p>New material -</p> <ul style="list-style-type: none"> - balance of on and offline work (critique vs perform) - set learning objectives for the new work and offer students a choice in the way to meet the objective 	<p>NYS Standards for the Arts: Standard 1: Generate and conceptualize artistic ideas and work. Standard 5: Develop and refine artistic techniques and work for presentation.</p>
PE	To keep active & maintain wellbeing at home.	<p>If you have not already, create a way for students to check-in (i.e. Journal, Activity Log, Google Form, etc.) and have</p>	<p><input type="checkbox"/> Aligns to the National P.E. Standards Standard 5: The physically literate individual recognizes the value of physical</p>

		<p>students discuss and share how they are staying active.</p> <p>Some suggestions to guide student activity include:</p> <ul style="list-style-type: none">· <u>April Wellness Calendar</u>· <u>Spanish Wellness Calendar</u>· Invite students to create a Tik Tok of their favorite workout movement(s)· <u>Invisible Dumbbell Stations</u>· Set a time for students and have them complete the following activity <u>AMRAP</u>	<p>activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
--	--	---	--