



Aspire Instructional Minutes & Content Planning Guidelines

Grades 6-12

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SECTION A: Making Sense of Reopening 2020

For more details see [STAGES 1-5 Instructional Delivery Model](#)

Document Purpose

This document should serve as a guide for site leaders and teachers to both:

- Design an instructional program that meets the requirements at each stage of reopening and
- Envision what is possible to maximize student engagement in learning during the 2020-21 school year

While sites may move between stages at varied timelines throughout the year, the instructional model within each stage should look the same across Aspire school sites, in adherence to the guidelines in this document.

The Aspire Ed Team created these guidelines in alignment with requirements from the [California Legislature](#) as well as feedback from Aspire teammates, students, and families. The specific feedback we worked to incorporate in these guidelines includes the following:

| Feedback | Response |
|---|--|
| <ul style="list-style-type: none">• School site leaders and teachers wanted to feel empowered to adjust plans to meet the needs of their students | <ul style="list-style-type: none">• The non-negotiables to meet ADA and provide equitable educational opportunities to all students are provided along with various models of how site leaders can contextualize these to meet site needs. |
| <ul style="list-style-type: none">• There is desire and energy to provide both on- and off-screen authentic learning experiences for students | <ul style="list-style-type: none">• Our Instructional Model includes 30-60 minutes of synchronous instruction once a week per core course |
| <ul style="list-style-type: none">• With Aspire likely moving between stages next year, staff wanted clear structures on how to balance in-person and remote instructional models in a way that will make any moves between stages easier | <ul style="list-style-type: none">• The content-specific guidelines make recommendations for leveraging the same or similar content platforms for distance learning as in-person learning. |

This document should serve as a high level overview of the Instructional Program for 6-12th grade. It will be accompanied by trainings, office hours and supportive planning sessions throughout the summer. Dates and content for these will be announced in mid- to late July.

SECTION B: Staging Details

Instructional Minutes

These minutes are based on California's legal definition of an "instructional day" ([section 43501](#)), which stipulates 240 total minutes. In distance learning, this means the "time value" of assignments as designed by a credentialed teacher.

| Instructional Delivery Requirements: 6th - 12th Grade | |
|--|--|
| Minimum Total Required Instructional Minutes per DAY: 240 Minutes | |
| Weekly Student Instructional Engagement Minutes Requirements (Asynchronous, Synchronous, In-person) | |
| 6th - 8th Grade | 9th - 12th Grade |
| <p><u>Course Minimum Time Requirements</u> The following reflects the per week time AVERAGE minimums per required course:</p> <ul style="list-style-type: none"> - Math - 225 min/week - Science - 225 min/week - ELA* - 225 min/week - Hxstory* - 225 min/week - SEL - 75 min/week - ELD - 120 min/week (Required for English Learners) - An additional 225 min/week are required for grades 6-8 (see options A and B) <p><i>*Schools offering Humanities courses need to provide 450 minutes/week of humanities instruction</i></p> | <p><u>Course Minimum Time Requirements</u> Students should be enrolled in at least 5 courses & receive SEL instruction to meet minimum weekly AVERAGE minutes:</p> <ul style="list-style-type: none"> - Math - 225 min/week - Science - 225 min/week - ELA* - 225 min/week - Hxstory* - 225 min/week - ELD - 120 min/week (Required for English Learners) - Additional A-G Courses - 225 min/week** - Government/Economics - 225 minutes per week - SEL - 75 min/week <p><i>**Early College High School (ECHS) courses will be coordinated locally with the accredited college offering the course.</i></p> |
| Weekly Synchronous Minimum Time Requirements (relevant during distance learning) | |
| <p>Students should engage in synchronous instruction for 30-60 minutes once a week per core course, including any designated ELD course. This could look like:</p> <ul style="list-style-type: none"> - Whole group instruction - Small group instruction - Individual check ins <p>Please look for additional information from our Special Education department regarding each phase of service delivery by mid-July, pending guidance from our governing SELPA's.</p> <p>All SEL instruction should be synchronous.</p> | |

6th - 8th Grade Instructional Minutes Options

(Note: these are not the exclusive options, but are intended to provide an illustration of how to meet the minimum requirements)

Minimum Total Required Instructional Minutes per DAY: 240 Minutes

Option A

Students engaged in Math, ELA, History, Science, and SEL for increased minutes each day in order to meet the 240 minute per day minimum requirement.

- Math - 300 min/week average
- Science - 300 min/week average
- ELA* - 300 min/week average
- Hxstory* - 300 min/week average
- SEL - 75 min/week
- *ELD - 120 min/week*
(Required for English Learners)

Option B

Students engage daily 45 minutes of ELA, History, Math, Science, SEL AND an elective course.

- Math - 225 min/week average
- Science - 225 min/week average
- ELA* - 225 min/week average
- Hxstory* - 225 min/week average
- Art, Computer Science, Sex Ed, Advisory, etc. - 225 min/week average
- SEL - 75 min/week
- *ELD - 120 min/week*
(Required for English Learners)

Stage 2 Instructional Delivery Requirements: 6th - 12th Grade

- The goal of stage 2 is primarily to build community and review safety and distancing protocols in order to prepare students for in-person instruction.
- On days in which students are on campus in Stage 2, they are still expected to engage in 240 instructional minutes total, inclusive of in-person minutes, estimated time for homework, and asynchronous instruction. For example, if a student were on campus for 120 minutes on one day, that student should be assigned an additional 120 minutes to be completed at home.
- On days in which students are off campus in Stage 2, they ARE required to engage in distance learning according to the minutes guidelines described above for distance learning.

Stage 3 Instructional Delivery Requirements: 6th - 12th Grade

- On days in which students are on campus in Stage 3, they are still expected to engage in 240 instructional minutes total, inclusive of in-person minutes, estimated time for homework, and asynchronous instruction. For example, if a student were on campus for 120 minutes on one day, that student should be assigned an additional 120 minutes to be completed at home.
- On days in which students are off campus in Stage 3, they ARE required to engage in distance learning according to the minutes guidelines described above for distance learning.
- The time scheduled for in-person site time during stage 3 counts towards the 240 minute requirement.

Stage 4 & 5 Instructional Delivery Requirements: 6th - 12th Grade

Information coming prior to the launch of Stage 2.

| Components of the Instructional Model at Each Stage | | | | | |
|---|--|---------|---------|---------|---------|
| Instructional Model | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
| Asynchronous Instruction | x | x | x | | |
| Synchronous Instruction | x | x | x | | |
| In-person Instruction | | x | x | x | x |
| Special Education | Look for more info related to each service delivery phase by mid-July, pending guidance from the LAUSD and EDCOE SELPAs. | | | | |

Sample Student and Teacher Week Schedules

There are various ways in which site leaders can create student and teacher schedules in order to honor the guidelines outlined for middle and high school students. Some samples can be found in the appendix of this document. The ones modeled by the Aspire Ed Team include:

[Sample Distance Learning Student-Facing Week-at-a-Glance \(WAG\)](#)

- Sample Distance Learning Middle School Student-Facing

[Sample Distance Student Daily/Weekly Schedules](#)

- Sample Distance Learning Middle School Student Daily/Weekly Schedules
- Sample Distance Learning Middle School English Language Learner Daily/Weekly Schedule
- Sample Distance Learning High School Student Daily/Weekly Schedule

[Sample Distance Learning Teacher Schedules](#)

- Sample Distance Learning Middle School Teacher Schedule (one core class)
- Sample Distance Learning High School Teacher Schedule (two core courses)

Section C: Aspire Secondary Teacher Planning Guidelines

General Information

Objectives for Aspire Re-opening for Grades 6-12:

Leaders and teachers will work to create the conditions to...

- continue standards-based instruction in all core content areas
- allow for a smooth transition between in-person and distance learning experiences
- maintain school and class community relationships through frequent check ins
- accelerate student learning by prioritizing the major work of the grade, diagnose unfinished learning and teaching and making a plan to address unfinished learning and teaching
- engage students in standards-aligned joyful, relevant activities

Quality Criteria - Lesson Planning

Regardless of content area, distance learning lessons should all share the following criteria:

- ☐ Accessible daily instruction via Learning Management System (Google Classroom, Seesaw, Canvas)
- ☐ Lesson Prep and Internalization
 - ☐ CCSS/NGSS standard
 - ☐ Standards-aligned objective
 - ☐ Method for delivering new content
 - ☐ Check for understanding with Criteria for Success
 - ☐ Embedded [scaffolding](#) to address unfinished teaching and learning
- ☐ Student-Facing Materials
 - ☐ Clear lesson objective tied to module/unit goal
 - ☐ Assignment criteria for success/checklist
 - ☐ Key task exemplar/answer key (when appropriate)
 - ☐ Student practice opportunities with models, exemplars, sentence frames as needed in order to provide clarity
 - ☐ Differentiation embedded for students with [IEPs](#) and [English Language Learners](#)

Asynchronous Instructional Best Practices

- ☐ Ensure a consistent, predictable structure of weekly student independent work
- ☐ Proactively communicate most important work with families
- ☐ Release all assignments for the week on Monday with clear communication about which ones will be graded (see magical sample student WAAG [here](#))
- ☐ Leverage online systems to provide timely feedback to students on their asynchronous work; highlight exemplar student work and/or share back trend feedback to classes
- ☐ Use videos (youtube, khan academy, teacher created) that model problem-solving and/or the essential work expected of students
- ☐ Provide 'ramp' questions to math tasks; leverage videos or multimedia to build background knowledge for complex texts

- ☐ Build fluency with Google Doc and other online learning platform capabilities
- ☐ Provide optional online extension activities

Synchronous Instructional Best Practices

Build a strong culture for synchronous instruction:

- ☐ Create and leverage a shared set of community agreements (Charter) for your synchronous Zoom instruction
- ☐ Embed social emotional learning opportunities with your content
- ☐ Build student fluency with online platforms for the first 2 weeks of instruction

Introduce new content/address misconceptions:

- ☐ Review trends from prior asynchronous work and preview key upcoming tasks, clarifying any misconceptions
- ☐ Create opportunities for student-to-student discourse, including the use of Zoom breakout rooms
- ☐ Leverage writing on a tablet for exemplars, or use a [makeshift doc cam](#)

Gather formative data to inform future instruction:

- ☐ Carefully craft questions aligned to the major work of the grade
- ☐ Explicitly instruct and remind students about use of Zoom non-verbal tools (chat, Reactions, non-verbal feedback if camera is on) for feedback

In-Person (Stage 3) Best Practices

- ☐ Leverage in person time to either...
 - ☐ Launch students into productive distance learning time OR
 - ☐ Synthesize or build upon prior distance learning instructional series
- ☐ Respond to data from prior asynchronous work
- ☐ Preview key upcoming tasks, clarifying any misconceptions
- ☐ Align instruction to strong instruction as outlined in the [ASLE](#) and the [TNTP Acceleration Guide](#)

Content Planning Guidelines: SEL 6-12 Folder

Rationale

During periods of uncertainty or trauma providing students opportunities to engage in SEL is more important than ever. Regional Directors of Student Services are providing SEL resources to sites. It is recommended that sites prioritize explicit SEL instruction during the weekly Advisory period, as well as throughout the day's courses. Sites should provide scholars with 60 minutes per week of SEL instruction.

[Why Social and Emotional Learning is Essential for Students](#)

Planning Resources

- [MS RULER Scope & Sequence 20/21](#)
- [HS RULER Scope & Sequence 20/21](#)
- [SEL/RULER Internalization Protocol for Intellectual Preparation](#)

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| Content-Specific PD | Podcast: Permission to Feel w/ Podcast with Brene Brown & Ruler Creator Mark Brackett |
| Best Practices | <ul style="list-style-type: none"> Students benefit from real-time, synchronous SEL instruction, as interaction with peers and caring adults is essential to safe practice and internalization of the CASEL core competencies and pro-social behaviors. Engaging families in culturally-relevant SEL instruction Weaving SEL into our Classroom Questioning |
| Additional Recommended Resources | SEL resource can be found here , including guidance for the LA Region COVID-19 SEL Resources Black Lives Matters at School Education After COVID-19 Cannot Be Reimagined Without A Racial Justice Plan |

Content Planning Guidelines: ELA 6-12 Folder

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| Rationale | <p>The resources and tools for ELA are aimed at supporting teachers with delivering daily content that adheres to the quality criteria guidelines. Since Aspire has not undergone system-wide ELA curriculum alignment, there is not one Aspire-recommended ELA distance learning content platform to guide planning, content delivery, practice and assessment for students. However, we recommend site leaders in partnership with their ELA teachers carefully review the Considerations for Distance Learning ELA Curriculum Platforms in order to determine the best platform given the needs of their school community.</p> | | |
| Planning Resources | <p>CommonLit</p> <ul style="list-style-type: none"> Lesson Series/Unit Internalization and Sample Lesson Scope: planning steps to ensure platform is a tool for CCSS-aligned learning and sample lesson scope SAMPLE CommonLit Student-Facing WAG CommonLit Scope & Sequence (for free units) For full-year CommonLit scope and sequence, contact Amy Youngman | <p>StudySync</p> <ul style="list-style-type: none"> Lesson Series Internalization and Sample Lesson Scope: planning steps to ensure curriculum is a tool for CCSS-aligned learning and sample lesson scope StudySync Grade-by-Grade Scope & Sequence: unit essential questions, text list, standards map by grade | <p>Other Curricula (non-digitized option)</p> <ul style="list-style-type: none"> UBD Planning Template: planning a lesson/unit with the end in mind, focused on student understanding (Sample English 3 Unit Plan) UDL Guidelines Educator Worksheet: a framework for planning a lesson or unit in a way that meets the needs of all learners Common Core Companion (6-8, 9-12): to ground planning in the standards |

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| Content-Specific PD | <ul style="list-style-type: none"> - Getting started with CommonLit: technical overview for launching CommonLit <ul style="list-style-type: none"> - Coming soon: How to Effectively Teach a CommonLit Distance Learning Unit - Coming soon: How to Use CommonLit Data to Track Student Progress - Coming Soon: How to turn any CommonLit Lesson Into a Video Lesson - Remote Learning using StudySync: webinar orienting users to platform and tools for remote instruction |
| Best Practices | <ul style="list-style-type: none"> - 2020-21 Priority Instructional Content in ELA/Literacy and Mathematics: Achieve the Core's guide for prioritizing major work of the grade and essential skills. - Literacy Scaffolding: this menu provides both general best practices for scaffolding instruction and literacy best practices to ensure students can access grade-level texts and tasks |
| Additional Recommended Resources | <p><u>Text sets from CommonLit</u> (must be logged in with a free CommonLit account to access)</p> <ul style="list-style-type: none"> - COVID-19 Texts: 20 texts on global health, human kindness, self-care, & coping with uncertainty - Texts for Talking about Race: 59 texts for talking about race and racism with children/young adults |

Content Planning Guidelines: Hxstory 6-12 Folder

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| Rationale | <p>The resources and tools for history are aimed at supporting teachers with delivering daily content that adheres to the quality criteria guidelines. Since Aspire has not undergone system-wide History curriculum alignment, there is not one Aspire-recommended history distance learning content platform to guide planning, content delivery, practice and assessment for students. Instead, we recommend leveraging materials from vetted platforms. We recommend site leaders in partnership with their history teachers carefully review the Considerations for Distance Learning Hxstory Curriculum Platforms in order to determine the best platforms given the needs of their school community.</p> |
| Planning Resources | <ul style="list-style-type: none"> - UBD Planning Template: planning a lesson or unit with the end in mind, focused on student learning and understanding <ul style="list-style-type: none"> - Sample English 3 Unit Plan - UDL Guidelines Educator Worksheet: a framework for planning a lesson or unit in a way that meets the needs of all learners - Inquiry Design Model: planning model grounded in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for State Social Studies Standards. |
| Content-Specific PD | <ul style="list-style-type: none"> - Explore the Considerations document and explore professional development options for the curriculum you choose to use. |
| Best Practices | <ul style="list-style-type: none"> - 2020-21 Priority Instructional Content in ELA/Literacy and Mathematics: Achieve the Core's guide for prioritizing major work of the grade and essential skills. - Literacy Scaffolding: this menu provides both general best practices for scaffolding instruction and literacy best practices to ensure students can access grade-level texts and tasks |
| Additional Resources | <p><u>Text sets from CommonLit</u> (must be logged in with a free CommonLit account to access)</p> <ul style="list-style-type: none"> - Texts for Talking about Race: 59 texts for talking about race and racism with children/young adults |

Content Planning Guidelines: Math

6-12 Folder

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| Rationale | <p>Aspire's Vision for Math: All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.</p> <p>Aspire's math program will continue to leverage our centrally-supported curriculum (outlined here for grades 6-8 and here for grades 9-12), adapted for distance learning with the tools, resources, and guidelines listed below. Continuing to leverage these resources will allow for content teams and individual teachers to transition between distance learning stages as easily as possible while continuing to focus on major work of the grade throughout the school year. This will also allow for teachers to begin the multi-year work of accelerating learning to address the teaching opportunity gaps that the pandemic presented.</p> |
| Planning Resources | <p><i>Eureka Math (grades 6-8) and CPM and Core Plus (grades 9-12) are the Aspire-wide adopted curricular tools - both asynchronous and synchronous opportunities should leverage these curricula whenever possible and set students up for coherent learning across all stages.</i></p> <p>Module/ Unit Internalization Protocols Eureka Math (Grades 6-8) - Core Plus (Grades 9-12) - CPM (Grades 9-12) Provides a protocol for deeply analyzing an upcoming module (unit) and understanding the standards and goals within a given module/unit.</p> <p>Lesson Internalization Protocols Eureka Math (Grades 6-8) - Core Plus (Grades 9-12) - CPM (Grades 9-12) Provides a protocol for deeply understanding and customizing a lesson based on the needs of your students and the demands of the objectives</p> <p><i>During Distance Learning, teachers should aim to facilitate 3 Eureka lessons in a 5 day week.</i></p> <ul style="list-style-type: none"> • <i>For Core Plus and CPM, plan assuming lessons will take roughly 1.5 times the estimated length of in-person instruction and make adjustments based on student data.</i> <p><i>During In-person learning, teachers should aim to facilitate 5 lessons in a 5-day week (standard pacing).</i></p> <ul style="list-style-type: none"> • <i>For Core Plus and CPM, plan according to the pacing provided in pacing guides.</i> <p>Note: Due to time constraints resulting from distance learning, it is likely that teachers will not be able to teach all of their grade level content in depth this year. For modules that may need to be abbreviated, additional guidance will be provided on how students can still have some exposure to these additional and supporting clusters.</p> |

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| | <p>Additional documents and resources can be found on the TK-12 Math MyAspire page.</p> <p>Pacing Guides</p> <ul style="list-style-type: none"> • EUREKA Pacing Guides • Core Plus Pacing Guides • CPM Pacing Guides |
| Content-Specific PD | <p>Asynchronous session for Launching Eureka is being developed and will be available during New Educator/New Teammate Training, and will be available as optional PD for all others.</p> <p>Teach Eureka Video Series: A link to a video series for each module of the curriculum.</p> <p>CPM Virtual Training: CPM has moved all of their summer institutes to be held virtually; speak to your site leader about attending if relevant to you.</p> <p>NCTM “100 Days of Professional Learning”: A schedule of virtual learning opportunities from the National Council of Teachers of Mathematics.</p> <p>Webinar: Math Language Routines: Vibrant Discussions in the Math Classroom Webinar: Math Language Routines - The What, the Why, the How</p> <p>The mini-webinar will give a quick overview of the MLRs. Viewers will get a quick look at some of the supplementary routines and how to integrate them into grade-level work.</p> <p>Distance Learning with Desmos (webinars and resources)</p> <ul style="list-style-type: none"> ○ Email AskUs to request a Desmos account linked to Aspire’s Eureka curriculum <p>Deep Dive into the CCSS Math Shifts (1-3 hours)</p> <p>Lesson Internalization and Customization (available on Talent LMS)</p> <p>Introduction to Eureka Math Tk-8 (New Teachers)</p> |
| Best Practices | <p>20-21 Priority Instructional Content</p> <p>This document names the instructional content priorities in mathematics (K–8) and ELA/literacy (K–12) for the 2020–21 academic year. It provides guidance for the field about the content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards.</p> <p>Math Language Routines</p> <p>This paper describes the research-supported Math Language Routines. Asynchronous training will be available late summer that will touch on how to incorporate these in a distance learning setting.</p> <p>Desmos</p> <p>Desmos has developed a number of Eureka-aligned teacher activities that would be well-suited to in-person or distance learning (particularly synchronous sessions). Email AskUs if you do not</p> |

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| | have access to these Eureka-aligned activities after logging in to teacher.desmos.com using your Aspire Google account. They have resources on how to use their tools during distance learning here . |
| Additional Recommended Resources | <p>CCSS Math Standards A comprehensive list of the math common-core standards</p> <p>Achieve the Core - Coherence Map This tool outlines the link between the common core math standards.</p> <p>Achieve the Core - Focus Documents These documents categorize each of the standards as major, supporting or additional work.</p> <p>Standards and Aspect of Rigor Resource CC standards call for three different aspects of rigor (conceptual, fluency and application). This doc outlines every standard and their aspect(s) of rigor. This is a great resource for ensuring you are engaging students in a wide-range of thinking depending on the standard.</p> <p>Math Standards Vertical Progressions These progression documents from Achieve the Core can explain why standards are sequenced the way they are, point out cognitive difficulties and pedagogical solutions, and give more detail on particularly knotty areas of mathematics.</p> <p>Eureka Planning Resources - Videos (lessons and problem sets), flipchart, digital exit tickets</p> <p>Virtual manipulatives</p> <p>Assistments 2.0- fillable versions of Eureka PDFs</p> <p>Khan Academy- Eureka aligned practice</p> <p>Eureka Parent Tip Sheets - English</p> <p>Eureka Parent Tip Sheets - Spanish</p> <p>Parent Resource- Key vocabulary, Homework Helper (PDF), Homework Helper (video)</p> <p>Khan Academy- Eureka aligned practice</p> <p>Desmos - Free online scientific calculator and graphing calculator</p> |

Content Planning Guidelines: Science

6-12 Folder

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| Rationale | The resources and tools for Science are aimed at supporting teachers with delivering daily content that adheres to the quality criteria guidelines . Since Aspire has not undergone system-wide Science curriculum alignment, there is not one Aspire-recommended Science distance learning content platform to guide planning, content delivery, practice and assessment for students. However, it is recommended that middle school science planning follows the CA NGSS Integrated Pathway. | |
| Planning Resources | <p>Designing Your Own Unit: Instructional Sequence: 6th, 7th, 8th, CA NGSS Framework and Suggested Unit</p> <p>Planning with a Conceptual Flow:</p> | <p>Using Publisher Instructional Materials: Internalization Protocol</p> <p>Sample Modified Lessons by Grade Level:</p> |

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|---|--|---|
| | <ul style="list-style-type: none"> • Conceptual Flow Digital Template (Building a Unit) • Ambitious Science Teacher: Unit Planning Tool <p>5E Learning Sequence Planning:</p> <ul style="list-style-type: none"> • 5E Key Components • 5E Lesson Plan Guide and template 1 <p>See The Aspire NGSS Toolkit for additional information</p> | <p>Secondary Science Distance Learning Landing Page</p> <p><i>Analyzing My Stuff: A protocol for analyzing activities or individual resources you want to add to your instruction.</i></p> <p>See the NGSS Toolkit for the Equip Rubric Links for reviewing a whole unit.</p> |
| Content-Specific PD | <p>Statewide Roll-Out Resources</p> <p>Documents from all sessions of the statewide NGSS Roll-Outs from SJCOE.</p> <p>18-19 NGSS Summer Institute</p> <p>Folder containing all the materials (slide decks, facilitator agendas, handouts) from the 18-19 Aspire NGSS Summer Institute in Stockton, CA.</p> <p>Bay Area Science PD</p> <p>Los Angeles STEM PD Folder</p> | |
| Best Practices | <ul style="list-style-type: none"> • <i>Backwards plan your science lessons from the project and standards to the daily deliverables.</i> • <i>Align units to your grade level CA NGSS standards and investigate local phenomena when possible.</i> • <i>Follow your instructional materials or create your own bundle of 5E learning sequences with tools from the Aspire TK-12 NGSS Toolkit.</i> • <i>Be Consistent: Synchronous and Asynchronous activities should work together to build your students' understanding about the phenomenon/engineering problem and the standards (science and engineering practices, cross-cutting concepts, and disciplinary core ideas).</i> • <i>Choose Your Routines and Inquiry formats:</i> <ul style="list-style-type: none"> ○ <i>Synchronous sessions may include: teacher demonstrations, students observing the intro phenomenon together, group exploration time, and students explaining their reasoning.</i> ○ <i>Asynchronous learning sessions may include: students collecting data, researching, watching videos and responding to questions through google classroom or flipgrid, completing models, or CERs.</i> | |
| Additional Recommended Resources | <p>Aspire NGSS Toolkit: Contains Resource links for curriculum and assessment</p> <p>Secondary Science Distance Learning Landing Page Contains Resource Links to Distance Learning Platforms, as well as sample modified lessons by grade level.</p> <p>Integrating ELD Supports in Science:</p> <ul style="list-style-type: none"> • GLAD materials for Integrating ELD into science Learning Sequences • Upper Elementary and Secondary EL Achieve CM resources/tools for Integrated ELD | |

- Planning support for Asynchronous learning.

Content Planning Guidelines: ELD

6-12 Folder

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| Rationale | As an organization, we are committed to providing designated ELD for all English Language Learners in our system. Curricular supports offered to students in designated ELD must be aligned to the ELD Standards and Framework, as it is a core content. The curriculum listed below meets the criteria for California-approved ELD Curricula. | | |
| Planning Resources | English 3D <ul style="list-style-type: none"> - Sample Lessons from Phase 2 - Placeholder: ENGLISH 3D dashboard | National Geographic <ul style="list-style-type: none"> - Sample Lessons from Phase 2 | Rosetta Stone (for Newcomers) <ul style="list-style-type: none"> - See students list here (these students have access for 14 months) |
| Content-Specific PD | <ul style="list-style-type: none"> - English 3D Training: August 5th and 6th <ul style="list-style-type: none"> - English 3D Preview Webinars: Overview of the Program (~4 min), Previewing the Program (~16 min), Model Lesson: Building Reading Fluency (~42 min) - ELPAC Training: Moodle trainings available asynchronous starting ____ and due ____ - Integrated ELD/Accelerating Learning for English Learners PD: August 5 or 6th | | |
| Best Practices | <p>Scheduling Consideration: 6-12th grade Designated ELD curricula cohorts students in 6-8th grade (Course B) together and 9-12th grade (Course C) together. Typically, combining grade levels poses no health risk to the community. However, when practicing social distancing, we need to put students' health first.</p> <ul style="list-style-type: none"> - Therefore, to ensure student safety while also meeting the linguistic needs of our English Learners, we recommend designated ELD be delivered through distance learning within stages 1-4. <p>Asynchronous/Synchronous Instruction: It is imperative that English Learners have many, varied opportunities to practice speaking and listening skills. Teachers should leverage the majority of synchronous instruction to encourage student-to-student discourse.</p> | | |
| Additional Recommended Resources | <ul style="list-style-type: none"> - Duolingo was leveraged by some sites during Phase 2 of distance learning in the 2019-2020 school year. However, the platform does not fully reflect the rigor of instruction aligned to the ELD Standards and Framework. As such, Duolingo can be leveraged for Designated ELD during only the first month of the 2020-2021 school year. - For Students w/disabilities: Brain Pop ELL will need to be purchased (per site discretion) | | |

- [Integrated ELD Folder of Resources](#) (to be revised soon!)

| Initial ELPAC Testing Implications ***Tentative shifted guidance from the state | AUG | SEPT | OCT |
|--|---|---|--|
| | Initial ELPAC window: Aug. 20th-Sept. 3rd (hold additional spaces for potential additions from TBD lists) | Sept. 3rd: 30 day window closes Date TBD: updated EL lists provided by Home Office | Oct-May: Monthly TBD Lists produced by Home Office indicating additional students to be given the Initial ELPAC. FOCUS: Progress Monitoring |

APPENDIX

Sample Distance Learning Student-Facing Week-at-a-Glance

| SAMPLE Student- Facing Week-at-a-Glance (Grade 8: CommonLit, Improving our Society Unit - Unit Virtual Link) | | | | | |
|--|--|---|---|---|--|
| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| ELA Instruction | | | | | |
| Text and/or Focus | "The Blue-Eyed, Brown-Eyed Exercise" | "Jabari Unmasked" by Nikki Grimes | Zoom with Ms. Y! Discuss Pairing Questions | Weekly Text Assessment Questions | Unit Writer |
| Objective | I can understand some causes and effects of prejudice and consider some first steps in interrupting it by reading and annotating "The Blue-Eyed, Brown-Eyed Exercise" and completing column 1 in Unit Writer . | I can further understand some causes and effects of prejudice and consider some first steps in interrupting it by reading and annotating "Jabari Unmasked" and completing column 1 in their Unit Writer . | I can engage in discussions with my peers to analyze the connections between the two focus texts for the week, clarify my misconceptions about the texts and preview key asynchronous tasks for the rest of the week. (consider facilitating a Socratic) | I can review my annotations and notes from class discussion to answer the assessment questions for the 2 focus texts. My constructed response to the final assessment question will meet rubric expectations. | I can complete the final column in my Unit Writer for the two focus texts and post a response to one discussion question on the Google Classroom discussion board. |
| What to turn in (feedback provided) | <input type="checkbox"/> At least 5 annotations on text <input type="checkbox"/> At least 2 significant details from the text captured in column 1 in Unit Writer . | <input type="checkbox"/> At least 5 annotations on text <input type="checkbox"/> At least 2 significant details from the text captured in column 1 in Unit Writer . | <input type="checkbox"/> Responses on pg. 2 of your Unit Writer . | <input type="checkbox"/> Submit assessment question responses for Text 1 and Text 2. <input type="checkbox"/> Read and provide peer feedback aligned to class rubric for the CR response shared with you. | <input type="checkbox"/> Posted response to one text question <input type="checkbox"/> Answer: What can we do to improve society, referencing two pieces of evidence in the right column of Unit Writer . |

Sample Distance Learning Student Daily/Weekly Schedules

SAMPLE Student Schedule (6-8)

| Agenda | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|------------------|---------|------------------|--------------------------|------------------------|
| Synchronous Instructional Block | | | | | |
| 8:30 - 9:00 | SEL with Advisor | n/a | SEL with Advisor | 1:1 Check-In (8:30-8:40) | SEL with Advisor |
| 9:00 - 10:00 | Math | Science | ELA | History | History (Asynchronous) |
| Asynchronous Instruction | | | | | |
| 10:05 - 11:05 | Science | ELA | History | Math | Math |
| 11:05 - 11:15 | Brain Break | | | | |
| 11:15 - 12:15 | ELA | History | Math | Science | Science |
| 12:15 - 1:00 | Lunch | | | | |
| 1:00 - 2:00 | History | Math | Science | ELA | ELA |

SAMPLE Student Schedule (6-8) (with ELD)

| Agenda | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|------------------|--------------------------|------------------|------------------|------------------|
| Synchronous Instructional Block | | | | | |
| 8:30 - 8:45 | SEL with Advisor | 1:1 Check-in (8:30-8:40) | SEL with Advisor | SEL with Advisor | SEL with Advisor |
| 8:45 - 9:45 | Math | ELA | Science | History | ELD |

| Asynchronous Instruction | | | | | |
|--------------------------|---------|---------|---------|---------|---------|
| 9:50-10:50 | Science | ELA | History | ELD | Math |
| 10:55 - 11:55 | ELA | History | ELD | Math | Science |
| 11:55 - 12:40 | Lunch | | | | |
| 12:40 - 1:40 | History | ELD | Math | Science | History |
| 1:45 - 2:45 | ELD | Math | Science | History | ELA |

| SAMPLE Student Schedule (9-12) | | | | | |
|---------------------------------|------------------|--------------------------|------------------|----------|----------|
| Agenda | Monday | Tuesday | Wednesday | Thursday | Friday |
| Asynchronous Instruction | | | | | |
| 9:00 - 9:45 | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
| 9:50 - 10:35 | Course 2 | Course 3 | Course 4 | Course 5 | Course 1 |
| 10:35 - 10:45 | Brain Break | | | | |
| 10:45 - 11:30 | Course 3 | Course 4 | Course 5 | Course 1 | Course 2 |
| 11:30 - 12:30 | Lunch | | | | |
| 12:30 - 1:15 | Course 4 | Course 5 | Course 1 | Course 2 | Course 3 |
| Synchronous Instructional Block | | | | | |
| 1:20 - 2:05 | SEL with Advisor | 1:1 Check-In (1:30-1:40) | SEL with Advisor | n/a | n/a |
| 2:05 - 2:50 | Course 5 | Course 1 | Course 2 | Course 3 | Course 4 |

Sample Distance Learning Teacher Schedules

| SAMPLE TEACHER Schedule (6-8) | | | | | |
|-------------------------------|-------------------|---------------|-------------------------|-------------------|----------------------|
| Agenda | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 - 9:00 | SEL with Advisory | 1:1 Check-In | SEL with Advisory | SEL with Advisory | 1:1 Check-In |
| 9:00 - 9:45 | Math 6, grp A | Math 6, grp E | Teacher Planning | 1:1 Check-In | Site PD Time, |

| | | | | | |
|---------------|------------------|---------------|--|-------------------|---|
| 9:50 - 10:35 | Math 6, grp B | Math 6, grp F | | Teacher Work Time | Grade Level Meeting, Collaborative Planning, etc. |
| 10:35 - 10:45 | Brain Break | | | | |
| 10:45 - 11:30 | Math 6, grp C | Math 6, grp G | | | |
| 11:30 - 12:30 | Lunch | | | | |
| 12:30 - 1:15 | Math 6, grp D | Math 6, grp H | | | |
| 1:15 - 2:20 | Teacher Planning | | | | |

| SAMPLE TEACHER Schedule (9-12, teaching 2 Core Classes) <i>(in this <u>example</u>, teachers may have synchronous sessions of ~15-20 students and may wish to provide targeted feedback and office hours at other times)</i> | | | | | |
|--|-------------------|-------------------------------------|-------------------------------------|--|------------------|
| Agenda | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 - 9:00 | SEL with Advisory | Office hours: Pre-teach or Re-teach | Office hours: Pre-teach or Re-teach | SEL with Advisory | 1:1 Check-In |
| 9:00 - 9:45 | Teacher Planning | Teacher Planning | Teacher Planning | Teacher Planning | Teacher Planning |
| 9:50 - 10:35 | | | | | |
| 10:35 - 10:45 | Brain Break | | | | |
| 10:45 - 11:30 | ELA 9, grp A | ELA 9, grp B | ELA 9, grp C | ELA 9, grp D | ELA 9, grp E |
| 11:35 - 12:20 | ELA 10, grp A | ELA 10, grp B | ELA 10, grp C | ELA 10, grp D | ELA 10, grp E |
| 12:20 - 1:15 | Lunch | | | | |
| 1:15 - 2:20 | Teacher Work Time | | | Site PD Time, Grade Level Meeting, Collaborative Planning, etc | |