

DISTANCE LEARNING @SFUSD

LAUNCHING THE FIRST TWO WEEKS

Sample Lessons by Discipline for Grades 6-8



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

Middle School Launching Lessons Website

Overarching Guiding Question (cross-discipline)	<i>How can we create brave and engaging spaces where we can heal, collaborate, and learn?</i>	
The Guiding Anti-Racist Mindset	• How can we lift up the brilliance and assets of each and every student and build on their strengths? • How can I recognize my own biases and actively work to reflect and repair harm when I need to? • What structures and systems are in place that perpetuate racial inequities in school (in my discipline) and how can I work to challenge and dismantle these structures and systems?	
Outcomes Across Classes	Organized into six themes: • Communication and Participation • Technology Skills • Family Partnership • Sense of Connectedness and Community • Distance Learning Mindsets • Discipline-specific learning	
Digital Agency		Technology & Digital Apps Needed to Execute this Unit
As teachers and students prepare for the start of the 2020-2021 school year, it is important that our students have the tools necessary to <i>navigate in their digital lives with safe habits</i>. The Getting Started Guide provides SFUSD educators with <u>ready-made content</u> that links to a variety of resources for students and families to interact with independently. Educators can use the content as-is, add their own content, and/or edit the content to fit their classroom community. The ready-made content was created in Google Slides. Each slide is meant to be a virtual classroom or space, depending on grade level, with interactive links to books, games, activities, videos, and more for students to engage in specific content areas and build healthy digital habits.		• Signing on to Clever • Zoom • Google Classroom • Google Suite: Docs, Slides, Sheets, Forms • Nearpod

Unit Overview by Discipline

[Math](#) ● [Science](#) ● [E/LA](#) ● [PE](#) ● [H/SS](#) ● [ELD](#) ● [Art](#) ● [Health](#) ● [World Languages](#)

A team of classroom teachers, teachers-on-special-assignment, and administrators across disciplines worked together to produce these sample lessons for launching the first two weeks of school. We hope classroom teachers will find them to be a helpful starting point from which to adapt for their own students.

We appreciate these teachers for making this happen:

Michelle Cody & Alisa Brown (Math)
Patrice Scinta & Charnelle Ruff (Science)
Haena Lee (ELA)
Sharon Roberts-Cagle & Shenny Diaz (P.E.)
Kate Marcouiller & Karla Becerra (H/SS)
Veronica Galante & Jan Bautista (ELD)
Gloria Andres-Newman (Art)
Christopher Pepper (Health)
Monica Cope & Mary Wen (World Languages)
Team Captain: Suzy de Blois, Secondary Humanities

Mathematics

By the end of this sequence, students will

Feel...

- A part of a math community of learners.
 - Math is a process not a product.
 - Math is expansive and many people do math.
 - Math is used everywhere.
 - We are math smart/savvy and do math everyday.
 - We are smarter together!
-

Know/Be able to...

- Communicating our thinking process helps the team to solve math together.
 - There are strategies to use when stuck on a math problem.
 - Use the chat to share appreciations and feedback to each other.
 - Identify patterns and use multiple representations to explain thinking.
 - Use group work norms and roles to solve groupworthy problems.
 - Navigate and post on Jamboard.
 - Navigate through a lesson in desmos.
 - Create and edit in Google slides.
-

Make...

- Math Story Notebook
- Desmos Lesson and hyperdoc
- Jamboard Favorite Number
- Escape Room

Mathematics

WEEK 1

Lesson 1

Lesson 2

OBJECTIVES

Math Identity and Community

- Expand the idea of what is math and who does math.

- Review math class agreements and group work roles in order to communicate with each other and persevere in a math tangram puzzle.

ACTIVITIES

Synchronous Activities:

- Who is a mathematician?
- How do you use mathematics in your life?

Asynchronous Activities:

- Math Story Part 1: Interview a community member.

Synchronous Activities:

- Wordle describing mathematicians
- Tangrams lesson

Asynchronous Activities:

- Jamboard: My favorite number
- Math Story part 2: What helped you as a learner? What communication was helpful to your team? What strategies can you list in your student notebook?

WEEK 2

Lesson 3

Lesson 4

OBJECTIVES

Stronger Together

- Work collaboratively in groups to identify patterns and solve problems with multiple representations.

- Use group collaboration in order to solve a math escape room and develop a math toolkit of strategies.

ACTIVITIES

Synchronous Activities:

- Math talk - Patterns
- Growing, Growing, Growing Activity
- Desmos Pattern activity

Asynchronous Activities:

- Make your own Pattern
- APPLY Section of Hyperdoc
- Math Story Part 3: What patterns do you see IRL (In real life) or patterns in murals that you really

Synchronous Activities:

- Sharing patterns
- Escape room

Asynchronous Activities:

- Math story part 4: What strategies have helped you as a learner in the past two weeks? What have you done when you were stuck? How did your group work together?

appreciate?

Science

By the end of this sequence, students will

Feel...

- like someone who belongs in the class - as a person and as a peer who can contribute to the intellectual work
 - that their voice is valued and can still be heard/shared in the digital landscape
 - community with the class - they realize that they can learn and grow more together
-

Know/Be
able to...

- Explain how communication is key to Groupwork success.
 - Observe what other group members need to complete a task.
 - Identify how well group members worked together and how they might improve next time.
 - Explain why it is important for all group members to learn and remember their Groupwork Roles.
 - Analyze their experience of working together for productive actions and behaviors.
 - Reflect on and share when their group used the Groupwork Norms and how the group can improve.
-

Create...

- a scientist profile for themselves. This profile will include information about their interests (science and otherwise), their areas of expertise (ex: specific tech tools, oral communication, writing, etc.), and other key information for the class and teacher to know.

Science

WEEK 1

Lesson 1

Lesson 2

OBJECTIVES

- Explain why each classmate brings a unique and valuable perspective.
- Use the Groupwork Norms to successfully work as a group.

ACTIVITIES

Synchronous Lesson

- Guess the Animal Game: Work together as a class to identify an animal

Reflection and Discussion

Asynchronous Lesson

- Read Groupwork Roles and Norms
- Collaborate Board: Reflect on Roles and Norms
- Begin Scientist Profile Questionnaire

Synchronous Lesson

- Vote on Groupwork Roles and Norms
- Match My Drawing: How to communicate with partners

Asynchronous Lesson

- Roles and Norms Sample Conversation Script: Students reflect on a group that is having trouble working together.
- Continue Scientist Profile Questionnaire

WEEK 2

Lesson 3

Lesson 4

OBJECTIVES

- Access and expand upon background knowledge of who does science and engineering work.
- Explain how each classmate brings a unique and valuable perspective that will help the class answer questions and design solutions.
- Explain how each classmate brings a unique and valuable perspective that will help the class answer questions and design solutions.

ACTIVITIES

Synchronous Lesson

- Who is a Scientist: Students draw a scientist
- Scientist Profiles: Students watch videos of scientists
- Overview of Student Scientist Profile Criteria
- Work with partner on Student Scientist Profile

Asynchronous Lesson

- Groupwork Reflection
- Continue work on Student Scientist Profile

Synchronous Lesson

- Scientist Profile Feedback with partner and Profile work time.

Asynchronous Lesson

- Finish Scientist Profile
- Respond to other students' profiles

English/Language Arts

By the end of this sequence, students will

Feel...

- Known and seen by their classmates/teacher/classroom community
 - Recognized as an academic member of the community who has agency in deciding how class will look and feel.
 - That writing is something they already have many skills in and is not just something they do in school. It is a way they express and capture their personal experiences and voice.
 - That they know their peers deeply in ways they may not have before
-

Know/Be
able to...

- Write personal narratives from significant moments in their lives.
 - Establish classroom norms that feel authentic to them.
 - Give feedback and receive feedback on their writing.
 - Share personal narratives with their classmates.
-

Make...

- 3 personal narratives. They will share one of these narratives in a small group.

English/Language Arts

WEEK 1

Lesson 1

Lesson 2

OBJECTIVES

SWBAT co-create norms for English class and make agreements as to how they will uphold these norms.

SWBAT discuss why we write and practice writing out a story from their lives.

ACTIVITIES

Synchronous Lesson

- Introductions
- Intro to class and teacher
- ELA class norm making

Asynchronous Lesson

- About me Slides
- Learning Pact
- Exit Ticket

Synchronous Lesson

- Jamboard Do Now
- Discussion on why we write
- Practice writing a narrative without editing

Asynchronous Lesson

- Write Narrative 2
- Jamboard post
- Exit Ticket

WEEK 2

Lesson 3

Lesson 4

OBJECTIVES

SWBAT generate appropriate ways to respond after someone shares a personal narrative. SWBAT practice using these responses.

SWBAT share one of their narratives in a small group using a listening protocol. SWBAT reflect on the question of why we write.

ACTIVITIES

Synchronous

- Jamboard Do Now
- Discussion and brainstorm on how to respond after someone shares a personal narrative
- Practice using responses

Asynchronous

- Write Narrative 3
- Jamboard post
- Exit Ticket

Synchronous

- Jamboard Do Now
- Sharing of narratives in small groups
- Discussion of why we write and reflection on how answers have changed in 2 weeks.

Asynchronous

- Reflect on growth of writing
- Jamboard Post
- Exit Ticket

History/Social Studies

By the end of this sequence, students will

- | | |
|--------------------|---|
| Feel... | <ul style="list-style-type: none">• Like their story is worth telling• Like they are contributing to the community by telling their story |
| Know/Be able to... | <ul style="list-style-type: none">• Begin to understand perspective/bias• Begin to understand corroboration• Begin to write a narrative |
| Make... | <ul style="list-style-type: none">• Snapshot Autobiography Quarantine Experience Slides (based on Snapshot Autobiography) |
-

History/Social Studies

<u>WEEK 1</u>	Lesson 1	Lesson 2
OBJECTIVES	Students will be able to understand the final project (instructions and outcome) and Students will be able to develop a virtual community.	- Students will be able to define Bias, Perspective, Sourcing, and Corroboration. - Students will be able to gather examples of Corroboration from a scenario activity.
ACTIVITIES	Synchronous Lesson - Intro to teacher and class - Ice breakers - Intro project Asynchronous Lesson - Entry Survey/ Form - Make slides 1 and 6 (Title and About the Author)	Synchronous Lesson - Do Now/Intro based on entry survey results - timeline brainstorm - Corroboration Asynchronous Lesson - Make slides 2,3,4
<u>WEEK 2</u>	Lesson 3	Lesson 4
OBJECTIVES	- Students will be able to continue to build community and connect outside members of their life to their work in class. - Students will be able to understand sourcing as a skill as well as practice oral history skills.	- Students will be able to build community (by sharing stories) and find value in seeing one another on a more personal level. - Students will be able to practice presentation skills as well as digital active listening skills.
ACTIVITIES	Synchronous - Sourcing - Oral History Asynchronous - Interview w/ notes - Make slide 5 and add finishing touches to project	Synchronous - Active Listening Skills Review - Presentation to classmate with listening guide and listener self-reflection Asynchronous - Reflection on sharing stories and new knowledge of classmate

Designated ELD

By the end of this sequence, students will

Feel...

- Connected to at least one person in their class
 - Safe in a space for language practice
 - Listened to
-

Know/Be
able to...

- Access Google Classroom, Jamboard, Google Form, Gmail
 - Orally communicate with a peer in a breakout group
 - Use descriptive language
 - Use question words to ask informational questions of each other
 - Orally and in writing respond to informational questions
 - Complete a google form
 - Send and reply to an email
-

Make...

- Students will introduce another student to the class. Sharing their name and something new that they learned about them.

Designated ELD

WEEK 1	Lesson 1	Lesson 2
OBJECTIVES	Students can log into zoom, mute and unmute themselves and introduce a peer and share how they are feeling using descriptive adjectives.	Students will be able to formulate questions using “wh-” words to get to know each other and build relational trust using different media
ACTIVITIES	Synchronous Introduce ourselves Talk about our feelings Practice opening an assignment on google classroom, turning in an assignment and commenting on a peer’s work. Asynchronous: Analyzing a text to identify the author's feelings and how the text made them feel From NewsELA and Voice of Witness	Synchronous Students will collaborate on Jamboard and respond to open-ended questions about how their peers are feeling. Mini-lesson in Jamboard: Question words and how to form questions. matching activity to match question words with their meaning Jamboard collaborative board to brainstorm questions to ask in order to learn more about each other and how we can help each other. Asynchronous: 1. Log into google classroom and complete Wh Question Activity 2. Post a question in the google classroom and respond to a peer’s question that they posted.

Designated ELD (continued)

WEEK 2

Lesson 3

Lesson 4

OBJECTIVES

Students will build a habit of partnership by practicing asking and answering informational questions with a partner in a breakout room and through email.

Students will develop norms for performers and audience members by acting out an interview dialogue in small groups

ACTIVITIES

Synchronous:

Students will vote for top questions to ask each other on a Jamboard and practice asking and answering questions in a breakout room.

Students will discuss Zoom breakout room expectations and will learn how to write an email.

Asynchronous:

Students will practice writing emails with questions and responding to each other's questions.

Synchronous:

Describe one thing that went well in one of your other classes or one thing that you may need help with in your other classes.

or

Go down list of students and ask them to share one sentence/word for how they're feeling at the end of 2 weeks

or

Ask students in the chat: how do they show they are listening online?

Students will reflect and set expectations for being a good audience member.

Students will rejoin partner of the week and practice asking and answering questions in preparation for introducing their partner to the class

Asynchronous:

1. Complete a google form to survey how they think their performance went and how their group supported each other
2. Send your partner a thank you email and cc your teacher.

Physical Education

By the end of the Week 1 sequence, students will

- | | |
|--------------------|---|
| Feel... | <ul style="list-style-type: none">● Sense of self● Seen, heard and part of a community● Comfortable with moving their body |
| Know/Be able to... | <ul style="list-style-type: none">● See how physical movement and wellness can reduce stress and increase joy |
| Make... | <ul style="list-style-type: none">● “This is Us” Slides<ul style="list-style-type: none">○ Group Slides<ul style="list-style-type: none">■ Agreement, PDG, Self Awareness - Individual or Partner -Morning or Afternoon○ Personal Slide<ul style="list-style-type: none">■ Name, Theme |
-

By the end of the Week 2 sequence, students will

- | | |
|--------------------|--|
| Feel... | <ul style="list-style-type: none">● That they are part of a group of individuals who they have things in common with, difference that add to the groups safe environment |
| Know/Be able to... | <ul style="list-style-type: none">● Access digital tools and technology to explore/further their learning |
| Make... | <ul style="list-style-type: none">● “This is Us” Slides<ul style="list-style-type: none">○ Group Slide<ul style="list-style-type: none">■ Physical Education means to me...■ Check- in○ Personal Slide<ul style="list-style-type: none">■ P,P,Future hopes■ Music that motivates me |
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Physical Education

WEEK 1	Lesson 1	Lesson 2	Lesson 3
OBJECTIVES	Lesson 1 Welcome students to the community through movement and introductions	Lesson 2 Begin to explore movement and expression of sense of self with the use of technology	Lesson 3 Begin to explore movement and expression of sense of self with the use of technology
	ACTIVITIES - Movement: Physical Distance Greetings - Individual Movement - Tech: What's in a Name - How do you spell your name? - How do you say your name? - How did you get your name?	- Movement: Physical Distance Greetings - Recruit a partner - Tech: What's in Name Share - Choice: - Gclass comment - Add a comment on the google slide - Live group share	- Movement: This or That - Question and movement - Tech: Agreements - How do we want to feel, be seen, and heard in the virtual setting?
	Lesson 4	Lesson 5	Additional Movement Resources
OBJECTIVES	Lesson 4 Begin to explore movement and expression of sense of self with the use of technology	Lesson 5 Identify preferred movement and expression of sense of self with the use of technology	Approved Digital Tools and Apps for SFUSD Students
	ACTIVITIES - Movement: This or That - Question and movement - Tech: Finalize the virtual classroom agreements - Share your physical distance greeting with the class practicing the virtual classroom agreements	- Movement: Mindful Minute Practices - Tech: Getting to know us as learners	

Physical Education (continued)

WEEK 2	Lesson 6	Lesson 7	Lesson 8
OBJECTIVES	Examine one's own perception of physical education	Explain what they want to learn and make choices about their learning	Connect with peers and build on strengths
ACTIVITIES	- Movement: 10 second dance - Group Showcase - Mirror Dance Off - Tech: What does physical education mean to you?	- Movement: Just Dance Youtube - Tech: Past, Present, Future Hopes - Supports/Barriers - Insert text/visuals in slide	- Movement: Just Dance Youtube - Tech: Music that motivates me - Insert link/video of just dance - Add a building comment
	Lesson 9	Lesson 10	Additional Movement Resources
OBJECTIVES	Explore the connection between movement, emotional and mental health.	Explore the connection between movement, emotional and mental health.	Approved Digital Tools and Apps for SFUSD Students
ACTIVITIES	- Movement: Yoga and Mindfulness - Tech: Collaborating digitally - Add a building comment to two classmates slides (the slide on top and bottom of you)	Yoga and Mindfulness - Movement: Mindfulness - Tech: Check-in - Group - Thumb scale - Individual - GForm	

Art

By the end of this sequence, students will

Feel...

- Connect to other students
-

Know/Be
able to...

- Show mastery of using google slides
 - Use google draw
 - Reflect on their process
-

Make...

- Personal Slide Deck “I am a unique person”

Art

<u>WEEK 1</u>	Lesson 1	Lesson 2
OBJECTIVES	• Community Building • Group Norming • Learn/review Google Suite: Classroom, Slides and Draw	• Community Building • Group Norming • Practice using using Google Suite: how to use Google Slides
ACTIVITIES	• Practice protocols: active listening	• using Zoom • Creating Google Slides • Navigating Google Classroom
<u>WEEK 2</u>	Lesson 3	Lesson 4
OBJECTIVES	Community building	Community Building Share personal slide deck
ACTIVITIES	• Brainstorm list of things that make you one of a kind-unique person. Create Personal Slide Deck "I am a unique person" • Create personal slidedeck • Creating Google Slides • Navigating Google Classroom	• Share personal slide deck • Reflection: What do students have in common and how are they unique?

Health

By the end of this sequence, students will

Feel...	- Interested in how health class can help their lives - Connected to their peers
Know/Be able to...	- Articulate their emotions more fully - Access resources for support when they need it
Make...	A visual representation of who they are that they can share with others

WEEK 1	Lesson 1	Lesson 2
OBJECTIVES	Lesson 1 - Set group agreements/norms to to create and maintain a safe space to learn about Social Emotional/Mental Health - Explain the interrelationship of community, physical, mental, emotional, social and spiritual health. - Reflect on their current efforts to maintain or improve community, physical, mental, emotional and sense of hope, purpose, and peace.	Lesson 2 - Describe characteristics of an emotionally healthy person. - Describe role models who demonstrate positive emotional health. - Explain ways to improve emotional health.
ACTIVITIES	- Do Now - Introduction and Setting up Classroom Agreements - The Different Types of Health - What About Your Health? - What is Health Review - Check-out	- Do Now - Lesson: The Role of Emotions - Review: What is Mental Emotional Health - Traits of Emotionally Healthy People - Mindful Breathing Break - Resources and Tips - Traits of Emotionally Healthy People - Individual Student Work - Lesson review & Check-out

Health (continued)

WEEK 2	Lesson 3	Lesson 4
OBJECTIVES	Lesson 3 • Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. • Explain appropriate and healthy ways to express emotions. • Explain how the expression of emotions can help or hurt oneself or others.	Lesson 4 • Learn to value and regularly use assertive, positive ways to build and maintain a peaceful classroom community. • Practice and enhance positive and supportive connections with peers. • Develop an understanding of the principles and vocabulary of restorative justice. • Practice how to participate in circle dialogues, including the four circle guidelines. • Learn to communicate how they are affected by given situations using affective statements and restorative questions.
	ACTIVITIES • Do Now • Understanding and Expressing Emotions/Feelings (slides 6 - 10) • Recognizing Emotions/Feelings Student Activity • Mindful Break - Resources and Tips • Lesson, Handling Emotions • Positive and Negative ways to Express Emotions/Feelings • Check-out	ACTIVITIES • Do Now • Introduction to Community Circles/Participate in Community Circle • Community Circle Reflection • Check out