	Office	Standard(s)/Topics	Digital	Digital	Print Resources/	Differentiation	Assessment	Feedback
	Hours	, , ,	Content for	Content for	Supplemental			
			Instruction	Daily	Resources			
				Practice				
PreK – K	On your	Continue with the	On your	On your	Develop packets of	Follow	Include a daily	Using Google Classroom or
Grades 1 -	website,	curriculum, taking	website, post	website, post	lessons for students who	all accommodations and	formative	Class Dojo, provide
2	post the	into consideration	the code for	links to	do not have devices	modifications in IEP's.	assessment that	daily feedback to
Grades 3 -	morning	skills that have	your Google	additional	and/or intermittent inter	For ELL students,	you will record in	assignments. Update your
5	and	already been	Classroom	digital daily	net access. These	provide a digital link to	gradebook.	webpage as needed.
Grades 6	afternoon	covered.	and/or Class	practice. See	packets will not come	online word-to-word	Include a weekly	
- 8	hours that		Dojo.	Social	back to school. Parents	dictionaries. Your plans	summative	
Grades 9 -	you will be			Studies, SS	should have a way to	must include the	assessment of the	
12	online,			Grades K-4,	communicate with	scaffold work that is	standards/skills	
12	able to			VPA,	you that the work is	routinely expected for all	assigned during	
	answer			Health/PE,	being completed.	students.	the week and	
	questions.			WL,			record it in	
				ES/Bilingual,			Genesis.	
	Post your			and CTE	(A) Y		Consider projects	
	school			Curriculum			that can be	
	email so			Websites for			photographed or	
	parents can			additional			produced	
	communic			links that			digitally.	
	ate with			are aligned to				
	you during			the				
	the			curriculum.	D ′			
	closing.			_				

Mr. Harris	Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental Resources	Differentiation	Assessment	Feedback
PreK – K Grades 1 - 2 Grades 3 - 5 Grades 6 - 8 Grades 9 - 12	Morning: 9-11 Afternoon: 1-3	7th Grade Meal Plan 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. 2.1.8.B.4 Analyze the nutritional values of new products and supplements NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Google Classroom Sample Code: V2564D	Websites: Nutrition Info https://www.Sup erTracker.usda.g ov http://www.calor ieking.com Recipes http://www.allre cipes.com http://www.pinte rest.com http://www.healt hyeating.org http://www.cook inglight.com Grocery Prices: www.shoprite.co m www.walmart.co m	Meal Plan Instructions and Rubric: https://www.lee.k12.nc.us/cm s/lib/NC01001912/Centricity/ Domain/2129/MealPlanningPr oject-7thGrade.pdf Sample Meal Plan: https://www.hemophiliafed.org/uploads/2011/03/adol_menu_final.pdf	Follow all accommodations and modifications in IEP's. For ELL students, provide a digital link to online word-to-word dictionaries. Your plans must include the scaffold work that is routinely expected for all students.	Authentic: 7 Day Meal Plan Formative: Project Reflection Questions to be completed after the meal plan is complete. Answer in complete sentences. 1. On average, a middle school girl should eat between 1600 and 2000 calories each day. If your lunch each day was 400 calories, do your total calories fall between 1600 and 2000 calories every day? Why do you think they did/did not? Explain your answer. 2. Predict what would happen if you ate less than 1600 calories per day. Is this healthy? Explain	At the completion of the assignment, the assignment will be graded using the attached rubric. I will also, provide direct feedback to each Meal Plan in Google Classroom.

	your answer. 3. Imagine you had a budget of \$85 per week for groceries. Would you have been able to afford the meals you planned for the week? Do you think it is easy or difficult for
	economically disadvantaged families to eat healthy foods? Explain your answer.