

2023-2024 Flexible Instructional Day Plan

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.

In the event the district would need to utilize a Flexible Instructional Day, all School District students, parents, and staff members will be notified through our global connect system. This system places a phone call to the main parent phone number in our student information system and will include a recorded message with specific instructions about the Flexible Instructional Day, how to log student attendance, how to access the instructional materials, and instructions for families in need of accommodations including technological accommodations for the day. In addition, the intouch connect system sends a text message to any mobile phone on record in our student information system. This text message will direct students and parents to the School District Website for detailed instructions about the Flexible Instructional Day, how to log student attendance, how to access the instructional materials, and instructions for families in need of accommodations including technological accommodations for the day. Additionally, we will use Facebook and Twitter to message followers and again direct them to the website for instructions about the Flexible Instructional Day, how to log student attendance, how to access the instructional materials, and instructions for families in need of accommodations including technological accommodations for the day. Parents who subscribe to our intouch email messaging system will receive notification that the flexible instructional day has been instituted and a link to the district website with instructions about the Flexible Instructional Day, how to log student attendance, how to access the instructional materials, and instructions for families in need of accommodations including technological accommodations for the day will be included in email. Additionally, students in grades 5-12 have iPads, chromebooks, and Google Classroom accounts. They will be alerted of the flexible instructional day through the school district app on their device as well as receive messages sent from their instructors through google classroom with instructions about the Flexible Instructional Day, how to log student attendance, how to access the instructional materials, and instructions for families in need of accommodations including technological accommodations for the day. Finally, we will notify the public through our local media outlets (WNEP, WIGGLE, WETM, WILQ, WGRC, KC101) that a Flexible Instructional Day has been initiated. Our local media outlets traditionally report this information on their morning broadcast as well as on their websites and mobile applications.

2. Describe the procedure for instituting a flexible instructional day.

Once the students, parents and staff have been notified of the flexible instructional day, primary implementation of the day's activities will be accessed through the district website. A Link to Flexible Instructional Day Activities will be made active on the District Website. 1. Student will need to enter their first and last name into the site for attendance purposes and to gain access to the activities 2. Once they have access, they will choose their school of attendance by Elementary (K-6), Middle School (7-8) and High School (9-12), Elementary and Middle School: students will select their specific grade. Once the grade level is selected, the menu of instructional activities for each subject will be made available. High School: students will select their learning activities based on the major department areas of their current schedule (English, Math, Science, Social Studies, World Language, Art, Music, Family & Consumer Science, Business, Technology Education, and Physical Education). Each department will have instructional activities for students based on the specific courses offered in the department. All Grades Delivery of Service Guidance: SDI, IEP accommodations - There will be accommodations and modifications for curriculum and lessons based on the requirements for the IEPs. Accommodations are necessary to measure the academic achievement and functional performance as well as individual needs of students. Access to the Internet: In the event households do not have home access to devices or the internet, each district building will have Flexible Instructional Day folders that include all the activities that are available digitally on the district website. The 12-month district administrators and support staff will report on Flexible Instructional Days and will be available to provide the copies of the instructional materials, or detailed directions over the phone, to parents and students who cannot access the information through the district website. Additionally, upon request, teachers may provide students with an offline version of the learning activities prior to the Flexible Instructional Day.

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. The use of the internet and other technology is an integral part of our FID program. We have considered alternative methods for delivering instruction as well as accessing the teacher support needed. We also considered how teachers can provide support to students in completing the work. These descriptions below outline the district contingency plan: Alternative Method of Delivering Instruction: If there are student issues with availability of technology or student access to the materials and instructors during a flexible instructional day, they can have access to direct instruction over the phone. Access to Materials and Resources: In the event households do not have home access to devices or the internet, each district building will have Flexible Instructional Day folders that include all the activities that are available digitally on the district website that may be picked up by families on the day of the Flexible Instructional Day. In addition, folders will have been provided to students with copies of the instructional materials, detailed directions prior to the Flexible Instructional Day. Professional Staff providing assistance to students: The 12-month district administrators, faculty, and support staff will report on Flexible Instructional Days and will be available to provide the copies of the instructional materials, or detailed directions over the phone, to parents and students who cannot access the information through the district website. Note: Teachers will have provided students with an offline version of the learning activities in a FID folder, prior to the Flexible Instructional Day. These folders will also be available at the district offices during the Flexible Instructional Day for pick up. Relevancy of materials and resources when a FID is initiated: The lessons provided on that Flexible Instructional Day will be within the scope of the district planned instruction. In other words, our high school faculty plan with unit plans as well as student learning maps. The lessons will be current with the unit plan and student learning map that is current with planned instruction. In grades 4-6, planned instruction is created with unit plans and student learning maps. The lessons for a Flexible Instructional Day will be current with planned instruction. In grades K-3, lessons are planned weekly not in unit plans as the upper grades - the design of instruction with the Flexible Instructional Day for these grades will be within the scope of grade level planning that is appropriate from the weekly planned instruction. Compliance with compulsory attendance laws: For the contingency plan students will not have been able to access the instructional materials online. For attendance, they will have to notify the district or teacher that they have access to the Flexible Instructional Day materials. If families are coming to the district office to pick up FID folders: Student (or Parent) will need to enter their (their child's) first and last name onto a sign in sheet in the district office for attendance purposes. If families are using the FID folders with hard copies of the materials: Option 1: Student (or Parent) will need to call the district office to verbally sign their child in on the sign in sheet in the district office for attendance purposes. Option 2: Student (or Parent) will need to SMS message the classroom teacher to sign their child in for attendance purposes. Some classes may use ClassDojo for this purpose. Option 3: Student (or Parent) will need to sign in by completing a POST on the social media attendance post *organized by grade level or *organized by high school content area. Tracking Attendance in this contingency plan: Students unable to participate due to unforeseen circumstances, such as a localized power outage or an absence when FID folders were handed out or forgetting a device or packet, may adhere to local policies governing the submission of student work for credit, but these students may not be considered in attendance on the flexible instructional day. In the event students were unable to gain access to the materials prior to or on the Flexible Instructional Day, a hard copy of the activities will be provided to the students on the next regular school day. Students will turn in the materials required either on-line or through hard copy. Students will have seven (7) calendar days to complete the Flexible Instructional Day activities for full credit. Plan for all students that need modifications or accommodations in the contingency plan (SDI, IEP accommodations): There will be accommodations and modifications for curriculum and lessons based on the requirements for the IEPs. Accommodations are necessary to measure the academic achievement and functional performance as well as individual needs of students.

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

Staff Responsibilities for a FID - Flexible Instructional Day activities will be developed in advance with the following guidelines: High School and Middle School - Instruction and assignments require a minimum of 30 minutes and a maximum of 40 minutes of student work for each instructional period. Elementary School - Instruction and assignments

require a minimum of 45 minutes and a maximum of 70 minutes for Math and English Language Arts. Instruction and assignments require a minimum of 25 minutes and a maximum of 40 minutes for Science and Social Studies. Instruction and assignments require a minimum of 20 minutes and a maximum of 30 minutes for Art, Music, Computer Science, and Health/PE. Teaching Staff: The Flexible Instructional Day is a workday for teachers. Teachers may choose to physically report to their assigned building or log in remotely to the Flexible Instructional Day Teacher Portal from any site with interactive access, including their home. Because each teacher has been equipped with a laptop computer and an iPad, every teacher has the technological capability to access the digital files needed to complete the Flexible instructional Day and to provide support to students who have questions regarding the assignment activities. Teachers will be available by email during the normal operating hours of their assigned building and will respond to email messages from students within 40 minutes. Act 93 Staff: The Act 93 staff are expected to physically report to their assigned building for the Flexible Instructional Day. The 12-month district administrators and support staff will report on Flexible Instructional Days and will be available to provide the copies of the instructional materials, or detailed directions over the phone, to parents and students who cannot access the information through the district website. Technology Staff: The Technology staff are expected to physically report to their assigned building for the Flexible Instructional Day. Paraprofessional and Support Staff: The Support staff are expected to physically report to their assigned building for the Flexible Instructional Day in order to access technology and internet supports. The 12-month district administrators and support staff will report on Flexible Instructional Days and will be available to provide the copies of the instructional materials, or detailed directions over the phone, to parents and students who cannot access the information through the district website.

5. Describe the responsibilities of students during a flexible instructional day. Student Participation: Once notified that the Flexible Instructional Day has been initiated, students will be required to access the district website to: 1. Students will need to enter their first and last name into the site for attendance purposes and to gain access to the activities. 2. Once they have access, they will choose their school of attendance by Elementary (K-6), Middle School (7-8) and High School (9-12). This will give the student access to their instructional materials for the day. Assignment Completion: Students will complete assignments in the online platform for the classroom. Assignments must be turned in online on the Flexible Instructional Day (FID). Tracking Student Attendance: (Option 1 -Login) Students will log into Google classroom or other online platform and post their last name, first name on the attendance post. (Option 2- Assignments) Assignments must be turned in online on the FID day. (Option 3- Hard Copy Assignments) In the event that these assignments are not turned in on the FID day because the student was accessing hard copies of the instructional materials on the FID day. Immediately the day after the FID day once they are back to school in person face-to-face the assignments must be turned in. Note - Grading Policy Decision: In the event students were unable to gain access to the materials prior to or on the Flexible Instructional Day, a hard copy of the activities will be provided to the students on the next regular school day. Students once they complete and turn in the materials required either on-line or through hard copy. Students will have seven (7) calendar days to complete the Flexible Instructional Day activities for full credit. They will not be counted as present on the Flexible Instructional Day this day will be counted as an absence. Tracking Student Attendance (contingency plan): Students unable to participate due to unforeseen circumstances, such as a localized power outage or an absence when FID folders were handed out or forgetting a device or packet, may adhere to local policies governing the submission of student work for credit, but these students may not be considered in attendance on the flexible instructional day. In the event students were unable to gain access to the materials prior to or on the Flexible Instructional Day, a hard copy of the activities will be provided to the students on the next regular school day. Students will turn in the materials required either on-line or through hard copy. Students will have seven (7) calendar days to complete the Flexible Instructional Day activities for full credit. With access to the Internet - Reporting of an Issue: Direct reporting within the online platform to the teacher, posting in the google classroom. In the case of students grades K-6, parents will be able to report an issue with the SMS messaging systems used directly with the classrooms (ClassDojo and others). Without access to Internet - Report if there is an issue The 12-month district administrators, faculty, and support staff will report on Flexible Instructional Days and will be available to provide the copies of the instructional materials, or detailed directions over the phone, to parents and students who cannot access the information through the district website. Contact will be to the district offices, directly. Student Reporting no access to

materials: Contact will be to the district offices, directly.

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

Tracking Student Attendance: Once notified that the Flexible Instructional Day has been initiated, students will be required to access the district website to:

1. Students will need to enter their first and last name not the site for attendance purposes and to gain access to the activities
2. Once they have access, they will choose their school of attendance by Elementary (K-6) Middle School (7-8) and High School (9-12) This will give the student access to their instructional materials for the day. Students who did not participate during the FID will be reported as excused or unexcused absences.

Teachers tracking attendance and participation: (Option 1 -Login) Students will log into Google classroom or other online platform and post their last name, first name on the attendance post. (Option 2- Assignments) Assignments must be turned in online on the FID day. (Option 3- Hard Copy Assignments) In the event that these assignments are not turned in on the FID day because the student was accessing hard copies of the instructional materials on the FID day. Immediately the day after the FID day once they are back to school in person face-to-face the assignments must be turned in. (contingency plan): Students unable to participate due to unforeseen circumstances, such as a localized power outage or an absence when FID folders were handed out or forgetting a device or packet, may adhere to local policies governing the submission of student work for credit, but these students may not be considered in attendance on the flexible instructional day.

Assignments to Gauge Attendance/Participation: These assignments must be turned in online on the FID day or immediately the day after the FID day once they are back to school in person face-to-face.

Receiving Credit Grading Policy Decision: In the event students were unable to gain access to the materials prior to or on the Flexible Instructional Day, a hard copy of the activities will be provided to the students on the next regular school day. Students once they complete and turn in the materials required either on-line or through hard copy. Students will have seven (7) calendar days to complete the Flexible Instructional Day activities for full credit.

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.1.2.K.A	With prompting and support, answer questions about key details in a text
CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding

Lesson Title
How will I understand what I read? (Demonstrate Comprehension)
Lesson Goals (planned instructional outcomes)
Assessment Prompt 1: With prompting and support, students will define what a key detail is; Assessment Prompt 2: With prompting and support, the students will identify key details in an informational text; AP 3: With prompting and support, students will answer questions about key details in text; AP 4: Students will recall at least one key detail from an informational text.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
AP #1: Students will define key details after listening to the teacher model and read aloud, "Young Martin Luther King Jr. I have a dream". To help myself identify the key details in a text, as I read I ask myself questions before I read, during my reading, and after I read. This helps me remember important information or KEY DETAILS in the text. I do- 1st read: (Teacher reads the questions on the graphic organizer aloud - states: as I read the text. I'm going to be thinking about these questions) Teacher reads text aloud. I's tell 2's what a key detail is (words or parts in a book that help us answer questions.) 2's tell I's why key details are important (to help us answer questions or so we don't get things mixed. AP #2: With prompting and support. the students will identify key details in an informational text. 2nd read: {Teacher reads the questions again.- states: as I read the text this time. I am going to put a post-it note next to the key details in my text.) After the second read, teacher rereads one page of information where a post-it note was placed. With support, 2's tell I's one key detail from the story. Teacher reads a different page where a post-it note was placed. With support, I's tell 2's a different key detail from the story. AP #3: With prompting and support. students will answer questions about key details in a text. 3rd read: (Teacher reads the questions again.- states: as I read the text this time, I am going to stop at my post-it notes and see if I can answer some questions and begin writing on my graphic organizer.) I do: Stop at the post-it note and model: This key detail tells me 'who the story is about' so I am going to write it here on the graphic organizer. so I can remember ' who' the text is about. We do: Go to the next post -it note and work together to come up with where that information will go on the G.O. AP#4: Students will recall a key detail from a text. You do: Depending on how well students are doing, stop at the next post-it note and have students work in pairs to recall a key detail in the text and decide where it fits on the G.O. and write it in. Continue this throughout the remainder of the text. *Prompt and support students frequently as recommended in the standard*
Resources (materials and/or tools required to complete the activities)
Internet: Students will view the following lesson on Seesaw and begin completing the assignment (link). The students will submit their responses on Seesaw. Teacher will see responses and provide feedback.
Assessment(s) (evidence of learning)
Classroom setting: Together. the students will develop a class story that includes details. They must include true information and facts in their story. The teacher will prompt the students by asking who, what, where, when, why, and how questions to enforce the inclusion of key details within their story. The teacher will write/draw the story using key details from the students. Internet: After watching the Seesaw video. students will complete the worksheet assignment on Seesaw "A Big Rug" with the assistance from an adult who can read the story and questions to the student. The student will then submit their work via Seesaw
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.)

The majority of the lesson is whole group. I will partner students according to their ability level. Struggling students will be partnered with a tier 1 student. Re-teaching will be available for students who have difficulty with the independent assessment assignment or summarizing strategy. Students will have an opportunity to work with the teacher or a partner for the activity. When completing the worksheet, "A Big Ru g" - students will have an opportunity to verbally answer the question or to only check the box rather than write in the word. Also, this worksheet would need to be read to individual students by a teacher, student mentor, paraprofessional, or parent in order for them to answer the questions asked.

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)

Internet not available: Students will view the Story Comprehension Graphic organizer then complete the worksheet "A Big Ru g" with the assistance from an adult who can read the story and questions to the student. If possible, the parent can take a picture of the completed worksheet and send it to the teacher.

ELA courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.2.9-10.D	Determine an author's particular point of view and analyze how rhetoric advances the point of view
CC.1.2.9-10.L	Read and comprehend literary nonfiction and how informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.B	Write with a sharp, distinct focus identifying topic, task, and audience.

Lesson Title
I Am Malala
Lesson Goals (planned instructional outcomes)
Students will read and analyze Malala Yousafzai's use of rhetoric in her speech to the 2013 United Nations Youth Assembly
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Assignments, activities, and links will be posted on Google classroom and / or in packet form. 1. Students will visit Quizlet.com to review key vocabulary terms (Link on Google classroom or printed flashcards for those without internet access). 2. Students will read Malala Yousafzai's "Address to United Nations Youth Assembly" (Link on Google classroom or printed for those without internet access). 3. Students will complete a SOAPStone Organizer as they read the speech. (Link on Google classroom or printed for those without internet access). 4. Students will complete a Quick-Write: How does Malala Yousafzai use rhetoric in paragraphs 1-6 to advance her purpose. (Link on Google classroom or printed handout).
Resources (materials and/or tools required to complete the activities)
Internet access or paper copies of resources, Access to Quizlet or paper copies of flashcards; Malala Yousafzai's 2013 Address to the UN Youth Assembly (online or printed), SOAPStone Organizer,
Assessment(s) (evidence of learning)
Quick-Write assignment and rubric
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.)
Printed versions of assignments with enlarged text when needed, students can listen to the reading or watch the video of Malala Yousafzai giving the speech orally, Students can complete a guided reading at Commonlit.org, Text-dependent guided reading questions completion instead of Soapstone organizer completed organizer given to students, Extra time and/or teacher feedback and opportunity for improvement prior to grading.
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)
Completion of work through printed resources.

Math courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.4.3.A.1	Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

Lesson Title
EQ: How do I measure objects to the nearest $\frac{1}{4}$ inch? Introductory Lesson #2
Lesson Goals (planned instructional outcomes)
1. Identify the $\frac{1}{2}$ inch tick mark on a ruler, 2. Identify and compare the location of a $\frac{1}{4}$ tick mark from the $\frac{1}{2}$ mark, 3. Identify that a $\frac{1}{4}$ inch tick mark is equivalent to $\frac{2}{4}$ of an inch tick mark, 4. Measure lengths of an object to the nearest $\frac{1}{4}$ inch.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students that do not have internet access will be mailed a worksheets to complete. Completion of the worksheets can be sent using photos through a Classdojo app account or completed worksheets can be dropped off at the Canton Area School District. 1. Log into your Seesaw account 2. Find "Measure to the Nearest $\frac{1}{4}$ " Lesson 2. 3. Watch the video link on Seesaw or Youtube: Link 4. Read and listen to the instruction provided for the opening page. 5. Read and listen to the instructions provide for the activities 6. Submit the activity when complete. 7. Look for teacher corrections or suggestions following submission of work in your Seesaw account
Resources (materials and/or tools required to complete the activities)
https://app.seesaw.me/pages/shared_activity?share_token=MHWn3NhmRTeMG4fdWzixgg&or_empty_id=prompt.d38db103-lde2-4bfc-9325-b466d8a9Sd3f Ruler or tape measure. pencil or other acceptable writing utensil. (for students with no internet} Computer. _Laptop, Tablet. or iPad. - Login information for your SeeSaw account Internet access
Assessment(s) (evidence of learning)
Completion of internet activities and submission to the teacher. Students with no internet make take photos of the worksheets mailed to the and send the photo the teacher through the Classdojo app or drop off the completed work at the elementary 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.)
All directions on the internet based assignment are read to the students. Students without internet access and IE P's will have a Paraprofessional, ELA teacher. or Learning Support teacher call them and read the directions to them or make any other adaptations or accommodations that are indicated in the student's IEP or 504 plan ...
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 that do not have internet access will be mailed a worksheets to complete. Completion of the worksheets can be sent using photos through a Classdojo app account or completed worksheets can be dropped off at the Canton Area School District.

Math courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
Al.2.2.1.2	Apply the concept of linear rate of change (slope) to solve problems.
Al.2.2.1.1	Identify, describe, and/or use constant rates of change.

Lesson Title
Finding Slope
Lesson Goals (planned instructional outcomes)
Students will be able to identify different types of slope within their household. Students will be able to calculate the slope given a line/two ordered pairs and apply this concept to a real life scenario.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Visit Types of Slope to recall the 4 types of slope. • Alternative: Review your graphic organizer from class if you do not have internet access. 2. Identify each type of slope within your house (or outside!). Take a picture and label the slope as positive, negative, zero, or undefined. Upload your pictures to Google Classroom. • Alternative: Describe/sketch the 4 items and their slopes on paper. Turn in when we return to school. 3. Visit Kahn Academy to review how to find the slope from a g@Qjl and with two ordered pairs. • Alternative: Review your slope note sheet from class. 4. Visit Quizlet to view flashcards and practice finding slope. • Alternative: Complete the attached sheet for practice
Resources (materials and/or tools required to complete the activities)
• Computer with internet access (Youtube, Google Classroom, Kahn Academy, Quizlet) • 4 household items with various slope OR • Classroom Notes • 4 household items to determine slope • Practice Sheet (see attached)
Assessment(s) (evidence of learning)
Students will complete the following task and submit their results via Google Classroom or provide the teacher a paper copy upon returning to school: Find the slope of a line that passes through (8, 2} and (11,3). Graph the points (-4, 7} and (6, 12). Draw a line and find the slope. A runner traveled 3 miles in½ hour. He then traveled a total of 12 miles in 2 hours. What is his average rate of change (slope)?
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.)
• Students will be able to access additional lessons with examples via Study Island • For students completing practice sheet (without internet access), first example will be completed with additional notes (may be color coded) • Graphic organizer will be provided for students. • Zoom with teacher/coteacher for additional help
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)
For students completing practice sheet (without internet access), first example will be completed with additional notes (may be color coded)

Science - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
BIO.B.3.2	Analyze the sources of evidence for biological evolution.
BIO.B.3.2.1	Interpret evidence supporting the theory of evolution (i.e., fossil. anatomical, physiological, embryological. biochemical. and universal genetic code).

Lesson Title
Evidence for Evolution
Lesson Goals (planned instructional outcomes)
By the end of the lesson the student will _ be able to identify at least 3 sources of evidence for evolution.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Complete the assigned packet provided to you by using a pencil. Read and analyze the pictures within each section of the packet and answer the questions if completing this assignment on Google Classroom, then type your answers within the document and submit then when finished.
Resources (materials and/or tools required to complete the activities)
Evidence for Evolution Packet Pencil iPad. smartphone or computer - if submitting the packet via Google Classroom. .
Assessment(s) (evidence of learning)
students will be assessed upon turning in their packet or submitting that through google classroom
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.)
If completing the packet without internet: Regular or learning support teacher will omit questions on a student by student basis and contact the students via phone to further explain the lesson as needed. If completing the packet virtually: Regular or learning support teacher will aid Ells and IEP students virtually by discussing the packet in a Zoom meeting. Questions may be omitted as needed on a student by-student basis.
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)
f completing the packet without internet: Regular or learning support teacher will omit questions on a student by student basis and contact the students via phone to further explain the lesson as needed.

Social Studies - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
C.1.2.2.2	Standard

Lesson Title
State Government Structure
Lesson Goals (planned instructional outcomes)
Summarize the Legislative process in_ the PA_ General Assembly list the process of passing a bill in the state of PA list and discuss the duties of the Governor's cabinet and identify which cabinets also exist in US's Government
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Brainstorm - what are the 10 things you think of when someone says "American Government"? Students will create their own Graphic Organizers that explains how the General Assembly of the USA works Venn Diagram that explains how the process of making a law in the USA and PA's Government is alike and different Use a list of cabinets from PA and circle the ones that the USA government has too. Analyze the similar and different cabinets and discuss why they are found at each respective level of government.
Resources (materials and/or tools required to complete the activities)
Power Point Federal Government Structure - Flow Graph Making a Law in PA flow chart Venn Diagram - -Compare and Contrast the USA and PA's Government List of PA Cabinets in the Executive Branch
Assessment(s) (evidence of learning)
Reflection assignment (short writings) and graphs that are completed with the PPT.
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.)
All information is found on the PowerPoint. If a student needs · additional assistance, teacher can highlight appropriate information that will be needed to compete the graph
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 materials can be provided in online or paper modes.

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

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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

2023-05-11

Uploaded Files

CASD Scan 230531_11_54_39.pdf

Assurances

- x 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.
- x 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.
- x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
- x 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).
- x 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.
- x 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
Amy Martell	2023-07-17