

Profile

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Narratives

1. Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Please make sure that you address the following components in your response

- How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program (also include details on the approval process for the application within your entity)?
- Immediately prior to or on the FID, how will you notify your stakeholders that the district has decided to implement a FID? (please identify all methods of communication including the instance where the Internet is not accessible or a power outage occurs)
- Ensure you differentiate between parents / guardians and students vs informing staff.
- Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted, is detailed and clear.

Parents will be notified of the district's plan to apply for the Flexible Instruction Day (FID) Program via a notice posted on the school district website prior to the April school board meeting. The FID application will be presented to the Mount Union Area School District Board of Directors for approval at the April board meeting. If granted board approval, the application will then be signed by the Superintendent and submitted. The OneCallNow system will be used immediately prior to or on the FID to notify stakeholders that the district has decided to implement a FID. Other methods of communication that will be used to communicate the implementation of FIDs include postings on our school district website and Facebook page, emails to professional and support staff, announcements on local news stations, and announcements made during the school day via the intercom system. Like parents, staff members will receive phone messages from OneCallNow, but staff members will also receive email communications pertaining to FIDs directly from administration.

2.

Describe the procedure for instituting a flexible instructional day.

Please make sure that you address the following components in your response:

- Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.
- How will the FID day be structured? Explain your daily schedule.
- Which modes of instruction will you implement during the FID?
- Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.

As a 1:1 district, the Mount Union Area School District provides all students with a district-owned laptop that they may take home with them. The Microsoft Office 365 suite of applications, particularly Microsoft Teams, will be the primary means by which teachers will deliver instruction to students. Via Microsoft Teams, teachers will connect with groups of students on live video calls/meetings. While engaged in a video call, students may be grouped into small learning groups with the "breakout rooms" feature on MS Teams. A typical daily schedule during a FID will follow the following format: -Students log in to Microsoft Teams and join a virtual meeting set up by their homeroom teacher. -Homeroom teachers take attendance based on students who are present virtually on MS Teams meeting. Attendance will be recorded using PowerSchool, the same system used to track student attendance during a traditional school day. -Students report to classes virtually according to the same bell schedule that they would typically follow on a traditional in-person school day. -Students will receive a break for lunch during the time when they would typically eat lunch on a traditional school day. -During instructional time, teachers will engage students with live direct instruction, individual and group learning activities facilitated by MS Teams, and assignments posted to the MS Teams "Assignments" tab. FID lessons will be designed utilizing program modifications, specially designed instruction, and supplementary aids and services identified in the student's individualized education plans. Upon return from a FID, teachers of students with IEPs will meet with their students to review work submitted, checking for completion and understanding. If related services (physical therapy, occupational therapy, speech, etc.) are unable to meet with students in a virtual format, then those services will be rescheduled according to the student's individualized education plan frequency requirements. During a FID, all paraprofessionals and special education teachers assigned to work with students with special needs or disabilities will meet with those students virtually in small groups via the MS Teams breakout rooms feature. During these small group sessions, teachers and paraprofessionals will ensure accommodations and modifications are delivered appropriately. All students will be provided with paper copies of assignments that are expected to be completed during a FID in the event that the student is unable to access the internet at home. Completion of these assignments and submission upon the return to school will be used for attendance tracking purposes. In addition, students without home internet access may be able to access Wi-Fi hotspot devices from the Mount Union Public Library free of charge. There are a limited number of these devices available to the public.

3. Provide a contingency plan - an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.

Please make sure that you address the following components in your response:

- Include an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.
- How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?
- How will professional staff provide assistance to the students that are working at home with hard copies or don't have access to technology resources?
- How will you ensure that the materials and resources are relevant when the FID is initiated?
- Your contingency plan must ensure compliance with compulsory attendance laws and addresses extenuating circumstances and what workarounds would be available for students to meet the FID requirements.
- How will instructors track attendance for those using your primary as well as your contingency plan for all students including those that need modifications or accommodations?

If teachers are able to have sufficient advance notice of a planned FID (i.e. in the event of forecasted inclement weather), they will be instructed to prepare hard copies of instructional materials and resources to send home with students for use on the FID. In this way, there will be recourse if there should be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day. Additionally, during in-service days early in the school year, teachers will develop folders of hard copies of instructional materials and resources that can be distributed to students to take home for use during a FID if there should be issues with technology availability or student access and there is not enough advance notice for teachers to prepare hard copies the day before the FID. In order to ensure that emergency hard copies are relevant when the FID is initiated, folders will include materials and resources related to instructional units that are representative of the wide variety of topics included in each teacher's course curriculum. This way, regardless of the time of year when a FID may be initiated, students will be able to complete work that is relevant to their in-class learning. Upon return from a FID, teachers will meet with their students to review work, checking for completion and understanding. Regarding attendance in the event that there are issues with technology on a FID, attendance reporting will be based on student completion of hard copy assignments/activities returned to teachers on the next traditional in-person school day in which the student is in attendance following the FID. For students with home internet access who are able to participate in the primary FID plan, attendance will be tracked according to participation in live video calls on Microsoft Teams.

4. Describe the responsibilities of professional staff during a flexible instructional day.

Please make sure that you address the following components in your response:

Make sure to include all staff members responsibility and availability.

Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

During a flexible instruction day, professional staff will be responsible for: -providing instruction to students on the Microsoft Teams platform -implementing learning activities and assignments that are relevant to course curriculum -promptly responding to student questions and requests for help -recording attendance for students on class rosters All staff members will be available for student support during their contracted working hours. All staff members will be accessible via email and phone.

5. Describe the responsibilities of students during a flexible instructional day.

Please make sure that you address the following components in your response for both your primary as well as your contingency plans:

- How will students participate?

- How will students complete assignments or working on ongoing projects?
- How will students prove attendance?
- To whom and how will students report if they have an issue?
- To whom and how will students report if they do not have access to the materials?

During a flexible instruction day, students will be responsible for: -logging on to Microsoft Teams and participating in live video calls with teachers and classmates during their regularly scheduled class periods -completing assignments posted on Microsoft Teams -asking for assistance from teachers as necessary through Microsoft Teams messaging or email Students without adequate home access to the internet will be responsible for: -completing paper copies of assignments that have been distributed to them prior to the FID. Students will be required to return completed assignments to school immediately upon the next traditional in-person school day in which the student is in attendance following the FID to prove their FID attendance. -asking for assistance from teachers as necessary through phone calls

6. Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Please make sure that you address the following components in your response:

- How do students sign in / how are they accounted for?
- How do teachers keep track of attendance? How do teachers keep track of participation? Be sure to differentiate between attendance/participation and receiving credit according to grading policy.
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.

Microsoft Teams will be the primary means by which teachers will deliver instruction to students on a FID. Via Microsoft Teams, teachers will connect with groups of students on live video calls/meetings. Teachers will record which students are present on each Teams video call for attendance tracking. MS Teams also allows teachers to download attendance reports of each video call for record-keeping purposes. During live video calls, teachers will assign learning activities to students via the "Assignments" feature found on MS Teams. Teachers will monitor completion/participation of these assignments to assign grades and keep track of students participation. Students who do not participate in live video calls or complete hard copies of pre-distributed FID assignments will be reported as absent for the FID. Parents/guardians must submit an absentee excuse within three (3) days of the FID or the absence will be considered unexcused.

English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events.

Lesson Title
Make Inferences (Little Havana)
Lesson Goals (planned instructional outcomes)
1. Students will use text clues to determine character feelings. 2. Students will use background knowledge and clues from the story to understand character traits. Lesson Objectives: 1. Students will determine how Marisa's feelings about visiting Havana have changed throughout the story. 2. Students will identify how Marisa's feelings affected her Aunt Laline.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Students will log onto Microsoft Teams. 2. The teacher will review the story by asking comprehension questions. 3. The teacher will tell students today's lesson will focus on two of the main characters as well as the skill: Making Inferences. 4. The teacher will remind students to make an inference they will need to pull out clues from the story and use background knowledge to figure something out. 5. The teacher will give the following example: 6. Pretend you look outside and you see dark clouds and the wind starts blowing very hard. 7. What's happening? (a storm is coming) Did I tell you a storm was coming? How did you know? YOU JUST MADE AN INFERENCE. What were the clues? Dark clouds, wind. Have any of you ever seen dark clouds and a big wind happen? That is using your background knowledge. Today, as you're rereading the story you will be making inferences about our characters. 8. Tell students to get their character chart paper out. 9. Tell students to notice the page numbers on the side where they'll need to stop and take a closer look at the text. 10. Tell students as they're rereading they'll fill out this chart. 11. Tell student when they're finished, they need to look back over their notes and answer the two inference questions at the bottom of the page. Remind students clues from the text must be provided. 12. Teacher will instruct students to reread the story, "Little Havana". Students either use their hardback reading book or log onto the online version of Open Court. 13. Tell students you will be there if they have any issues. Remind students to complete the character chart about Marisa and Aunt Laline. 14. Remind them they will pause to complete the chart that corresponds to each page number. 15. Students continue to read and complete the chart. 16. Once students have completed the activity, we will come back together as a group to discuss our answers. 17. Tell students if they finished before the allotted time, they can go onto the IXL assignment. 18. Students who do not finish on time will be assigned the inference questions on the IXL program for homework.
Resources (materials and/or tools required to complete the activities)
1. Open Court Reading Book or the electronic version of the Open Court Reading Book 2. Laptop 3. IXL 4. Character chart 5. Pencil 6. Microsoft Teams
Assessment(s) (evidence of learning)
1. Students will be assessed on the story using the Open Court formal assessment at the end of the unit. 2. Students will be assessed informally using the completed Character Chart paper. 3. Students will be assessed on the inference skill by using the IXL program and or written quiz.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

1. Students will have the option to listen to the story using the online Open Court student edition. 2. Students will have the option to have the IXL program read to them using the audio version. 3. Students will be assigned the assessment based on their instructional level instead of their corresponding grade level. 4. Students will be given the page number to help locate information needed to fill in the character chart.

Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

1. Students will have their reading book and worksheet to complete sent home. 2. Students will be given an alternate 10-question written quiz on their instructional level in lieu of the IXL assignment. 3. Students will be given an assignment sheet detailing what to do if there is no internet service.

ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.3.11-12.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Title
Analyzing "The Raven" by Edgar Allan Poe
Lesson Goals (planned instructional outcomes)
- To read and analyze literature from the American Romanticism - To engage in productive, evidence-based discussions about texts - To practice speaking and listening skills while actively participating in assignments/activities - To trace the development of ideas over the course of the text - To express ideas, both orally and through writing
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Starter (10 minutes): While everyone is joining the Teams meeting, students will be instructed to navigate to noredink.com to complete a bell ringer activity. The bell ringer will consist of a review of poetic devices. Procedure (35 minutes): 1. I will share my screen to display a YouTube video of a dramatic reading of "The Raven." Students will listen to the reading while following along with the text on page 298 of the Elements of Literature textbook. 2. When finished, students will navigate to the "Assignments" tab on Teams to locate a graphic organizer. Using this organizer, students will summarize and analyze each stanza of the poem. 3. We will begin by completing the first two stanzas together. Students will then be given time to work independently on the remaining stanzas. I will provide feedback and answer questions as students work. 4. When finished, we will review answers as a whole group. Closure (7 minutes): Students will navigate to the class notebook on Teams to respond to the following exit ticket in at least 75 words: Is the raven real? Or is the narrator merely imagining a raven is speaking to him because of his grief?
Resources (materials and/or tools required to complete the activities)
- Laptop - Noredink.com - Microsoft Teams - Elements of Literature textbook - Graphic Organizer - YouTube
Assessment(s) (evidence of learning)
- Bell ringer on noredink.com - Graphic organizer - Exit ticket
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
- Bell ringer activity will be shortened to include reduced number of poetic devices. - Students will be assigned a reduced number of stanzas for

independent analysis. Remaining stanzas will be completed as a whole group. • The number of words required for the exit ticket will be reduced.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
• Students without internet will be provided with a worksheet equivalent of the bell ringer to review poetic devices. • They can view the poem “The Raven” in their textbook, Elements of Literature, on page 298. • These students will be provided with a paper copy of the graphic organizer and exit ticket prompt.

Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
M03.A.-T.1.1	Apply place-value strategies to solve problems.
M03.B-0.1.2	Solve mathematical and real-world problems using multiplication and division, including determining the missing number in a multiplication and/or division equation.
M03.B-0.3.1	Use operations, patterns, and estimation strategies to solve problems (may include word problems)
M03.B-0.1.1	Understand various meanings of multiplication and division

Lesson Title
FID-Third Grade Math Lesson #1
Lesson Goals (planned instructional outcomes)
1. Students will correctly subtract three-digit whole numbers from three-digit whole numbers using regrouping. 2. Students will correctly identify patterns in arithmetic (addition and subtraction). 3. Students will correctly solve real world word problems. 4. Students will correctly solve one-digit by one-digit multiplication problems (up to and including 10X10).
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Teacher will instruct students to open their FID folders and retrieve the math materials. 2. Teacher will complete bell ringer worksheet questions #1-3 with students as a whole group. 3. Students will complete questions #4-9 independently. Students may turn off sound and video feature in TEAMS. Teacher will be available for any questions. 4. Teacher will review questions #4-9 as a whole group. 5. Teacher will review multiplication strategy anchor chart with students. 6. Students will complete basic multiplication worksheet independently. 7. Students may turn off sound and video feature in TEAMS. Teacher will be available for any questions. 8. Teacher will review questions as a whole group. 9. Remind students to place names on all material and place in FID folder. 10. Materials will be collected upon return to school.
Resources (materials and/or tools required to complete the activities)
1. Microsoft Teams 2. FID Folder (includes the following for math instruction) a. TEAMS access information sheet b. Math bell ringer worksheet c. Basic multiplication fact worksheet d. Multiplication Strategies anchor sheet e. Blank scrap paper f. Mechanical lead pencil g. Direction sheet for students without internet access. h. Counters (for any student needing additional support for multiplication) 3. Student Laptops and power cords
Assessment(s) (evidence of learning)
1. Check for understanding during the lesson. 2. Collect and review for understanding upon return to school.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
1. Include multiplication strategies anchor chart. 2. Include counters for subtraction and multiplication if needed. 3. Reduce number of problems if needed. 4. Use "Chat Room" feature to allow students to work in pairs/small groups if needed.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet

access so that the work is completed at home during the FID and not when they return to school)
1. Ensure all materials can be used whether online or not. 2. Provide instructions for parent/guardian. 3. Include multiplication strategies anchor chart. 4. Provide teacher's communication app information (ex. Remind) for parents/guardians who have cell phone service but no access to reliable internet service.

Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.HS.C.1	Use the concept and notation of functions to interpret and apply them in terms of their context.
CC.2.2.8.C.1	Define, evaluate, and compare functions.
CC.2.2.HS.C.2	Graph and analyze functions and use their properties to make connections between the different representations.
CC.2.2.HS.C.3	Write functions or sequences that model relationships between two quantities.

Lesson Title
Linear Functions and Slope-Intercept Form
Lesson Goals (planned instructional outcomes)
1. Students will be able to graph linear equations by hand with at least 80% accuracy. 2. Students will be able to write/create the equations of lines with at least 80% accuracy given the graphs of the lines.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
It should be noted that the following procedure will most likely be split up across 2-4 days depending on the class. Teachers should use their best discretion in dividing up the full lesson. 1. The teacher will begin a video call with students in Microsoft Teams at the designated class time and share his or her screen with all in the call. 2. The teacher will go over the previous lesson's homework (if applicable) by demonstrating problems in a whiteboard computer application, e.g., Whiteboard, a blank Word document, Paint, etc., via touchscreen computer and asking students questions about the proper steps to be taken. The teacher's screen will be visible to all students in the class via screen sharing from this point forward. 3. When all questions regarding homework have been asked and answered, the teacher will start the new lesson by defining slope out loud and by showing the following written definition on his or her screen: "Slope is the ratio of vertical change, often called 'rise,' to horizontal change, often called 'run,' of a nonvertical line between two points on the line. In short, slope tells you how steep a line is and whether the line is increasing or decreasing." 4. The teacher will explain in writing and out loud that you can find the slope of a line as long as you know the ordered pairs of any two points on the line. 5. The teacher will demonstrate finding the slope of a nonvertical line by finding the slope of a line that passes through the points (-3,7) and (-2,4). a. Define either point as (x1, y1) and the other point as (x2, y2). e.g. (x1, y1) = (-2, 4) and (x2, y2) = (-3, 7) b. Substitute each point into the slope formula and simplify to find the slope. e.g. slope = $(y_2 - y_1)/(x_2 - x_1) = (7 - 4)/(-3 - (-2)) = 3/(-1) = -3$ 6. Students will demonstrate their understanding of finding the slope of a line by finding the slope of a line given two points on the line. The ordered pairs will be spoken aloud by the teacher and will be written on screen for all to see. Students should use Teams to ask the teacher questions if they are confused. 7. The teacher will summarize the different types of slopes possible between two points on a line verbally and visually with the help of the a graphic shown on the shared screen. 8. The teacher will define the following terms out loud and in writing: linear function, y-intercept, and x-intercept. 9. The teacher will use the definitions of slope, linear function, and y-intercept to introduce the concept of the slope-intercept form of a linear function. 10. The teacher will demonstrate the writing of the slope-intercept form of the equation of a linear function based on the function's graph. The graph will be projected on the shared screen. It should be noted that students will learn how to write a slope-intercept form equation based on two ordered pairs in subsequent lessons. 11. Students will demonstrate their understanding of writing the slope-intercept form of the equation of a linear function based on the function's graph. The graphs will be displayed on screen for all to see. Students should use Teams to ask the teacher questions if they are confused. Students should submit photos of their

work/answers on Teams. 12. The teacher will demonstrate how to rewrite a linear equation in two variables in slope-intercept form as to determine the slope and y-intercept of the line by rewriting $3x+2y=18$ in slope-intercept form. 13. Students will demonstrate their understanding of rewriting a linear equation in slope-intercept form. The original equations will be spoken out loud by the teacher and be shown in writing via screen sharing. Students should use Teams to ask the teacher questions if they are confused. Students should submit photos of their work/answers on Teams. 14. The teacher will demonstrate how to graph a linear function using slope-intercept form by graphing the function $2x+4y=8$. 15. Students will demonstrate their understanding of graphing linear functions by first rewriting them in slope intercept form. The original equations will be spoken out loud by the teacher and be shown in writing via screen sharing. Students should use Teams to ask the teacher questions if they are confused. Students should submit photos of their work/answers on Teams. 16. With remaining time in the class period, students should practice the skills learned in this lesson via IXL. The teacher will write each skill on their screen for all students to see and speak the skills out loud to ensure instructions are received by all students. During the practice session, the teacher can directly monitor the progress of each student in real time via the “Live Classroom” feature of IXL. The teacher should ensure that all students remain on task until the end of the period. See “Assessments” for appropriate IXL skills. 17. If more practice/reinforcement is desired/required, the teacher should assign problems from the Algebra II textbook for students to attempt prior to the start of the next day’s class. The teacher should write and speak the problem numbers out loud. See “Assessments” for potential practice problems.	
Resources (materials and/or tools required to complete the activities)	
Pencil/pen • Notebooks/binders/skeleton notes • Algebra II textbooks • Scientific calculators • Student laptops with Internet connection • IXL online program • Whiteboard application	
Assessment(s) (evidence of learning)	
IXL guided practice (observable during the remote instructional session via “Live Classroom” feature). A student SmartScore (a metric of progress provided by IXL) of 90 will denote proficiency in that skill. Students should attempt problems from any of the following skills on IXL: • Algebra I, Section T, Skills 3-12 • Algebra II, Section D, Skills 8-10 Practice assignment (to be reviewed at the start of the subsequent lesson): • Problems selected as appropriate from Algebra II textbook, page 78, #s 1-35 Teacher observation during student work time • Performance on IXL skills may be observed via IXL’s “Live Classroom” feature • Teacher must check in on students during independent work time via MS Teams messaging feature	
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)	
For students with learning disabilities in math: • Skeleton notes • Use of a calculator • Extended time for assessments • Requirement of a SmartScore lower than 90 to demonstrate proficiency For students with learning disabilities in reading/writing: • Skeleton notes • Directions read out loud and given in writing • Math word problems read out loud For students who are English Language Learners: • Provide students with detailed packet outlining step-by-step procedures and explanations (see first bullet point of “Adaptations...” section)	
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)	
Partially filled-in skeleton notes with additional worked-out examples in a packet • Students should follow through packets to a specified point each day • Step-by-step procedures and explanations of concepts will be written out in greater detail than in typical “teacher notes” to help student avoid confusion No requirement to participate in IXL during instruction • Work/practice missed due to lack of Internet will be replaced by textbook problems (see “Assessment(s)” for specifics) and/or teacher-generated worksheets included in lesson packet (see first bullet point in this section)	

Science - grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.1.10.C1	Explain the mechanisms of biological evolution.
BIO.B.3.1.2	Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration).

Lesson Title
How Natural Selection Impacts a Population of Animals
Lesson Goals (planned instructional outcomes)
- Students will be able to briefly summarize what “natural selection” means. - Students will be able to give examples of adaptations that help certain individuals to survive better in specific environments. - Students will be able to describe environmental factors that cause some individuals to die while others will thrive.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Teacher will begin virtual meeting on Microsoft Teams at regularly scheduled class time. Once all students have joined the meeting, teacher will take attendance and then engage students in brief introductory discussion about the meaning of “Survival of the Fittest”. 2. Teacher will walk students through a brief introductory PowerPoint presentation about Charles Darwin and his theories on evolution based off his research in the Galapagos. PowerPoint presentation will be screen shared on Microsoft Teams. Teacher will explain how the natural environment determines who survives and which traits will be passed down and which ones will be eliminated. As teacher presents the notes, students will complete a guided notes sheet that will be provided to them as a Microsoft Word document. Students will access the document in the "Files" section of MS Teams. Teacher will evaluate student participation by asking questions and requiring students to answer with either a thumbs up or another reactionary button on Microsoft Teams to ensure involvement. 3. Natural Selection Computer Simulation: Students will access an online simulation that focuses on a population of rabbits. This simulation will require them to work their way through various scenarios, manipulating variables to cause the rabbits to evolve over multiple generations. 4. As students are completing the simulation, they must answer discussion questions during and after they have completed the simulation. 5. Students will turn in discussion questions on Microsoft Teams before the end of class.
Resources (materials and/or tools required to complete the activities)
- Student laptops - Introductory PowerPoint - Guided notes sheet that goes with introductory PowerPoint - Natural selection simulation document with discussion questions
Assessment(s) (evidence of learning)
- Formative Assessment - gauge student understanding through informal discussion and responses during first half of class - Summative Assessment – use student responses on simulation discussion questions to monitor student comprehension of evolution concepts discussed earlier
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
- Teacher may create breakout rooms in MS Teams to allow students to work through the simulation in small groups. - Completed copy of PowerPoint

notes may be provided to students •	Number of discussion questions may be reduced •	For ELL students: Simulation discussion questions may be read aloud
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)		
• Give students a printed copy of the notes presentation beforehand • • Send students home with a comparable version of the online simulation that is in physical form called "Natural Selection in Peppered Moths." Students will perform same type of work and same questions as the online group, just in paper format. Discussion questions will accompany this as well.		

Social Studies - grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
8.3.9.D	Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
CC.8.5.9-10.C	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CC.8.5.9-10.A	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Lesson Title
The Cold War Begins
Lesson Goals (planned instructional outcomes)
Students will be able to distinguish between the two major powers of the Cold War. Students will be able to compare and contrast NATO and the Warsaw Pact. Students will be able to infer the impact of the Truman Doctrine on US foreign policy.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Teacher will begin virtual meeting on Microsoft Teams at beginning of regularly scheduled class time. Students will join the meeting and teacher will take attendance. 2. Teacher will provide brief introduction to the day's lesson topic. Teacher will then use video titled "The Cold War-part 1: From World War to Cold War" located at https://www.youtube.com/watch?v=HpYCplyBknl to introduce students to the beginning of the Cold War. Teacher will share the video by sharing their screen on the Teams meeting. Alternatively, teacher may share a link to the video and require students to watch on their own devices. 3. Teacher will follow up with more details about the Cold War by presenting "Post WWII and the Cold War" slides. Slideshow will be presented via screen share on the Microsoft Teams meeting. While teacher presents the notes, students are expected to complete guided notes that have been posted for them in Microsoft OneNote. 4. After notes are complete, teacher will instruct students to use Chapter 12, Section 1 in their textbooks to complete worksheet - Chapter 12, Section 1: Introduction and Vocabulary. Worksheet will be posted as an editable document in the Assignments section of Microsoft Teams. Teacher may opt to place students into small groups using the breakout rooms feature in Microsoft Teams. While students are working on completing the worksheet, teacher will check in with individuals or groups to monitor student progress, answer questions, and clarify student misunderstandings. 5. Teacher will notify students that anything on worksheet not completed is for homework.
Resources (materials and/or tools required to complete the activities)
1. Textbooks 2. Word document worksheet for Chapter 12, Section 1: Introduction and Vocabulary 3. Lesson PowerPoint 4. Student Laptops 5. Microsoft Teams and OneNote
Assessment(s) (evidence of learning)
a. Informal Assessments: Teacher check-ins with students while completing worksheet b. Formal Assessments: Completion of worksheet, completion of notes in OneNote
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

- For open-ended questions on the worksheet, sentence starters will be provided for English Learners and students with IEPs.
- Number of vocabulary terms will be reduced for English learners and students with IEPs.
- Students with IEPs will be provided with completed versions of the notes so they may attend to the instruction without needing to focus on filling in blanks in guided notes.

Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

All of the materials provided to students in this lesson digitally can also be printed and distributed for students to take home prior to the Flexible Instruction Day. Students will be instructed to complete the assignments on the FID.

Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?

No

CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)

Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

CIP Code	CIP Title
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Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description
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Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement
Date of Approval

Uploaded Files

Assurances

Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.

Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.

Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.

Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).

Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.

Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Superintendent/Chief Executive Officer/Executive Director	Date