

HILLSIDE PUBLIC SCHOOLS HEALTH RELATED CLOSURE PLAN

Appendix A: Component 5

Component 5: Length of Virtual or Remote Instructions Day Plan

Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? (Differentiate Instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band,

GRADE BAND	TOTAL DAILY INSTRUCTIONAL TIME	ELA	MATH	SCIENCE	SOCIAL STUDIES	HEALTH/PE	SPECIALS/ELECTIVES (Art/Music/W.L, etc.)
Pre-K	60 minutes daily Monday – Thursday	Each day provides at least 2 activities for Literacy. The activities are set for 3 levels of learning between low, medium and high. The high activity is mostly labeled as a challenge or extra. We engage students in student choice as well by using Choice Boards. These boards are used to differentiated instruction. Students can choose their learning activity for the day. It is not developmentally appropriate to have students working on the computers for long periods of time. Therefore, many of the lessons are hands on and activity based	Each day provides at least 2 activities for Mathematics. The activities are set for 3 levels of learning between low, medium and high. The high activity is mostly labeled as challenge or extra. We developed a virtual learning rubric, which allowed families to communicate student growth/progress for important grade level learning standards. Additionally, assessment opportunities are provided using the Google Classroom platform. It is not developmentally appropriate to have students working on the computers for long periods of time. Therefore, many of the lessons are hands and activity based.	Science is embedded in the curriculum. We developed a virtual learning rubric, which allowed families to communicate student growth/progress for important grade level learning standards. Additionally, assessment opportunities are provided using the Google Classroom platform. It is not developmentally appropriate to have students working on the computers for long periods of time. Therefore, many of the lessons are hands on based and activity based.	Social Studies is embedded in the curriculum. We developed a virtual learning rubric, which allowed families to communicate student growth/progress for important grade level learning standards. Additionally, assessment opportunities are provided using the Google Classroom platform. It is not developmentally appropriate to have students working on the computers for long periods of time. Therefore, many of the lessons are hands on based and activity based	Physical education instructor has created Youtube Videos as well he has lessons planned on the Instructional Calendar for students to choose from daily. Suggested lesson should last about 20 minutes.	Our Visual and Performing Arts educator has designed lessons on our Instructional Calendars. Suggested lesson should be broken up throughout the week. The world language instructor assigns a weekly activity per grade level in the Activity Calendars. These activities involve exploring new vocabulary, grammar, review games and cultural explorations. Teachers utilize various websites to provide instructional videos and independent practice.
K	120 minutes daily Monday – Thursday	Language Arts is suggested to be 30 minutes per day. The Activity Calendars provide a Literacy Block, an online story to practice reading elements i.e- character, setting (time and place), sequence in a story (beginning, middle end). Students can choose their favorite story from their reading library or online story and complete the same activity. We also have provided Benchmark Advanced materials for students to use. Phonics and Writing are also taught daily. These boards are used to differentiated instruction. Students can choose their learning activity for the day.	Math is suggested to be taught 30 minutes per day using the EnVisions Curriculum. Additional resources, such as songs and videos, are also provided and go along with each lesson. Students are encouraged to use technology whenever appropriate however we have project-based activities embedded in the calendar. We engage students in student choice as well by using Choice Boards. These boards are used to differentiated instruction. Students can choose their learning activity for the day.	Science is taught once a week for 30 minutes. These activities can be done in a notebook or on a sheet of paper. FOSS is the curriculum and they offer a low-tech teaching resource for students without technology. We engage students in student choice as well by using a Science Choice Board. These boards are used to differentiated instruction. Students can choose their learning activity for the day. Crafts can be completed using household materials.	Social Studies is taught once a week for 30 minutes. These activities can be done in a notebook or on a sheet of paper. We engage students in student choice as well by using a Social Studies Choice Board. These boards are used to differentiated instruction. Students can choose their learning activity for the day. Crafts can be completed using household materials.	Physical education instructor has created Youtube Videos as well he has lessons planned on the Instructional Calendar for students to choose from daily. Suggested lesson should last about 20 minutes.	Our Visual and Performing Arts educator has designed lessons on our Instructional Calendars. Suggested lesson should be broken up throughout the week. The world language instructor assigns a weekly activity per grade level in the Activity Calendars. These activities involve exploring new vocabulary, grammar, review games and cultural explorations. Teachers utilize various websites to provide instructional videos and independent practice.
1 st Grade	120 minutes daily Monday – Thursday	Students in Grade 1 are using Google Classroom for remote instruction. We use activities from Benchmark Advanced ELA, for 40 minutes per day. Lesson for all content areas follow a three-step procedure: mini lesson / instructional video, practice work, exit slip/assessment piece.	Math instruction ranges from 30-40 minutes each day. Students in Grade 1 are using Google Classroom for remote instruction. Lesson for all content areas follow a three-step procedure: mini lesson / instructional video, practice work, exit slip/assessment piece. Teachers plan instruction using the Envision programs. Instructional planning is recorded on a remote learning plan calendar. Teachers follow this plan of instruction when creating materials for their Google Classrooms.	Science is taught once a week for 30 minutes. Teachers use the FOSS Curriculum and lessons Instructional planning is recorded on a remote learning plan calendar. Teachers follow this plan of instruction when creating materials for their Google Classrooms.	Social Studies is taught once a week for 30 minutes. These activities can be done in a notebook or on a sheet of paper. We engage students in student choice as well by using a Social Studies Choice Board. These boards are used to differentiated instruction. Students can choose their learning activity for the day. Crafts can be completed using household materials.	Physical education instructor has created Youtube Videos as well he has lessons planned on the Instructional Calendar for students to choose from daily. Suggested lesson should last about 20 minutes.	Our Visual and Performing Arts educator has designed lessons on our Instructional Calendars. Suggested lesson should be broken up throughout the week. The world language instructor assigns a weekly activity per grade level in the Activity Calendars. These activities involve exploring new vocabulary, grammar, review games and cultural explorations. Teachers utilize various websites to provide instructional videos and independent practice.

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2 nd - 6 th Grade	240 minutes daily Monday – Thursday	<p>The lessons from Benchmark Advanced are posted on Google Classroom and accessed by the students. 60 minutes of instructional and work time is devoted to Reading and Writing. The work has been modified to allow students to write on the pdf version of the student booklet. The lesson follows the Unit and week in Benchmark. The books have been made digital, so students can access them and videos are embedded in the lesson to help with clarification on skills. As students read, they are asked to annotate and take notes in the ebook, accessed through Benchmark Advance or a GoogleSlide Version, on questions posed on Google Classroom. They answer comprehension questions, make inferences about theme and character, and use context clues to determine meanings of words. After reading the story, students are asked to respond to a short prompt, answering the question and providing text evidence. Students reread stories and use graphic organizers to compare previous stories they have read. Achieve 3000 is also part of the weekly plans. Stories with similar themes/skills are posted. Students are asked to take the reading poll, read the story, answer the question and respond to the open-ended response. At the end of the week and unit, students log into Benchmark Advance and take the online assessment. At least once a week, teachers have a Google Classroom or Zoom meeting to check in with students, answer questions, clarify misunderstandings, and answer questions. Throughout the week, teachers are answering questions via Google Classroom, email, Remind, grading papers and providing feedback. Special Education teachers collaborate when completing the plans and are modifying as needed to meet the students' goals. Title I Teachers, ESL teachers, and inclusion teachers provide support to students by using intervention strategies, reteaching videos, and anchor charts. Pre-recorded lessons are posted on Google Classroom pages to reinforce skills. Teachers and students are engaging in interactive activities such as virtual field trips, Kahoot, Brainpop videos or use Storylineonline.net.</p>	<p>The first half hour of the math block consists of whole class instruction through Google Classroom and the enVisionmath virtual learning platform. Teachers post instructional videos and guided practice assignments. Teachers pose questions/problems for students to respond. Teachers provide feedback, address misconceptions and respond to student inquiries. Some teachers also elect to go live using Google chat and hangout. Students respond by posting and submitting work via Google classroom and through their Pearson enVisionmath accounts. Students growth is measured through the Pearson Realize enVisionmath online assessments administered/assigned by the teacher. The remaining 30 minutes are utilized to address standards which students are in need of remediation, according to data generated from our enVisionmath assessments. Teachers utilize intervention and reteach videos and activities to accomplish this. Title I, ESL and inclusion teachers push into the Google classroom to provide assistance. Teachers also provide those students who have exhibited mastery with enrichment activities through multistep problem solving activities and interdisciplinary connections. Enrichment is also provided weekly to advanced students by the gifted and talented (HEP) teacher. Teachers utilize a variety of educational technology, game-based learning platforms to reinforce skills, such as; Kahoot, BrianPop, Khan Academy, Study Jams, and Prodigy</p>	<p>Students have one hour of science a week. Lessons consist of teacher-generated assignments and interactive activities such as virtual field trips, Kahoot, Brainpop videos or use Storylineonline.net . We are also utilizing FOSS Home/School Connection Lessons. The FOSS Home/School Connect lessons support the hands on inquiry-based kits students engage in at school while not requiring internet access or extensive materials. The lessons include some physical science activities and outdoor exploration. The lessons require students to read, write draw, and share their observations of phenomena, which supports the practices of science and engineering in the NJSLS-S. The tasks can be differentiated as teachers provide additional feedback, require shorter amounts of trials, allow for extra time or multiple submissions. Teachers utilize google classroom to post assignments, provide feedback and supplement with additional resources i.e. PowerPoints, graphic organizers, videos, research, fossweb.com, etc. Students are responsible for completing assignments at home, including their families, asking for help and submitting assignments.</p>	<p>Teachers have conducted three 40 minute social studies lessons per week utilizing their Pearson MyWorld Realize platform. Lessons are whole class with some differentiation based upon the post questions/activities assigned. Students have access to digital text. Teacher post a section for students to read. A close reading and discussion ensues based on questions posed by teacher in Google classroom. Students post their responses. A follow-up assignment is is posted by the teacher which students complete and submit via Google classroom. Assessments are also given intermittently by teachers through the Pearson MyWorld virtual platform. Teacher have also devised interdisciplinary lessons with ELA through our Benchmark Advance and Achieve 3000 programs.</p>	<p>Physical education instructors have Google classroom pages in which they post 2 activities per week per grade level for students to do at home. This involves 30 minutes of instruction that includes exercise activities, videos to follow along with and health related lessons, Students respond through Google classroom. Some post photos and/or pictures of themselves completing the activity.</p>	<p>The world language instructor assigns a weekly activity per grade level in their Google classroom page. These activities involve exploring new vocabulary, grammar, review games and culture explorations. Teachers utilize various websites to provide instructional videos and independent practice. Both Art and Vocal Music assign a weekly activity per grade level in their Google classroom page. These activities are assessed through rubrics and participation.</p> <div style="background-color: #cccccc; text-align: center; padding: 5px;">INDEPENDENT WORK</div> <p>(Pre-K-8th Grade) Students are encouraged to read and write independently each day. Students are encouraged to use their online resources available at Pearson.com, fossweb.com, Benchmarkadvanced.com and www.readyrosie.com is an evidence-informed and research-based family engagement and early learning resource.</p> <p>(High School) Each guidance counselor has a google classroom page where they post Naviance Career and Post Secondary Education Activities. Students are encouraged to complete activities from AP Central, Khan Academy, and Pearson.com for additional help. Moreover, students are encouraged to read for 30 minutes for pleasure.</p>

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7 th -8 th Grade	240 minutes Monday – Thursday	<p>ELA is taught in 50 minute periods. Grade 7 has focused on standards. They have taken one standard at a time and have provided pdf work . The work is posted daily on Google Classroom and the students are asked to complete the work and hand it in. Students in Lit Lab Classes (title 1) are required to access Achieve 3000 and work on stories chosen for skill reinforcement. PDF versions are also posted on Google Classroom for students without internet access.</p> <p>Grade 8 teachers chose skills to work on and reinforce. Students are asked to read stories, answer questions, answer short responses. Notes are provided to students on the skills via Google Classroom for reference. All work is monitored via Google Classroom. Some teachers have chosen to hold Zoom classes or Google Meets once a week for check ins. All teachers are reaching out to students with missing work and for wellness checks via email, remind, phone, email etc. All students are asked to read each day.</p>	<p>Math is taught in 60 minute periods. Notes are posted daily either in a google doc or through video recordings. Class Assignments - Assignment posted daily online as a worksheet or a MathXL Assignment. Worksheets are also sent as a packet for students with internet issues. Independent Practice - Worksheet or MathXL assignment that is classwork. Students can reach out during school hours to ask teachers for help. MathXL differentiates for students. Teachers have taken specific standards to focus on and have provided pdf work . Teachers will also post interactive instructional videos to supplement learning. Similarly, in Pearson Realize, teachers utilize intervention lessons and reteach videos to address areas of concern. The work and links to interactive lessons are posted daily on Google Classroom and the students are asked to complete the work and turn it in. Teachers provide feedback, address misconceptions, and respond to student inquiries. Teachers utilize intervention and reteach videos and activities to accomplish this. Teachers are responsible for posting work daily in google classroom, aiding students, contacting parents, and grading work. When students elect to deepen their understanding teachers will give additional support through lesson supplements through learning apps such as IXL or Khan Academy. Student understanding of material is measured through daily questions assigned daily to assess prior learning of material. Students are also measured on their abilities through the assignment of the day which measures students on their prior knowledge as well as their understanding of new knowledge. Teachers are reaching out to students with missing work and for wellness checks. Most of classroom assignments are posted online through a digital format where students can get feedback from teachers from 9-11 and 1-3.. Students can ask for one-on-one assistance via a multitude of platforms such as email, hangouts, etc. The teacher is the facilitator of the learning and the assignments for that day. The teacher is there to answer any questions for students and assist those who need extra assistance during school hours. Students are responsible for signing into google, submitting work and asking for help when needed.</p>	<p>Students engage in 40 minutes of science every day. Teachers are creating their own science materials to support our FOSS -NJSL-S aligned curriculum. Work consists of readings, prepared notes, videos, do nows, quizzes, and open-ended responses. The in-class support teacher provides additional feedback and help through google classroom. Teachers differentiate the work, modifying the task, modifying the assessment requirements, allowing for resubmissions, and extra time. Teachers are responsible for posting work every day in google classroom, providing assists to students, contacting parents and grading work. Students are responsible for signing into google, submitting work and asking for help when needed.</p>	<p>Social studies is taught in 40 minute periods. While in remote learning, students were given various activities including social studies skills (charts, primary source analysis, graphs, geography, etc) along with curriculum-related topics for each grade level. General education teachers worked alongside special education teachers who made modifications to meet the needs of special education students. (2) Student growth has been measured based on varied assignments and personal communication/interaction between staff and students. By comparing student work of the same style from before and during virtual learning (short answers based on readings to short answers based on readings for example) we have been able to measure student progress. The role of the teacher during this time has been to create and monitor student work, provide feedback, and contact students and parents/guardians.</p>	<p>In Physical Education the students were assigned a Daily Log to complete. The Daily Log is due at the end of each week. The students receive a copy of the Daily Log in Google Classroom (or by email when requested). In order to get full credit, the student must fill out the Daily Log by writing down what exercises they did that day, completing at least 80 reps of exercises each day. The student's parent/guardian must sign the Daily Log next to each day of completed exercises. At the end of the week the student "Turn's In" the Daily Log in Google Classroom or Via their School Gmail. The student may do other exercises that are not on the suggested Phys. Ed. Online Lesson Plan, as long as they are greater or equal to 80 Reps a day. The student may also write down their exercises on a separate piece of paper if they are having technical difficulties. They must have on the paper; day, date, exercises completed, number of reps completed for each exercise and parent/guardian signatures. They may then take a picture of the Daily Log with their cell phone and email it to their teacher. The teacher is there to assist the student with anything they may need help with. The student is responsible for completing at least 80 reps of exercises each day and to have their parent/guardian sign the Daily Log to confirm the exercises were completed. Then the student must "Turn In" the assignment to their Phys. Ed. Teacher.</p>	<p>Students are assigned a daily art making challenge. Students are expected to complete the daily challenge using the list of themes provided. The teacher posts the daily theme on the mainstream in Google Classroom, and informs students of the day number and theme and expectations for the challenge. This is reiterated as a daily question and assignment for the theme of the day. Students have to answer a daily question and create an artwork, using any materials they have at home, incorporating the theme of the day. Students are expected to log onto Google Classroom, post answers to the daily question and submit their daily creation using the theme. The list of daily themes is made available to students. Students received an email with lists, lists are posted on my website for WOK Middle School, lists are posted in Google Classroom, and mailed to students who are not able to get online. Students are expected to post and turn in work as instructed through Google Classroom Threads. Students who are having issues or problems with Google Classroom can email me images of their work, preferably set up as a slideshow. The primary goal of this challenge is to complete a creative task each day, the time a student spends on each day's task is ideally 30 minutes, but this depends on what the student chooses and how long he or she needs to complete their work. When the challenge is complete, it should be similar to keeping a visual, creative journal. The daily themes are a mixture of subjects which cover a variety of subjects, some are personal, some touch on art history and appreciation, and others are to stretch the limits of the imagination. Spanish work is posted in Google Classroom or sent home in work packets. Different types of activities are provided to both review past material and grow new language skills.2. Student work and participation are compared to previous in person work, daily attendance is taken to monitor progress and participation</p>

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9-12	300 minutes Monday – Thursday	<p>High School teachers have planned lessons around novels and themes. Students are asked to read and answer text dependent questions. Some lessons ask for a dialectic journal, annotation and all assignments require writing short responses or paragraphs. Teachers are designing projects that require students to create video presentations to encourage the development of speaking and listening skills. Some teachers are holding meetings via Zoom or Google Meets at least twice a week for wellness check-ins, lesson clarification and questions. Some have delivered supplies to the house. Teachers are providing constructive feedback on student assignments in real-time. Teachers are reaching out through Google Classroom, Whatsapp, Remind, email and other forms of communication to make sure students are understanding the work, completing the work, and urging them to hand their work in. All teachers are maintaining attendance records. and parental contact. When needed, the teachers work with Guidance to ensure students social emotional wellbeing and implore their help when needed regarding work.</p>	<p>High School teachers are using Google Classroom, email, and Remind to communicate assignments and facilitate instruction. For the core subjects of Algebra, Geometry and Algebra 2, teachers are using the EnVision program, newly adopted this year. The program has a large digital component allowing students to access instructional materials online. Some teachers are exploring the use of Zoom and/or Google Meets to conduct short lessons with students. For students lacking access to technology, hard copy lesson plans are created by groups of teachers teaching the same subject to support students for the specified number of days. Special education teachers modify the work as needed to ensure that learning is accessible to their students. Some modifications are made for students taking ESL versions of the core subject. ESL students are allowed to receive hard copy work as well as receive support online. Similar to in-person instruction, the teacher's role during remote learning has been that of a facilitator, presenting the essential learning and providing guidance for students. Students have had to take on more ownership of their learning given the circumstances. Students are logging in regularly, checking for and completing assignments while engaging in the activities presented by the teacher.</p>	<p>Students engage in science every day. Teachers are working together to create NJLS-S aligned assignments for their content area (Biology, Chemistry, environmental, etc.). Teachers provide instruction through Google Meet. Google Hangouts, recorded notes, prepared notes, online resources, etc. The in class support teacher provides one on one support through google classroom to students that need additional help. The Special Ed teacher based on the student's IEP modifies the assignments / assessments. Extra time and resubmission of assignments is granted on a case by case need. The teacher is responsible for logging into google classroom, providing instruction and assignments, giving feedback to the student on assignments, contacting parents and submitting grades in a timely manner. The student is responsible for logging into Google classroom, completing assignments and asking for help when needed.</p>	<p>Teachers in the social studies department work diligently every day to engage students. Teachers work together to create both rigorous and creative assignments in US History I, US History II, and World History including research papers and projects. Social studies teachers that offer electives such as African American History, Sociology, History through Film, and Tomorrow's Teachers engage their students everyday with assignments that are relevant and provide support for students to conduct independent research in the real world. Teachers are consistently taking part in innovative ways to connect and provide support and specific feedback for students through regularly scheduled audio classes in google hangouts, google classroom collaborations, verbal presentations and short videos that deliver additional explanation of essential concepts within the discipline. Teachers also provide prepared notes, power-point presentations of important content, and follow-up assignments inclusive of critical thinking questions that extend their thinking while empowering students to be active learners. Teachers maintain open lines of communication with students & their families. and collaborate with guidance counselors to provide additional support for students in need. Students enrolled in AP US History are engaged in daily in-depth analysis and dialogue of subject matter that is both intellectually interesting and equips them with the tools they need to be successful in their AP exams. Students are responsible and held accountable by their teacher to log into google classroom daily, complete and submit assignments, and to reach out for assistance when needed. Teachers are required to log into google classroom, provide instructional assignments, grade those assignments with feedback, track students for daily check-in and for submission of assignments, reach out to parents when students fail to actively participate, and submit grades.</p>	<p>In Physical Education the students were assigned a Daily Log to complete. The Daily Log is due at the end of each week. The students receive a copy of the Daily Log in Google Classroom (or by email when requested). In order to get full credit, the student must fill out the Daily Log by writing down what exercises they did that day, completing at least 80 reps of exercises each day. The student's parent/guardian must sign the Daily Log next to each day of completed exercises. At the end of the week the student "Turn's In" the Daily Log in Google Classroom or Via their School Gmail. The student may do other exercises that are not on the suggested Phys. Ed. Online Lesson Plan, as long as they are greater or equal to 80 Reps a day. The student may also write down their exercises on a separate piece of paper if they are having technical difficulties. They must have on the paper; day, date, exercises completed, number of reps completed for each exercise and parent/guardian signatures. They may then take a picture of the Daily Log with their cell phone and email it to their teacher. The teacher is there to assist the student with anything they may need help with. The student is responsible for completing at least 80 reps of exercises each day and to have their parent/guardian sign the Daily Log to confirm the exercises were completed. Then the student must "Turn In" the assignment to their Phys. Ed. Teacher.</p>	<p>The Performing Arts department consists of band, chorus, drama, piano, dance, TV production, and art. All teachers maintain frequent contact with parents and students. Teachers are required to log into google classroom, provide instructional assignments, grade those assignments with feedback, track students for daily check-in and for submission of assignments, reach out to parents when students fail to actively participate, and submit grades. Students are responsible and held accountable by their teacher to log into google classroom daily, complete and submit assignments, and to reach out for assistance when needed. Teachers in the performing arts department set up google hang-out chats and google meetings on a weekly basis with their students. Teachers provide flexibility with assignments giving students choice in different genres of film and music, themes, current topics and various forms of artistic expression. Teachers collaborate weekly to share best practices, and online resources for the arts that evoke creativity and inspiration. World language teachers prepare lessons teaching the targeted language by emerging the students to be familiar with the spoken language. Lessons are created that allow students to learn communication skills in the target language. The skills include reading, writing, listening and speaking. The activities include teaching vocabulary and grammar with differentiated contents. A variety of activities and materials are varied depending on the ability levels of the students. Activities include Q and A, Think/Pair/Share, Buzz groups, conversation, role playing, etc. Assessment measures the students language acquisition. These assessments are modified with the students' learning ability. The assessment can be measured by designing projects with the objective in mind, quizzes, tests, listening comprehension, dialogs, etc. As we continue teaching in our remote learning environment, teachers use daily explanations with examples, giving constant feedback, talking to students as needed, using Hangouts for group discussion and Google Meet. guidance, parents, and special services.</p>

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