**APPENDIX 1: CONTINUOUS LEARNING - VIRTUAL INSTRUCTION LESSON PLANNING**

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| **Teacher: V. Garcia** | | | | | | |
| **Course: ELA 3 – 8th Grade** | | | | | | |
| **Dates: 3/30 – 4/3/2020** | | | | | | |
| **Week** | **Monday 3/30** | **Tuesday 3/31** | **Wednesday 4/1** | | **Thursday 4/2** | **Friday 4/3** |
| **Instructional Materials and Resources** | *Canvas Module Week 1 Assignments; ability to save as or flash drive; paper and pencil* | *Canvas Module Week 1 Assignments; Resources; Scholasticscope.com; Dictionary.com; save as or flash drive; paper and pencil* | *Canvas Module Week 1 Assignments; Resources; Scholasticscope.com; ability to save or flash drive; paper and pencil* | | *Canvas Module Week 1 Assignments; Resources; Scholasticscope.com; ability to save or flash drive; paper and pencil* | *Canvas Module Week 1 Assignments; quill.org* |
| **Instructional Activities** | Canvas instructions; *Canvas quiz and discussion; HMH video; PowerPoint with Canvas discussion* | Canvas instructions; *Scope’s* “Escape from Slavery” audio and text; PDF of vocabulary assignment and video discussion; *Scope* video | Canvas instructions; *Scope’s* “Escape from Slavery” audio and text; PDF of main idea and details assignment | | Canvas instructions; *Scope’s* “Escape from Slavery” audio and text; PDF of text features assignment; Canvas quiz | Canvas instructions; quill.org Negation 1 activities (4) |
| **Tasks/**  **Assignments** | Students will be able to follow the Module for Collection 3: Week 1: view screenshot instruction video (print provided); complete a figurative language quiz; respond to a discussion about two images and its theme; think about and view background video; and view and respond to a discussion about History of Slavery PowerPoint. | Students will be able to follow the Module for Collection 3: Week 1: view screenshot instruction video (print provided); listen to *Scope* audio of vocabulary; complete a vocabulary PDF worksheet and provide 2 related words, 2 synonyms, and 2 antonyms (upload); watch *Scope* background of Underground Railroad video and completing discussion PDF worksheet (upload). | Students will be able to follow the Module for Collection 3: Week 1: view screenshot instruction video (print provided); read and listen to *Scope’s* “Escape from Slavery” article about Harriet Tubman (twice); and complete main idea and details PDF worksheet on article (upload). | | Students will be able to follow the Module for Collection 3: Week 1: view screenshot instruction video (print provided); complete text structure PDF worksheet (upload); and complete open-book (online source text) Canvas quiz on “Escape from Slavery” article. | Students will be able to follow the Module for Collection 3: Week 1: complete four activities on quill.org labelled Negation 1. |
| **Assessment of Learning** | Formative assessments: multiple choice Canvas quiz; two Canvas discussions. | Formative assessments: vocabulary and video discussion PDF worksheet uploads. | Formative assessments: main idea and details PDF worksheet upload. | | Formative assessments: text structures PDF worksheet upload; multiple choice and short answer response Canvas quiz. | Formative assessments: grammar activities graded on quill.org |
| **Differentiated Supports** | Students will be able to work at their own pace, they will also be provided with visual guides, audio, closed captions, and video to support the assignments and some texts, of which they can utilize as many times as they need. | | |  | | |

* This weekly template should be placed in Microsoft Teams by each teacher the Monday of each week (by 2:00 PM).
* Please utilize brief bullet points and flexibility is maintained as teachers may continue their own lesson plan format in addition to this document.
* This system-wide approach to lesson planning during virtual instruction will ensure that “eLearning Days” are accounted for in the 180-day academic calendar.