CMS Instructional Planning Documents for Remote Learning

Course-Specific Instructional Planning Documents for Remote Learning

The following links provide guidance on standards, topics and skills to prioritize when planning for weekly delivery of remote content per course. Be advised, a remote learning Canvas shell exists to support instruction in these courses as well. These documents and the Secondary Curriculum Canvas shells will be updated weekly as long as CMS school buildings remain closed.

	ELA	Math	Science	Social Studies
Instructional Planning Documents: Core Courses **Adopted curriculum area - EL Education (use Module 4 for Quarter 4).* *+Adopted curriculum area - Course materials may be accessed at the 8th Grade Math Hive Canvas course or Canvas Commons.*	MS ELA 6* MS ELA 7 MS ELA 8 HS ENG I HS ENG II HS ENG III HS ENG IV	MS Math 6 MS Math 6 Honors MS Math 7 MS Math 7 Honors MS Math 8+ HS Math 1 HS Math 2 HS Math 3 Precalculus AFM Discrete	6th Grade 7th Grade 8th Grade Biology Chemistry Physical Science Physics EES	6th Grade 7th Grade 8th Grade World History Civics & Economics American History I American History II

	JROTC		Science	World Languages
Instructional Planning Documents: Elective Courses *The following elective areas have also provisioned resources and should have received prior guidance. Please contact specialists in these areas if you need further guidance using the contact list here.* Health Physical Education Visual Arts Music Theater Dance	Army JROTC LET 1 Army JROTC LET 2 Army JROTC LET 3 Army JROTC LET 4 USMC JROTC LE 1 USMC JROTC LE 2 USMC JROTC LE 3 USMC JROTC LE 4	Navy JROTC NS1 Navy JROTC NS2 Navy JROTC NS3 Navy JROTC NS4 Air Force JROTC AS1 Air Force JROTC AS2 Air Force JROTC AS3 Air Force JROTC AS4	Astronomy Oceanography Forensics	6-8 Non-credit Level 1A (Middle School) Level 1B (Middle School) Level 1 Level 2 Level 3 SNS1A (MS) SNS1B(MS)/SNS1(HS) SNS 2

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Content Prioritization

Teacher leader instructions for completing this table:

Astronomy/ Semester Course			
	Standards	Topics	Skills
Priority 1 - critical must-dos	**Stars** Students will: • investigate and describe the types of stars and their characteristics • describe the temperature-brightness relationship used to classify stars • identify the characteristics of a star given its spectral and luminosity class • describe the process of nuclear fusion and how it relates to star formation and stability • differentiate between the life cycle of a low mass star and a high mass star • recognize that the initial mass of a star governs its lifespan, temperature, size and brightness • Describe the different phases of star's life that are due to internal changes in the core of the star • Understand that every atom on Earth comes from stellar fusion reactions and supernovae	**Stars** • Types of Stars • Hertzsprung-Russell Diagram • Life Cycle of a Star • Characteristics of a Star • Low Mass versus High Mass Stars • Supernova • Neutron Stars • Black Holes • Star Systems	• Star Classification by temperature, mass, and luminosity • Stellar Evolution • Reading H-R Diagram • Characteristics of star types • Understand process of formation of elements • Explain the lifecycle, temperature and brightness of a star based on its initial mass

CMS Instructional Planning Documents for Remote Learning

<table>
<tr><th colspan="4">Instructional Time Expectations</th></tr>
<tr><th>6-8</th><th>9-12 Block</th><th>9-12 Yearlong</th><th>Critical factors for effective remote learning:</th></tr>
<tr><td>2 hours
per week
per course</td><td>3 hours
per week
per course</td><td>1.5 hours
per week
per course</td><td rowspan="4">Remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems.

Remote learning can only be assessed/graded if the teacher can guarantee it…

• is accessible by all students for which the learning is intended and is responsive to diverse learning groups;

• maintains consistent communication between instructional staff and students;

• addresses the curricular and instructional needs associated with appropriate standards;

• includes evidence of student learning; and,

• considers the whole child (both social/emotional and academic needs) as well as the home learning environment.</td></tr>
<tr><td>120
minutes
per day</td><td>180
minutes
per day</td><td>90
minutes
per day</td></tr>
<tr><td>10 hours per
week
maximum</td><td>12 hours per
week
maximum</td><td>12 hours per
week
maximum</td></tr>
<tr><td colspan="3">Maximum amount of hours per week for students include any offered synchronous learning opportunities (not required) and independent work time.

Instructional time does not include student/teacher SEL or academic check-in's during office hours.</td></tr>
</table>