



## RCCS Flexible Instructional Day (FID) Plan Application

August 2023-June 2026

### Highlights

- An approved FID plan will allow for up to 5 days of alternative instruction each school year for three school years.
- In accordance with 24 P.S. § 15-1506, an FID may be used in place of in-person instruction for any one of the following reasons: a disease epidemic, a hazardous weather condition, a law enforcement emergency, the inoperability of school buses or other equipment necessary to the public-school entity's operation, damage to school buildings, or another temporary circumstance rendering any portion of a school building unfit or unsafe for use.
- FID days will be announced in the same manner as a school closure (WFMZ, email, messaging app, etc.)
- Every RCCS student will have access to a Chromebook. Students without reliable internet access will be identified through the Home Technology Survey and will be provided with hard copy assignments.
- Each FID Day will start with a synchronous morning meeting K-12. Instructional assignments will be provided asynchronously. All assignments will maintain the instructional integrity of in-person instruction.
- Teachers will take initial attendance during the morning meeting. Students who are not present for the morning meeting, but log participation during the school day will be marked as present.
- Parents are required to report any connectivity or instructional issues. Students with documented excuses will be provided three additional days to complete the FID assignments.
- Teachers, instructional staff, school administrators, and tech support will be expected to be available and support students throughout their assigned work schedule.



Flexible Instructional Day Program Application

Effective August 2023-June 2026

<p><b>1. Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.</b></p> <p>Please make sure that you address the following components in your response.</p> <ul style="list-style-type: none"> <li>• 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)?</li> <li>• 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)</li> <li>• Ensure you differentiate between parents / guardians and students vs informing staff.</li> <li>• Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted is detailed and clear.</li> </ul>	<p>Notice of Roberto Clemente Charter School's (RCCS) intent to apply for this program has been added to the charter school's website.</p> <p>The RCCS Virtual Flexible Instructional Day (VFID) Program will be brought before the Education Committee of the Board of Trustees for discussion on May 8, 2023, and before the Board of Trustees on May 16, 2023, for discussion and approval. Both of which are public meetings.</p> <p>When a flexible instructional day will be used, stakeholders will be notified in several ways including:</p> <p><u>Students &amp; Families</u></p> <ul style="list-style-type: none"> <li>• automated phone call, text message, and email to parents</li> <li>• email to all students</li> <li>• notification of VFID posted to WFMZ (a local media outlet)</li> <li>• notification of VFID placed in a pop-up window on the charter school's website</li> <li>• notification of VFID on social media</li> <li>• notification of VFID through parent messaging app</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• CEO email to all staff</li> <li>• Principal email to building-level staff</li> <li>• Director of Business Administration email to non-instructional departments</li> <li>• Automated phone call, text message, and email if elected.</li> <li>• notification of VFID posted to WFMZ (a local media outlet)</li> <li>• notification of VFID placed in a pop-up window on the charter school's website</li> <li>• notification of VFID on social media</li> </ul>
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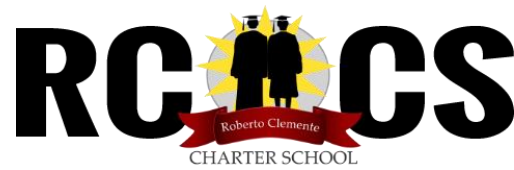


	<p>Once approved, an VFID page will be added to the charter school website.</p>
<p><b>2. Describe the procedure for instituting a flexible instructional day.</b></p> <p>Please make sure that you address the following components in your response:</p> <ul style="list-style-type: none"> <li>• Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.</li> <li>• How will the FID day be structured? Explain your daily schedule.</li> <li>• Which modes of instruction will you implement during the FID?</li> <li>• Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.</li> </ul>	<p>RCCS will institute a Virtual Flexible Instructional Day (VFID) when the school buildings are unavailable for traditional instruction. Except for the morning meeting, the RCCS VFID program will take an asynchronous approach.</p> <p>In accordance with 24 P.S. § 15-1506, an FID may be used in place of in-person instruction for any one of the following reasons: a disease epidemic, a hazardous weather condition, a law enforcement emergency, the inoperability of school buses or other equipment necessary to the public-school entity's operation, damage to school buildings, or another temporary circumstance rendering any portion of a school building unfit or unsafe for use.</p> <p>On every VFID, student attendance will be tracked based on attendance at the morning meeting and/or the completion of the assigned coursework through virtual platforms. Potential student barriers to accessing virtual learning will be taken into consideration.</p> <p>Through its one-to-one initiative, each RCCS student have access to a Chromebook. During the enrollment and re-enrollment processes, families are surveyed regarding their home technology access. Students without reliable internet access may be provided with a hotspot or with paper instructional materials.</p> <p>Grades K-5</p> <ul style="list-style-type: none"> <li>• Teacher Day: 7:30 a.m. - 3:30 p.m.</li> <li>• Student Day: 8:30 a.m. - 3:10 p.m.             <ul style="list-style-type: none"> <li>○ Students will log into Google Meet at 8:30 a.m. for attendance. This Google Meet will last for 15 minutes until 8:45 a.m.</li> <li>○ Teachers will provide students with instructions and expectations for the VFID including how to access their assignments and how to communicate with their teachers if they need help.</li> </ul> </li> </ul>

- Instructions and expectations for the VFID will be posted in Google Classroom and communicated through the building-level messaging app.
- Teachers and instructional staff, including instructional assistants, school administrators, and school counselors, will be available via email, messaging app, and Google Meet throughout the day if students and families need support.
- Should a student encounter any connectivity issues and/or need additional instructional support, they will have an additional three days to complete any assignments from the VFID if the issue is documented with the school. The parent is responsible for communicating any VFID issues directly to the school. The parent should also email [attendancES@myrccs.com](mailto:attendancES@myrccs.com) or [attendanceMHS@myrccs.com](mailto:attendanceMHS@myrccs.com) to report any access issues that prevent students from completing the required VFID assignments.

#### Grades 6-12 VFID Day

- Teacher Day: 7:15 a.m. - 3:15 p.m.
- Student Day: 7:45 a.m. - 3:00 p.m. (9 periods)
  - Students will log into a Google Meet hosted by their homeroom teacher at 7:45 a.m. for attendance. This Google Meet will last for 10 minutes until 7:55 a.m.
  - Teachers will provide students with instructions and expectations for the VFID including how to access their assignments and how to communicate with their teachers if they need help.
  - Instructions and expectations for the VFID will be posted in Google Classroom for all students.
  - Teachers and instructional staff, including instructional assistants, school administrators, and school counselors, will be available via email, messaging app, and Google Meet throughout the day if students and families need support.
  - Should a student encounter any connectivity issues and/or need additional instructional support, they will have an additional three days



	<p>to complete any assignments from the VFID. The parent is responsible for communicating any VFID issues directly to the school.</p> <p>Students who receive special education services</p> <ul style="list-style-type: none"> <li>• VFID instructions and expectations will be provided according to a student’s SDIs.</li> <li>• If a student with an IEP experiences challenges completing their VFID assignments, they will be provided specialized support upon their return to the building to finish any outstanding assignments.</li> <li>• Related services such as speech therapy or occupational therapy will be held virtually if appropriate. If related services cannot be provided on a VFID, those services will be rescheduled and provided upon the return to in-person learning.</li> </ul>
<p><b>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.</b></p> <p>Please make sure that you address the following components in your response:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?</li> <li>• How will professional staff provide assistance to the students that are</li> </ul>	<p>Grades K-5</p> <ul style="list-style-type: none"> <li>• Students may be provided with packets of instructional materials to utilize on VFID days. Student may utilize the packet if they are without reliable internet access or should they experience connectivity issues preventing them from accessing the online assignments and coursework.</li> <li>• Assignments and instructional materials will be available on apps that are accessible by cell phone (Google Classroom, Reading Eggs, etc.)</li> <li>• Should a family experience an extenuating circumstance, upon administrative approval, students may collect a second packet of instructional materials upon return to the building and have 3 days to complete the assignments for credit and for attendance.</li> <li>• Students who fail to complete VFID assignments after exhausting the alternatives methods will be marked absent and will receive zero credit.</li> </ul> <p>Grades 6-12</p> <ul style="list-style-type: none"> <li>• Middle and high school students without reliable internet access as documented through the Home Technology Survey may be provided with a packet of instructional materials to utilize on a VFID.</li> </ul>

<p>working at home with hard copies or don't have access to technology resources?</p> <ul style="list-style-type: none"> <li>• How will you ensure that the materials and resources are relevant when the FID is initiated?</li> <li>• 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.</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments and instructional materials will be available on apps that are accessible by cell phone.</li> <li>• Should a family experience an extenuating circumstance, upon administrative approval, students may collect hard copy instructional materials upon return to the building and have 3 days to complete the assignments for credit and for attendance.</li> <li>• Students who fail to complete VFID assignments after exhausting the alternatives methods will be marked absent and will receive zero credit.</li> </ul> <p>For students utilizing the contingency plan, students will be expected to submit their assignments on the next in-person learning day. Teachers will update attendance for those students upon successful submission of the assignments and evidence of their completion.</p>
<p><b>4. Describe the responsibilities of professional staff during a flexible instructional day.</b></p> <p>Please make sure that you address the following components in your response:</p> <ul style="list-style-type: none"> <li>• Make sure to include all staff members responsibility and availability.</li> <li>• Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).</li> </ul>	<p>All instructional staff members including teachers, administrators, school counselors, instructional assistants, and health services have been issued school laptops for use. The IT department has also been issued school laptops. Teachers, instructional staff, and tech support will be expected to be available and support students throughout their assigned work schedule.</p> <p>Teachers and instructional staff must be responsive via Google Classroom, Google Meet, email, and the building-level messaging app.</p> <p>All previously scheduled meetings that can be held virtually will be held according to schedule and staff are expected to participate in those meetings with their cameras on.</p> <p>Teacher expectations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Communicate with students, families, colleagues, and administrators.</li> <li>• Provide small group instruction and support.</li> <li>• Meet with students 1-on-1 to clarify instructions and expectations and provide individualized support.</li> </ul>



	<ul style="list-style-type: none"> <li>• Take and monitor attendance.</li> <li>• Monitor and assess student participation and assignment completion.</li> <li>• Planning and preparation for future in-person and VFID lessons.</li> </ul> <p>Special Education &amp; ESL Teacher expectations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Check in with and support assigned students.</li> <li>• Collaborate with regular education teachers.</li> </ul> <p>Instructional Assistants include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Provide small group tutoring.</li> <li>• Meet with students 1-on-1 to clarify instructions, and expectations and provide individualized support.</li> <li>• Support teachers and students as requested.</li> </ul> <p>Administration expectations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Monitor teacher and staff engagement.</li> <li>• Monitor student attendance and engagement.</li> <li>• Provide support to students, staff, and families.</li> <li>• Attend meetings as scheduled.</li> </ul> <p>Health Services include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Consult with parents and staff as requested.</li> <li>• Continue completion of required documentation.</li> </ul> <p>Tech Support include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Monitor Help Desk account providing support to students, staff, and families.</li> </ul>
<p><b>5. Describe the responsibilities of students during a flexible instructional day.</b></p> <p>Please make sure that you address the following components in your response for both your primary as well as your contingency plans:</p>	<p>RCCS students will have access to a Chromebook as part of the one-to-one technology program. Students without reliable internet connectivity may be issued a hotspot or hard copy instructional materials.</p> <p>On a VFID, students will receive their daily instruction through virtual platforms. All instructions and expectations will be available through Google Classroom, email</p>



<ul style="list-style-type: none"> <li>• How will students participate?</li> <li>• How will students complete assignments or working on ongoing projects?</li> <li>• How will students prove attendance?</li> <li>• To whom and how will students report if they have an issue?</li> <li>• To whom and how will students report if they do not have access to the materials?</li> </ul>	<p>and/or the building-level messaging app. Students will participate via a variety of virtual platforms including but not limited to:</p> <p>Grades K-5</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• STAR360</li> <li>• Freckle</li> <li>• Math Seeds</li> <li>• Readings Eggs</li> </ul> <p>Grades 6-12</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• LearningAlly</li> <li>• iXL</li> <li>• APEX</li> </ul> <p>The apps and platforms listed above log student participation which will be used to determine student attendance.</p> <p>If a student experiences a technical issue, they will contact <a href="mailto:helpdesk@myrccs.com">helpdesk@myrccs.com</a> which is the IT department’s support platform. If a student experiences an instructional issue, they will contact the corresponding teacher.</p> <p>If a student does not have access to the materials, they should first contact the corresponding teacher via email or messaging app. The parent should also email <a href="mailto:attendancES@myrccs.com">attendancES@myrccs.com</a> or <a href="mailto:attendanceMHS@myrccs.com">attendanceMHS@myrccs.com</a> to report any access issues that prevent students from completing the required VFID assignments.</p>
<p><b>6. Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.</b></p> <p>Please make sure that you address the following components in your response:</p>	<p>On a VFID, initial attendance will be taken during the building-level morning meetings. During the morning meeting, all students will be marked as either Present Remote (PM) or Absent Remote Unexcused (ARU).</p>





<ul style="list-style-type: none"><li>• How do students sign in / how are they accounted for?</li><li>• 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.</li><li>• 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.</li><li>• Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.</li></ul>	<p>If a student is absent during the morning meeting but logs participation in Google Classroom or another assigned virtual platform before the end of the building-level school day, the student's attendance will be changed to Present Remote.</p> <ul style="list-style-type: none"><li>• For Grades K-5 virtual participation must be logged before 3:10 p.m.</li><li>• For Grades 6-12, virtual participation must be logged before 3:00 p.m.</li></ul> <p>Attendance must be finalized by 3:30 p.m. on the VFID.</p> <ul style="list-style-type: none"><li>• Students who utilize the hard copy resources must submit the provided paper materials upon their return to school in order to be marked present on the VFID.</li></ul> <p>Students who do not participate virtually and whose parents do not report technical or instructional issues within 3 school days will be marked absent and will receive zero credit for their assignments.</p>
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## EXEMPLARS

Exemplars are designed to progress the learning for all students in support of course objectives and representative of instruction on a flexible instructional day.

Exemplars must include the following design elements: reference standards, establish expectations for instructional outcomes, identify opportunities for accommodations, list resources to be utilized, delineate student participation, and define evidence of learning. Be sure to address accommodations and modifications for these students without Internet access.

PDE review shall verify completeness of submission only, not quality or compliance.

### English Language Arts Grades K-8

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a>	
Alpha Numeric Descriptor	Standard Descriptor
CC.1.2.3. B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
E03.B-K.1.1.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade- level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
E03.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
E03.B-V.4.1.2	Demonstrate understanding of word relationships and nuances in word meanings.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
ELD-LA.2-3	Interpret informational texts in language arts by identifying the main idea and key details, Referring explicitly to descriptions for themes and relationships among meanings, describing relationship between a series of events, ideas or concepts, or procedural steps



<b>Lesson Title</b>	Insects for Dinner (nonfiction passage) - 3rd Grade ELA - FID Day 1
<b>Lesson Goals</b> (planned instructional outcomes)	The students will be able to ask and answer questions about the text and make inferences from text; refer to text to support responses.
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)	<p>Log onto synchronous morning meeting with teacher to review the online assignments for the day. Teachers can record the directions/expectations for the online assignments and post the recorded video to Class Dojo for students when 1:1 school provided technology is not available.</p> <ul style="list-style-type: none"> <li>• Log into Google Classroom and open the nonfiction text titled “Insects for Dinner”.</li> <li>• Students with a paper copy would open directly to the reading passage “Insects for Dinner” and complete the following steps.</li> <li>• Preview the “Show What you Know” comprehension questions.</li> <li>• Read the text “Insects for Dinner”, reread the text, and highlight or underline important information pertaining to the questions.</li> <li>• Answer the text-dependent questions in complete sentences using the assigned text.</li> <li>• Submit your responses in Google Classroom, send a picture of the completed assignment via Class Dojo, or bring the completed work to school on the next instructional day.</li> </ul>
<b>Resources</b> (materials and/or tools required to complete the activities)	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Google Classroom Login &amp; Password</li> <li>• Paper copy of the leveled nonfiction passage “Insects for Dinner”.</li> <li>• Pencil</li> <li>• Highlighter</li> </ul>
<b>Assessment(s)</b> (evidence of learning)	Completed “Show What you Know” comprehension questions.
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	<ul style="list-style-type: none"> <li>• Multiple levels of the passage available to best accommodate students on their level.</li> <li>• Targeted skill question has a sentence stem.</li> <li>• Audio is available by clicking on the headphone icon located on the top left corner.</li> </ul> <p>Example of student Modification/SDI:</p> <ul style="list-style-type: none"> <li>• Offer to read aloud directions and questions for assignments.</li> <li>• Provide visual aids/graphic organizers for the use of vocabulary, writing, and reading tasks.</li> </ul>



measures within the lesson for English Learners and students with IEPs.)	<ul style="list-style-type: none"> <li>• Provide 1- to 2-step direction and/or chunk academic material for manageability.</li> </ul>
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)	<p>FID options for students when 1:1 school provided technology is not available.</p> <ul style="list-style-type: none"> <li>• Paper copy of the leveled nonfiction passage “Insects for Dinner”.</li> <li>• Located on the bottom of the passage/ questions is a scannable QR code that students can use to hear an audio version of the passage.</li> <li>• Speech-to-text for students to record themselves speaking the text-dependent answer through use of ClassDojo.</li> <li>• Take a photo and send assignment to the teacher through ClassDojo or bring it into school on the next in-person instructional day.</li> </ul>

### English Language Arts Grades 9-12

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a>	
Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.9-10.A	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text..
CC.1.3.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

<b>Lesson Title</b>	Themes in Outsiders
<b>Lesson Goals</b> (planned instructional outcomes)	<p>Students will be able to identify themes in The Outsiders.</p> <p>Students will be able to analyze thematic elements in the novel.</p> <p>Students will be able to perform a close reading of the text.</p> <p>Students will evaluate the importance of selected scenes to the central themes.</p>
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)	<ol style="list-style-type: none"> <li>1. Bellringer – view/read stereotypes and complete journal prompt based on reactions</li> <li>2. Theme identification jam board or journal entry</li> <li>3. Think-pair-share with seatmate (break out room in Zoom or other conferencing software – alternatively, this can be done with an editable Google doc or journal entry)</li> <li>4. Whole class discussion/discussion board post about identified themes or journal entry</li> </ol>



	<p>5. Close reading worksheet/activity done in pairs or individually</p> <p>6. Constructed response completed individually</p>
<p><b>Resources</b> (materials and/or tools required to complete the activities)</p>	<ul style="list-style-type: none"> <li>• Print or digital copy of The Outsiders</li> <li>• Print or digital slideshow of stereotype photograph presentation</li> <li>• Print or digital/editable docs for worksheets</li> <li>• Forum or journal</li> </ul>
<p><b>Assessment(s)</b> (evidence of learning)</p>	<p>Evidence of learning that will be formatively assessed includes:</p> <ul style="list-style-type: none"> <li>• Students will complete a theme identification jam board (graded based on total themes identified)</li> <li>• Students will participate in a class discussion about the themes they identified via discussion posts (participation grade – must post original post and respond to at least one classmate)</li> <li>• Students will pair up to perform a close reading of a section of the text after selecting a theme either in a breakout room or via collaborative google doc(graded based on literary elements detected and rationale)</li> <li>• Students will complete a constructed response analyzing the literary elements that contributed to the development of their selected theme (graded based on a rubric)</li> </ul>
<p>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.)</p>	<ul style="list-style-type: none"> <li>• Audiobook of the novel</li> <li>• Modified jam board (different number of themes required for students with accommodations)</li> <li>• Modified length of forum posts and responses (only original post required for ESL students)</li> <li>• Length and complexity of close reading passages altered for students with accommodations</li> <li>• Modified rubric and length requirements for constructed response</li> <li>• Translated text and documents provided</li> </ul>
<p>Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that</p>	<p>Students without internet access as identified by the Home Technology survey will be provided any VFID assignments ahead of time. Teacher will reach out to students via phone to verbally explain the VFID assignment.</p>



the work is completed at home during the FID and not when they return to school)	
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### Math Grades K-8

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a>	
Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.3.A.1	Represent and solve problems involving multiplication and division.
CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
M03.C-G.1.1	Analyze characteristics of polygons
CC.2.1.3.B.1	Apply place-value understanding and properties of operations to perform multi-digit arithmetic.
M03.A-T.1.1	Apply place-value strategies to solve problems.
CC.2.4.3.A.6	Solve problems involving perimeters of polygons and distinguish between linear and area measures.
M03.D-M.4.1	Find and use the perimeters of plane figures.
CC.2.4.3.A.5	Determine the area of a rectangle and apply the concept to multiplication and to addition.
M03.D-M.3.1	Find the area of plane figures
CC.2.2.3.A.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
M03.B-O.3.1	Use operations, patterns, and estimation strategies to solve problems (may include word problems).
ELD-MA.4-5	Explain Interpretive Interpret mathematical explanations by identifying concept or entity, Analyzing problem-solving steps, Evaluating a pattern or structure that follows a given rule

<b>Lesson Title</b>	Daily Common Core Review 1-1 and 1-2 (Use with grade 4)
<b>Lesson Goals</b> (planned instructional outcomes)	<p>Students will be provided with daily practice of previously learned concepts and skills to help them develop fluency.</p> <p>Skills Practiced Include:</p> <ul style="list-style-type: none"> <li>Solve problems using the four operations (addition, subtraction, multiplication and division)</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand Fractions as Part of a Whole</li> <li>• Place Value Understanding</li> <li>• Area and Perimeter of Polygons</li> <li>• Word Problems</li> </ul>
<p><b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)</p>	<p>Log onto synchronous morning meeting with teacher to review the online assignments for the day. Teachers can record the directions/expectations for the online assignments and post the recorded video to Class Dojo for students when 1:1 school provided technology is not available.</p> <ul style="list-style-type: none"> <li>• Students will be given questions from the Daily Common Core review which is an extension of the EnVision math program currently used in school.</li> <li>• Students will work to answer multiple choice and short response questions.</li> <li>• Teacher recording of reading the question/problem (i.e. options include, but are not limited to ScreenCastify, voice recorder, etc.).</li> <li>• Answer the Daily Common Review questions within pages 1-1 and 1-2.</li> <li>• Students will submit responses in Google Classroom, send a picture of the completed assignment via Class Dojo, or bring the completed work to school on the next instructional day.</li> </ul>
<p><b>Resources</b> (materials and/or tools required to complete the activities)</p>	<ul style="list-style-type: none"> <li>• Daily Common Core review questions from EnVision math program</li> <li>• Google doc / Google form</li> <li>• paper copy</li> <li>• pencil</li> <li>• calculator (Students may be permitted to use calculators that they have at home including those on cell phones).</li> <li>• scratch paper or graph paper</li> <li>• Electronic format of the questions can be printed and given to students as a hard copy.</li> </ul>
<p><b>Assessment(s)</b> (evidence of learning)</p>	<p>Completed Daily Common Core Review Worksheet(s).</p>
<p>Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after</p>	<ul style="list-style-type: none"> <li>• The number of questions can be modified for students</li> <li>• Including key word clues (such as addition, subtraction, multiplication, division, rounding, etc) next to each problem.</li> <li>• Modified Google doc / form broken into smaller sections with only one or two questions provided at a time</li> </ul>



<p>the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)</p>	<ul style="list-style-type: none"> <li>• Questions grouped on worksheet by standard</li> <li>• Read aloud of questions provided to students through a link sent on Class Dojo.</li> <li>• Use of a calculator can be permitted. (Students may be permitted to use calculators that they have at home including those on cell phones)</li> </ul> <p>Example of student Modification/SDI</p> <ul style="list-style-type: none"> <li>• Academic material chunked for manageability</li> <li>• Graph paper instead of scratch paper for organizer work</li> <li>• Provide visual aids for content vocabulary or problem solving steps.</li> </ul>
<p>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)</p>	<p>FID options for students when 1:1 school provided technology is not available.</p> <ul style="list-style-type: none"> <li>• Electronic format of the questions can be printed and given to students as a hard copy.</li> <li>• Students can submit their work by sending a picture of the completed worksheet to teacher via Class Dojo, or parent’s email, or may submit in class the following day.</li> <li>• Students can access read aloud or questions through link shared on Class Dojo.</li> <li>• Students may be permitted to use calculators that they have at home (including those on cell phones).</li> </ul>

**Math Grades 9-12**

<p><b>PA Academic Standard(s) Addressed</b> (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a></p>	
<p>Alpha Numeric Descriptor</p>	<p>Standard Descriptor</p>
<p>CC.2.1.HS.F.1</p>	<p>Apply and extend the properties of exponents to solve problems with rational exponents.</p>
<p><b>Lesson Title</b></p>	<p>Radical Expressions</p>
<p><b>Lesson Goals</b> (planned instructional outcomes)</p>	<p>Students will be able to simplify radical expressions. Students will be able to multiply radical expressions.</p>
<p><b>Activities</b> (step-by-step directions for ensuring active student</p>	<p>1. Read pages 225-227 of the textbook. 2. Complete questions 27 - 40 on page 227.</p>





participation in support of planned instructional outcome)	
<b>Resources</b> (materials and/or tools required to complete the activities)	<ul style="list-style-type: none"> <li>• Envision Algebra I Textbook (print or e-text)</li> <li>• Pencil</li> <li>• Paper</li> <li>• Calculator (optional)</li> </ul>
<b>Assessment(s)</b> (evidence of learning)	<ul style="list-style-type: none"> <li>• Formative: Responses to questions 27-40</li> </ul>
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.)	<ul style="list-style-type: none"> <li>• Use of a calculator</li> <li>• Online video links (accessible through a QR code in the textbook and links in e-text)</li> <li>• Spanish-language version of the textbook</li> <li>• Fewer questions assigned per student accommodations in IEP</li> <li>• Length and complexity of close reading passages altered for students with accommodations</li> <li>• Modified rubric and length requirements for constructed response</li> <li>• Translated text and documents provided</li> </ul>
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 access as identified by the Home Technology survey will be provided any VFID assignments ahead of time. Teacher will reach out to students via phone to verbally explain the VFID assignment.



**Science Grades 9-12**

<b>PA Academic Standard(s) Addressed</b> (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a>	
Alpha Numeric Descriptor	Standard Descriptor
CC.3.5.9-10.C	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CC.3.5.9-10.G	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

<b>Lesson Title</b>	Socks Lab
<b>Lesson Goals</b> (planned instructional outcomes)	Students will be able to follow an experimental procedure and create a graph of their data so that they can interpret the data and draw a conclusion.
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)	<p>The Socks Lab document and an example document showing how to set up the table and graph they will create will be posted on Google Classroom or provided in print format. Students do not need any special tools because they are measuring the number of socks they have in different colors in their wardrobes. Students will submit the completed assignment on Google Classroom.</p> <ol style="list-style-type: none"> <li>1. Gather all socks in a pile</li> <li>2. Separate socks by dominant color</li> <li>3. Socks that are multicolor with no dominant color will be grouped as ‘multicolor’</li> <li>4. Count the number of individual socks in each pile and record the data</li> <li>5. Graph the data in a column chart</li> </ol>
<b>Resources</b> (materials and/or tools required to complete the activities)	<ul style="list-style-type: none"> <li>• Socks lab student version</li> <li>• Paper</li> <li>• Pencil</li> <li>• Socks</li> <li>• Computer with internet access (if the online version is preferred)</li> </ul>
<b>Assessment(s)</b> (evidence of learning)	Evidence of learning will be a completed assignment and an accurate/reasonable analysis of their sock color data.



<p>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.)</p>	<ul style="list-style-type: none"> <li>• Documents translated into Spanish</li> <li>• Extended time</li> <li>• Graph completed on paper</li> </ul>
<p>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)</p>	<p>Students without internet access as identified by the Home Technology survey will be provided any VFID assignments ahead of time. Teacher will reach out to students via phone to verbally explain the VFID assignment.</p>

### Social Studies Grades 9-12

<p><b>PA Academic Standard(s) Addressed</b> (include alpha numeric and standard descriptor) <a href="http://www.pdesas.org/Standard/View">www.pdesas.org/Standard/View</a></p>	
<p>Alpha Numeric Descriptor</p>	<p>Standard Descriptor</p>
<p>5.4.C.A</p>	<p>Explain how United States foreign policy is developed.</p>
<p>5.4.C.B</p>	<p>Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g. diplomacy, economic aid, military aid, sanctions, treaties).</p>
<p><b>Lesson Title</b></p>	<p>Basics of Foreign Policy</p>
<p><b>Lesson Goals</b> (planned instructional outcomes)</p>	<p>Students will be able to communicate the basic principles of US foreign policy.</p>
<p><b>Activities</b></p>	<p>1. Foreign Policy Overview Edpuzzle</p>



<p>(step-by-step directions for ensuring active student participation in support of planned instructional outcome)</p>	<p>Students will log into their Google Classroom accounts and find the Foreign Policy Edpuzzle that will be posted there. Students will watch and complete the Edpuzzle. In the Google Classroom post, students will also have access to the Google Slides presentation used in the Edpuzzle, as well as a translated version of the slides for ESL students. A print version of the Google Slides version will be provided to students without internet access prior to the FID if possible.</p> <p>2. Foreign Policy Organizer After completing the Edpuzzle, students will go back to Google Classroom and open the Foreign Policy Organizer. Students will read a brief article outlining the roles of the President, Congress, and the State Department regarding foreign policy. After reading the article, students will then organize provided duties under the entity responsible for carrying them out. A modified and translated version of the assignment will be posted in a separate posting to Google Classroom, with access only provided to students with those needs. A print version of these materials will be provided in advance of the FID to students without internet access if possible.</p>
<p><b>Resources</b> (materials and/or tools required to complete the activities)</p>	<ul style="list-style-type: none"> <li>• Devices with internet access</li> <li>• Google Classroom accounts for students</li> <li>• Edpuzzle Subscription</li> <li>• Foreign Policy Overview Edpuzzle</li> <li>• Foreign Policy Overview Slides</li> <li>• Translated Copy of Foreign Policy Overview Slides</li> <li>• Foreign Policy Organizer</li> <li>• Modified/Translated copy of Foreign Policy Organizer</li> <li>• Print materials for students without internet access</li> </ul>
<p><b>Assessment(s)</b> (evidence of learning)</p>	<p>The Edpuzzle and Organizer will both be graded as formative assessments, with emphasis on the accuracy of answers.</p>
<p>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</p>	<ul style="list-style-type: none"> <li>• All students will have access to copies of the Foreign Policy Overview notes in English and Spanish, enabling the ability to reread before answering any questions that appear during the Edpuzzle. Questions on the Edpuzzle will be provided in English and Spanish for all students.</li> <li>• For the Foreign Policy Organizer, the Modified/Translated version will be posted with several tasks already in the appropriate columns, reducing the number of tasks needed to</li> </ul>



<p>measures within the lesson for English Learners and students with IEPs.)</p>	<p>be placed by students. This version of the assignment will also be posted in Spanish for students with ESL needs.</p>
<p>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)</p>	<p>Students without internet access as identified by the Home Technology survey will be provided any VFID assignments ahead of time. Teacher will reach out to students via phone to verbally explain the VFID assignment.</p>