



PERSONAL | PASSIONATE | PROGRESSIVE

Continuous Systemic Improvement

October 14, 2020



PERSONAL | PASSIONATE | PROGRESSIVE

In the Chat Box...

Go into the chat box &
type in your
expectation(s) and/or
goal(s) of tonight's
presentations.

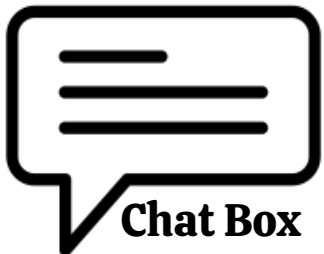


welcome

Dr. Bethany Quisenberry
Director, Elementary Curriculum & Instruction

Mrs. Lori Houchin
Director, Secondary Curriculum & Instruction (Middle School)

Mrs. Candace Allevato
Director, Secondary Curriculum & Instruction (High School)



Chat Box

- At any point, feel free to use the Chat Box to ask questions. We will do our best to stop periodically & check the chat box.

Planning for Instruction

Face-to-Face and Lee Home Connect



PERSONAL | PASSIONATE | PROGRESSIVE



Instructional Models

As of October 13, 2020

- Face-to-Face: 45,963 students
- Lee Home Connect: 32,787 students
- Lee Virtual School: 5,180 students
- Home Education: 2,400 students

Shifts for Quarter 2 as of October 14, 2020

- Face-to-Face to Lee Home Connect: 255 students
- Lee Home Connect to Face-to-Face: 5,727 students



First Quarter Action Steps

- **Lee Home Connect** Task Force
- Weekly Zoom Office Hours
- Purchase of **Nearpod** to support student **ENGAGEMENT** & **accountability**
- Continuation of ***Leading & Learning***
- Professional Development
 - iReady
 - Adopted Curriculum Resources
- Principal/Assistant Principal meetings focused on **best-practices** & **support** for each **instructional models**

PURPOSE

Lee Home Connect Teacher Task Force



The purpose of the Lee Home Connect Teacher Task Force is to develop best practices around the areas of instruction, equal access/support, and accountability.





Lee Home Connect Task Force

Timeline

Aug. 5th: Task force first meeting

Aug. 6th, 7th, 10th: Task force sub-committees meeting

Aug. 10th: Task force meeting

Aug. 12th: final Task force meeting

Aug. 14th: shared with District Leadership

Aug. 17th: shared with all District Staff & posted to [District website](#)



Subcommittee Topics

Instruction

- Instructional Resources
- Instructional Routines
- Student Engagement
- Differentiation
- Emergency
Guest/Contingency Plans
- Professional
Development Training
Menu
- Student Materials

Equal Access/Supports

- ESE Considerations
- 504 Plans
- Gifted Considerations
- ELL Considerations
- MTSS
- Adaptive Technology

Accountability

- Virtual Classroom
Expectations
- Classroom Assessments
- Progress Monitoring
- Attendance/Tardies
- Student Behavior
- Grades

20-21 Back to School

Lee Home Connect Resources

Lee Home Connect Resources ↑

Lee Home Connect Tips and Tricks ↑

Curriculum Resources (including live webinars)

Elementary Curriculum Resources and Live Webinar Schedule ↑

Secondary Curriculum Resources and Live Webinar Schedule ↑

Curriculum Maps and Academic Plans Resources ↑

Resources for the Arts ↑

Google Resources

Google Drive and Google Classroom Training (eligible for additional in-service points) ↑

Google Classroom Tips and Tricks ↑

How to differentiate instruction with Google Tools (eligible for additional in-service points) ↑

Additional Technology Resources

Zoom Tips and Tricks ↑

Safari Montage Tips and Tricks (creating playlists in google classroom, using safe educational digital resources) ↑

Lightspeed Tips and Tricks to monitor student Chromebook usage ↑

Screencastify Tips and Tricks to record a lesson or presentation ↑

School Messenger Tips and Tricks (create class list, send messages to students and parents) ↑

ActivInspire Promethean Tips and Tricks ↑

Nearpod Resources ↑

FOCUS Resources ↑

CASTLE Resource ↑

Resources for Instruction

Face-to-Face and Lee Home Connect



PERSONAL | PASSIONATE | PROGRESSIVE

Embracing the Virtual Environment TODAY'S TECH TOOLS

Nearpod

Bitmoji Extension & Bitmoji Classroom

Digital Jigsaw

Digital Gallery Walk

Padlet Overdrive

Zoom Breakout Rooms

Tech Support Document



PERSONAL | PASSIONATE | PROGRESSIVE

Elementary ELA

Leslie Buddin, Kym Bisbe, Elyse Clark, Rebecca Mendes



PERSONAL | PASSIONATE | PROGRESSIVE

Elementary ELA Resources

- Plugged and Unplugged Instructional Resources
- Digital Resources
- Digital Formative Assessments (2nd - 5th)
- Digital Exemplar Summative Assessments (K-5th)



PERSONAL | PASSIONATE | PROGRESSIVE

CURRICULUM & INSTRUCTIONAL INNOVATION

ELA TEACHER PLAYBOOK

TEACHER REFERENCE	CALENDARS	INSTRUCTIONAL STRATEGIES	ELA RESOURCES	INTERVENTION/SUPPLEMENTAL	ASSESSMENTS
ELA Basics 2020-21 Elementary ELA Curriculum Scheduling help! > Course Codes 2020-21 Literacy Locker Room PLC Planning Template Envision 2030 Homework Guidance Doc Plugged & Unplugged Doc. NEW!	Assessment Calendar LCSD Instructional Calendar Google Calendar to use for pacing/planning ELA Leading and Learning, Literacy Coaches/Contacts Calendar	Pre-Instructional Guide Laying Down Literacy Routines High Yield Strategies > Question Writing Resources > Cooperative Learning Structures > Graphic Organizers Routines Kindergarten Grades 1 & 2 Grades 3-5 Vocabulary <ul style="list-style-type: none"> • Vocabulary Strategies • Glossary of Academic Language • Word Wall Guidance • Sight Word Guidance Reading Strategies > Informal Fluency > Clarifying	Digital Resources NEW! Parent Resources Gifted/High Achieving Resources ELL Resources ESE Resources Grammar Resources Writing Resources Handwriting Guidance & Practice	Decision Tree Filling in the Gaps Intervention Guidance > Grades 4-5 One Stop Shops > Really Great Reading > iReady > Read 180 > System 44 MTSS Google Drive	Elementary ELA Assessments Standard Trackers Fluency > Updated for 2020-2021 Benchmark Goal Guidance Docs > K & 1 > 2-5 > Informal Fluency

Secondary ELA

Rebecca Savage, Ruth Albright, Jessica Reimer



PERSONAL | PASSIONATE | PROGRESSIVE

Secondary ELA Resources

Updated! Scope and Sequence & Curriculum Maps (and corresponding Instructional Guides)

Updated Secondary ELA Scope and Sequence & Curriculum Maps and corresponding Instructional Guides to highlight the incorporation of tools that are suitable for Lee Home Connect instruction.

Each instructional guide contains detailed Google Slides that are easily delivered in a virtual format, as well as Home Connect adaptation instructions for each activity, referenced in orange text.

Unit 1/Quarter 1						
Concept: Facing Fear						
Performance Task: Explanatory Essay						
Module 11						
Instructional Guide	Duration	Standards	Students Do	Students Know	EQ	Assignment
1. Collection Launch	1-2 Blocks	LA.5.6.1.1.1 LA.5.6.1.1.2 LA.5.6.1.1.3 LA.5.6.1.1.4	ELL Language Objectives: Participate in a collaborative discussion. Interpret information from a video presentation. Interpret the common message in an image and a quote. Use a variety of strategies to determine the meanings of unfamiliar words and phrases.	Collaborative discussion strategies Listening strategies Visual interpretation strategies Vocabulary strategies	How does the information presented in different media show how fear affects people?	Philosophical Chairs Discussion
2. Synthesizing Text for Reading and Writing	2-3 Blocks	LA.5.6.1.1.1 LA.5.6.1.1.2 LA.5.6.1.1.3	Draw evidence from informational texts to support written analysis. Determine the central ideas for multiple passages. Draw connections among central ideas in multiple passages. Compare and contrast previsions of a topic.	Connections among/relationships between passages on the same topic (similarities/differences) Note-taking strategies Text analysis Textual evidence	How do the authors present the central idea of fear and inferences can be made between it?	Synthesis Note-taker

- We Do:**
1. Show the [Analysis vs. Synthesis Presentation](#), stopping to break down the words in context from the Key Vocabulary List above: Evidence, Analyze/Analysis, Synthesize/Synthesis, Conclusions. You may choose to have students take notes using the note-taking system of your choice (or your school-wide note-taking strategy). The presentation is editable if you would like to provide an example of a completed note-taker or add any supports or extensions.
 2. Pass out the [Fear Synthesis Text Tracker](#) (HYS: [Willing to Raise Achievement](#) and [Text-Dependent Questioning](#)) either on paper or digitally. Re-read the first passage from the set together, stopping to record any evidence or thoughts that tie to the focus question for the passage set under the document camera. Note: Consider using paper copies so students learn how to use the ELA FSA Writing Component Worksheet. This will also become their planning sheets for their essays.
- You Do Together:**
3. Have students work in collaborative groups or pairs ([HYS: Numbered Heads/ Collaborative Pairs](#)) to re-read and take notes on the second passage as you circulate to check for understanding and support students. Students may read silently and then discuss their ideas or take turns reading aloud to each other and discuss their ideas as they read. Adapt for your students' needs. Consider having groups or pairs share out and add new information to the master Text Tracker under the document camera.
 - **Home Connect Adaptation:** Collaborative Pairs/Groups - Use breakout rooms and a collaborative Google Doc.
- You Do Independently:**
4. Students will re-read the third passage set and practice recording their notes/thoughts independently. You may choose to have them compare notes with a partner, in their groups, or with other students in the classroom. Choose a structure that works for your class.
 - **Advanced Learners:** Consider adding a 4th passage to extend the thinking. Students can draw their conclusions and create a conclusion statement that will become their controlling ideas for their essays.

New! Digital Collaboration Strategies Sheet

Our new *Lee Home Connect Strategies Sheet* organizes a variety of clickable teacher supports in easy-to-read subsections, alphabetized for quick referencing.

New! Supporting Lee Home Connect Playlist

Additionally, the supporting *Lee Home Connect Playlist* guides teachers through linked professional development and instructional support for digital learning best practices by topic.

PERSONAL | PASSIONATE | PROGRESSIVE

SECONDARY ELA LEE HOME CONNECT STRATEGIES

[Home Connect Playlist](#) | [Instructional Strategies](#) | [Classroom Management Strategies](#)

ATTENDANCE FOR HOME CONNECT

1. Prepare a [Google Form](#) for attendance and post the link in the Google Classroom. The title of the quiz will be the date. The first question will ask for the student's last name. The second question will be the student's first name. Then they will submit. If done daily, students will be accustomed to doing this. Remember you'll want a separate [google form for each class](#).
2. As you give students access who are in the waiting r check off their name as you admit them. You'll have enter late.

PERSONAL | PASSIONATE | PROGRESSIVE

SECONDARY ELA LEE HOME CONNECT PLAYLIST

[Home Connect Playlist](#) | [Instructional Strategies](#) | [Classroom Management Strategies](#)

CLASSROOM MANAGEMENT

Use these strategies to help with virtual classroom management

Classroom Management Strategies

Topics Covered:

- Getting Class Started
- Virtual Expectations
- Tracking Behavior
- Transitioning Between Activities
- Brain Breaks
- Advanced Classroom Management

FAQ

Home Connect & Hybrid

[ELA Home Connect Playlist](#)
[ELA Instructional Strategies](#)
[Classroom Management Strategies](#)

Q: Virtual Differentiation?
A: Utilize [Google Classroom's](#) ability to assign certain students to different lessons & resources

Q: Hybrid Teaching & Engagement Strategies
A: See [Collaboration Strategies](#) section

Q: Nearpod Training?
A: LIVE [webinars & video tutorials](#)

Q: Collections Digital Tools?
A: See Collections section in [LHC Playlist](#)

Q: How do I manage the chat?
A: See ideas in [Monitoring Chat](#) section

Q: Lengthy student tech learning curve?
A: Have patience & invest in teaching tech tools now. Start with one piece of tech and when most have it, teach another.

Q: Student connectivity issues?
A: Create a [Troubleshooting document](#) for your students with answers to common issues.
(I created this for my own daughter.)

Q: How do I engage both F2F with LHC?
A: See [LHC & F2F Partners](#) section.

Q: Attendance for LCH?
A: See [Attendance](#) section

Q: 1-1 time with LHC students?
A: See [conferencing](#) section.

Q: Engaging Vocabulary lessons
A: Flocabulary in [Nearpod/ Quizlet](#) games

Elementary Mathematics

Nick Pietkiewicz, Brittany Fox, Ayme Pappas, Monica Wilkerson













PERSONAL | PASSIONATE | PROGRESSIVE

Elementary Math Resources

- Virtual Manipulatives
- [Take 10 Daily Spiral Review](#)
- Digital Resources
- Digital Formative Assessments (K - 5th)
- Digital Exemplar Summative Assessments (K-5th)

ELEMENTARY MATHEMATICS

| INSTRUCTIONAL SUPPORTS

				
<u>MATH: 'IN THE KNOW'</u>	<u>DIFFERENTIATION</u>	<u>COLLABORATIVE PLANNING</u>	<u>STANDARDS-BASED CHECKS</u>	<u>SPIRALING INSTRUCTION</u>
				
<u>INSTRUCTIONAL ROUTINES</u>	<u>INSTRUCTION IN ACTION</u>	<u>VIRTUAL MANIPULATIVES</u>	<u>GUIDANCE DOCUMENTS</u>	<u>BUILDING AUTOMATICITY</u>

OUR MISSION: To empower students and teachers with a positive mathematics mindset by researching and designing innovative approaches to teaching and learning.

OUR VISION: To ensure equitable mathematics instruction in Lee County by supporting the interpretation, implementation, and assessment of high quality resources.

Secondary Mathematics

Frank Savage



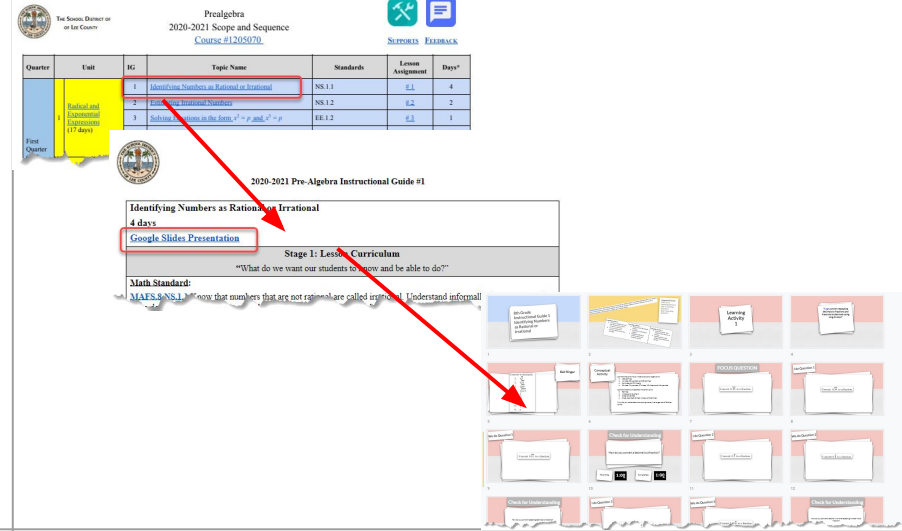
PERSONAL | PASSIONATE | PROGRESSIVE

Secondary Mathematics Resources

Updated! Scope and Sequence & Curriculum Maps (and corresponding Instructional Guides)

Updated Secondary Math Scope and Sequence & Curriculum Maps, and corresponding Instructional Guides, to highlight those tools that are suitable for Lee Home Connect instruction.

Each instructional guide contains detailed Google Slides that are easily delivered in a virtual format, while still allowing for unique customizations by instructors to best suit the instructional needs of their specific classroom.



New! Instructional Resource Cheat Sheet

Our new instructional resource cheat sheet, available for all state assessed secondary math courses, outlines all of the core aspects of mathematical instruction and aligns each of them to recommended digital resources.

New! Supporting Lee Home Connect Reference Guide

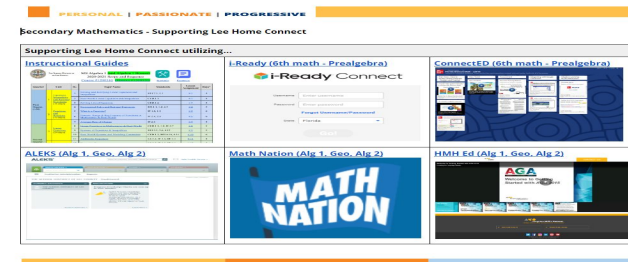
Additionally, the "Supporting Lee Home Connect Reference Guide" is a repository of information on how to leverage many district supports at both the middle and high school level to best support those teachers and learners engaged in virtual learning.

PERSONAL | PASSIONATE | PROGRESSIVE

District Supported Resource Cheat Sheet (6th Grade Math, 7th Grade Math, Pre-Algebra)

Instructional Resources	Initial Instruction	Student Practice	Formative Assessment	Content Spiraling	Individualized Differentiation*	Summative Assessments**
I-Ready	✓	✓	✓	✓	★	✓
Math (Algebra) Nation	✓	✓	✓	✓	✗	✓
Khan Academy	✓	✓	✓	★	✓	✗
USA Test Prep	✗	✓	✓	★	✗	✓
Connect ED	✓	✓	✓	✓	✗	✓
Nearpod	★	✗	★	✗	✗	✗

* Individualized Differentiation that is automated and does not require teacher assignment of tasks to specific students
 ** Customized Summative Assessments aligned to specific cumulative content





Sample Daily Schedule - Hybrid

Structure	Hybrid (Brick and Mortar + Lee Home Connect within the same class)				
	Brick and Mortar Students		Teacher Task	Lee Home Connect Students	
Minutes	Student Task	Student Product		Student Task	Student Product
0 - 5	Student completes digital spiral bell ringer . If student finishes early, student may engage in activity list.	Student must submit bell ringer digitally which provides feedback to student and data to teacher.	Teacher completes daily housekeeping, including verifying student attendance of brick and mortar students, as well as Lee Home Connect students via Zoom.	Student completes digital spiral bell ringer . If student finishes early, student may engage in activity list.	Student must submit bell ringer digitally which provides feedback to student and data to teacher.
5 - 10					
10 - 15					
15 - 20	Students listen and take notes on teacher lecture. Students also work on embedded formative assessments to reinforce instruction and then dialogue about answer.	Student must write out notes, and complete all embedded formative assessments within notebook.	Teacher provides initial instruction to brick and mortar students at front of room. Instruction should embed 2-3+ short formative assessments at intervals of no longer than ten minutes to check for understanding and increase student engagement.	Students work independently or collaboratively on activity list . Activity list may include elements to (1) engage in spiraled content , (2) reinforce previous instruction , (3) practice current instruction , and (4) provide individual differentiation .	Student must complete and submit <u>at least 1-2 of four elements within the course of a day</u> , and all elements over the course of the school week.
20 - 25					
25 - 30					
30 - 35					
35 - 40					
40 - 45	Students work independently or collaboratively on activity list . Activity list may include elements to (1) engage in spiraled content , (2) reinforce previous instruction , (3) practice current instruction , and (4) provide individual differentiation .	Student must complete and submit <u>at least 1-2 of four elements within the course of a day</u> , and all elements over the course of the school week.	Teacher provides initial instruction to Lee Home Connect students from pedestal or board via Zoom and Nearpod. Teacher embeds 2-3 + short formative assessments at intervals of no longer than ten minutes to check for understanding and increase student engagement.	Students take notes on initial instruction from home while following along with interactive sides presentation in Nearpod.	Student must engage in interactive elements embedded within Nearpod. The data from every student response is saved within the session, which allows for feedback in real-time or after class.
45 - 50					
50 - 55					
55 - 60					
60 - 65	Students engage in distributive summarizing activity within nearpod, then transition into digital exit ticket to summarize learning of content.	Student must complete the interactive summarizing within Nearpod. Then they must submit the digital exit ticket.	Teacher facilitates students through distributive summarizing via Nearpod then monitors engagement in exit activity and completes end of class housekeeping.	Students engage in distributive summarizing activity within nearpod, then transition into digital exit ticket to summarize learning of content.	Student must complete the interactive summarizing within Nearpod. Then they must submit the digital exit ticket.
65 - 70					
70 - 75					
75 - 80					

Secondary Reading

Annmarie Ferry, Melissa Ziemer, Amy Koenig



PERSONAL | PASSIONATE | PROGRESSIVE

Secondary Reading Resources

New! Quarterly "Next Steps" Trainings

In addition to the initial reading program trainings offered during preschool week, quarterly webinars are available to support teachers as they navigate the digital and print components. Special attention is given to effective and efficient use of the programs to encourage student engagement in Lee Home Connect, Hybrid, and Face-To-Face classes following physical distancing guidelines.



Updated! Academic Plans with Focus Standards and Support Standards

The Academic Plans were designed with a strategic, focused standards' sequence and a variety of embedded supports to ensure instructional continuity, scaffolded and differentiated learning opportunities for all students using a combination of teacher-led whole-group instruction, targeted small-group instruction with interventions or extensions, collaborative learning, and independent skills practice.

The SCHOOL DISTRICT OF LEE COUNTY

Adopted Instructional Materials: National Geographic Cengage Learning

Intensive Reading MS IR Inside C

Suggested Length	Essential Outcome Question	Content Standards
G1 Unit 1 Selection 1 2-3 weeks	How does textual evidence support an analysis of the central themes and their development in a text?	Focused Reading Standards LAFS.8-9.R.1, LAFS.8-9.R.2 Support & Response Standards LAFS.8-9.R.1.1, LAFS.8-9.R.1.2, LAFS.8-9.R.2.1, LAFS.8-9.R.2.2, LAFS.8-9.R.2.3, LAFS.8-9.R.2.4
G1 Unit 1 Selection 2 2-3 weeks	How does textual evidence support an analysis of the central ideas and their development in a text?	Focused Reading Standards LAFS.8-9.R.1, LAFS.8-9.R.2 Support & Response Standards LAFS.8-9.R.1.1, LAFS.8-9.R.1.2, LAFS.8-9.R.2.1, LAFS.8-9.R.2.2, LAFS.8-9.R.2.3, LAFS.8-9.R.2.4
G1 Unit 1 Selection 3 2-3 weeks	How does the use of specific words or phrases in the text support textual evidence and analysis of the central themes and their development in a text?	Focused Reading Standards LAFS.8-9.R.1, LAFS.8-9.R.2 Support & Response Standards LAFS.8-9.R.1.1, LAFS.8-9.R.1.2, LAFS.8-9.R.2.1, LAFS.8-9.R.2.2, LAFS.8-9.R.2.3, LAFS.8-9.R.2.4
G1 Unit 1 Selection 4 1 week	How are the ideas of this genre and their story reflected through the development of the text?	Focused Reading Standards LAFS.8-9.R.1, LAFS.8-9.R.2 Support & Response Standards LAFS.8-9.R.1.1, LAFS.8-9.R.1.2, LAFS.8-9.R.2.1, LAFS.8-9.R.2.2, LAFS.8-9.R.2.3, LAFS.8-9.R.2.4

Essential Outcome Question: How does textual evidence support an analysis of the central ideas and their development in the text?

Aligned Learning Goals (Content Statements)

Selection 2

- Make inferences, determine importance, synthesize
- Use Text Evidence
- Determine Main Idea
- Introduce genre
- Use Content Clues
- Use Key Vocabulary
- Use Academic Vocabulary
- Questions and Statements

District-Adopted Materials

Textbook Resources

Selection 2

- TE pp. 328d Background
- Activity: prior knowledge
- Respond to and interpret visuals
- Participate in discussion

TE pp. 33-34 Language and Grammar

- Give information
- Respond to and interpret visuals
- Focus on sentence

TE pp. 36-37 Prepare to Read

- Key Vocabulary
- Make inferences
- Determine importance
- Synthesize

TE pp. 38-39 A Lion Hunt

- Recognize genre, autobiography
- Determine Central Idea
- Use text evidence
- Respond to and interpret visuals

TE pp. 50 From Kenya to America and Back Again

- Recognize genre- profile, world cultures third person point of view

Assessments:

TE p. 51 Connect Reading and Writing

TE p. 52-53 Connect Across the Curriculum

Selection 2 Assessment Performance Matters

Teacher Created Assessments- Guidelines

DOK Level 1 Recall or Reproduction

DOK Level 2 Skills and Basic Reasoning

DOK Level 3 Strategic Thinking and Complex Reasoning

DOK Level 4 Extended Thinking and Reasoning

Updated! Sample Lessons with Instructional Presentations

The exemplar lessons embedded in the Academic Plans include instruction using the Gradual Release Model to support students while moving them towards academic independence. The editable teacher resources and student handouts streamline the planning process and allow teachers the ability to adjust instruction to meet the needs of their students and provide differentiated learning supports.

Inside C Unit 1 Selection 1 "American Names/Saying Yes" Sample Lesson

Essential Question: How does textual evidence support an analysis of the central ideas and their development in a text?

Selection: American Names/Saying Yes

5-6 Instructional Blocks

Pages 14-29

Lee Home Connect Resources: [Unit 1 Selection 1 Lee Home Connect Instructional Presentation](#) (includes all handouts; can also be adapted for Face-to-Face Instruction)

Student Version (flips sequence to allow students independent work first, followed by teacher instruction): [Unit 1 Selection 1 Student Friendly Slide Deck](#)

[Inside C Unit 1 Selection 1 "American Names" & "Saying Yes" HC/Hybrid Student Handout](#)

Day 3

Bellringer (2 minutes)

Read the following paragraph and identify the Topic (Step 1 of the 5-Step Strategy). Consider asking students to share with a collaborative partner or ask them to complete student handout.

"The Life of Helen Keller"

Helen Keller was born in 1880. She was a happy and healthy baby, but then she got very sick. When she got well again, Helen could not see or hear. She was scared and unhappy.

When Helen was seven, she had a teacher who spelled words in Helen's hand. Helen was angry and she did not believe at first. Then Helen learned to understand words. This made her happy because she could talk with her hands.

Rotation Station 1: (Teacher Lead)

In this rotation activity, students will continue to use the 5-Step strategy (student version) to determine the Central Idea of the first half of the selection.

Directions:

- As a collaborative group, apply the 5-Step strategy to analyze the text on pages 21-23.
- Discuss the 5-Step process as you add information to your organizer. Use this [teacher version](#) for think-pair-share support.

Rotation Station 2: (Collaborative)

In this rotation activity, students will re-read pages 18-20 of [american names and complete comprehension questions](#).

- Students will work with a Collaborative partner to read the text and find specific text evidence to support the central idea.
- Students may use the 3-Step Organizer they completed on Day 2 to support their responses.

Rotation Station 3: (Independent Technology)

- Students may work on their COMPASS Learning Path and complete the attached [Activity Tracker](#).
- Students may work on [textual clues from Florida students](#) focusing on RL.1.2. (This tutorial may take 2 rotations to complete).

Exit Ticket Day 3:

Read the following paragraph and identify the Topic (Step 1 of the 5-Step Strategy). Consider asking students to share with a collaborative partner.

Secondary Reading Resources

New! Standards-based Cross-Text Assessments

After explicit and scaffolded instruction, these text-dependent assessments are designed to support our Tier 2 students as they move toward proficiency on the FSA ELA by including a variety of items that match the rigor and demands of the grade-level standard while using a text at the students' reading level. These assessments are now available in a digital platform that allows teachers to assign them and track results for all students, whether in the physical or virtual classroom setting.

Directions: Refer to the passages on pages 17-27 and pages 61-70 to answer the questions.

1. Read the excerpts below. Then, answer the question that follows.
House on Mango Street
 Shame is a bad thing, you know? It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains... I was a smart cookie then (pg. 67)

"American Names"
 Abuelita has known all along what I should have known. It's okay to be Arturo. What a menso-head I am. Un idiota de primera. To give up my name. It's to give up my family. To let myself—all of us—be erased to chalkboard dust (p. 24).

Which theme statement could be used for both quotes?

- You sometimes have to give up on things that are important to you.
- You betray your family when you do not live up to your full potential.
- You should not be ashamed of who you are or where you are from.
- You should listen to older people because their advice is always right.

2. Complete the chart below to compare sections of the two passages.

	"American Names" pages 18-20	"The House on Mango Street" pages 62-64	Both
The family had to leave their home due to unlivable conditions.	(a)	(b)	(c)
The family did not want to leave their home but needed to for financial reasons.	(d)	(e)	(f)
The family's new situation, although considered necessary, was not ideal.	(g)	(h)	(i)

3. Part A: Read the excerpt from "American Names." Then, answer the question that follows.
 "We're taking back our names. We don't, we're barrados (erased)" (pg. 25).

How does Arturo's statement connect with the theme of "Mango Says Goodbye Sometimes" on pages 69-70?

- It states the common idea that you must fit into the world to survive.
- It states the common idea that you must forget your heritage to fit in.
- It states the common idea that you must write your experiences down.
- It states the common idea that you must be true to who you are.

Part B: Which two quotes from "Mango Says Goodbye Sometimes" supports your answer?

- "I am going to tell you a story about a girl who didn't want to belong."
- "I put it down on paper and then the ghost does not ache so much."
- "I write it down and Mango Street says goodbye sometimes."
- "I am too strong for her to keep me here forever. One day I will go away."
- "They will not know I have gone away to come back. For the ones I left behind."

4. How does Esperanza handle her dissatisfaction with her life differently than Arturo?

- Esperanza dreams of what she will do in the future while Arturo takes immediate action.
- Esperanza takes steps to change her current situation while Arturo dreams of the future.
- Esperanza accepts how things are while Arturo is determined to have a better life.
- Esperanza is determined to have a better life while Arturo accepts how things are.

5. Read the excerpt from "Four Skinny Trees" on page 66, then answer the question that follows.
Their strength is secret. They send ferocious roots beneath the ground. They grow up and they grow down and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.

How does this excerpt express a theme in both "American Names" and from *House on Mango Street*?

- Staying in one place is important for survival.
- Determination is the key to success.
- Violence is the only way to change things.
- Frustration is a natural part of life.

Updated! Instructional Resources Google Classrooms



Each reading course for grades 6-12 has an Instructional Resource Google Classroom with digital resources to support teachers with using the curricular resources in Lee Home Connect and Face-to-Face settings. Resources include: a teacher playlist with resource shortcuts, How to Guides for using the program resources in Lee Home Connect, emergency lessons, editable student PDF documents in NearPod, Google answer forms to program student activities and quizzes, program training presentations and documents, and academic plan resources.

Instructional Support

- Using Google Forms for i-Ready
- General Language Lessons for Support and ...
- i-Ready Reading Lessons and Objectives
- Teacher Guides & Toolbox Tips

Lee Home Connect Resources

- Administering the Diagnostic at Home Pres...
- Diagnostic Fridge Tips for Families
- Direct Link to Teacher Toolkit for Diagnostic
- Lee Home Connect Resource One-Pager
- Diagnostic Tools for Home Connect: Teache...
- i-ready Diagnostic Resources
- Lee Home Connect Getting Started Classro...
- Teaching i-Ready in a Non-Traditional Setti...
- This playlist will help you discover: instructi...

Elementary Science

Jenifer McBride, Jarred Wallace



PERSONAL | PASSIONATE | PROGRESSIVE



Elementary Science Resources

- Live Investigations Bi-Weekly
- Nearpod Presentation for every lesson (3rd-5th)
- Question of the Day Spiral Review
- Digital Formative Assessments (3rd-5th)
- Digital Exemplar Summative Assessments (3rd-5th)



Instructional Guides Overview Support Documents

Click to access



Instructional Guides Specific Instructional Guide Support Documents

See Instructional Guide for specific information



Secondary Science

Lee Hughes, Danielle Knapp, Melody Galka



PERSONAL | PASSIONATE | PROGRESSIVE

Secondary Science Resources

Updated!
[Curriculum Map and Instructional Guides](#)

Science Curriculum Maps have been updated with an emphasis on Lee Home Connect and virtual instruction. Each instructional guide identifies opportunities to embed high-yield instructional strategies and digital playlists that are viable within a virtual learning format.

M/J Physical Science Instructional Guide #5
 Course: #20000010, #20000020

Subject: Physical Science
 Unit: 1
 Concept: Properties of Matter
 Lesson: Change of State
 Module: #1

Stage 1 – Lesson Curriculum
 (Question 1: What do we want our students to know and be able to do?)

Lesson Standards:
 SC.8.P.8.1 - Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.
 SC.8.P.8.4 - Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured. *Ex: examples—density, thermal-expansion/contraction, conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.*

Nature of Science Standards:
 SC.8.N.1.1 - Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding; plan and carry out scientific investigations of various types, such as systematic observations or experiments; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions;

New!
[Student Choice Boards](#)

Student Choice Boards have been developed and are published in our Lee Home Connect Newsletter for Science/STEM. These choice boards are standards-based and allow students to move at their own pace and provide students ownership with what they learn and how they interact with the content.

Standard SC.6.E.7.1 – Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.

SC.6.E.7.3 - Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

SC.6.E.7.5 - Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.

DIRECTIONS: Select and complete activities from the choice board. When you complete 3 of the activities you may decide to be finished. Or you may decide to keep going and complete more activities. ALL STUDENTS COMPLETE the [Note Taking Guide](#) (You will need to make a copy of the guide in order to edit)

Preview It | Study It | Apply It

New!
[Write to Know Science](#)

Write to Know Science prompts have been developed and are published in our Lee Home Connect Newsletter for Science/STEM. Writing in science provides an opportunity for students to explore concepts in fun and thoughtful ways. Research tells us that writing supports long-term recall. When we allow students to be creative and encourage them to tell a story, they become more enthusiastic about the content.

Write to Know

Sc I E N Ce
 Scandium Iodine Etharum Nitrogen Cerium

Guiding Question: Scientists measure environmental factors such as temperature, air pressure, wind direction and speed, and humidity and precipitation, to increase their knowledge of severe weather events. Which factors have the greatest influence on the strength and path of a hurricane. Use your textbook and the resources to the left to generate your response.

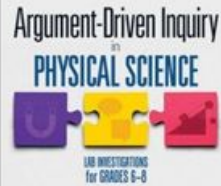
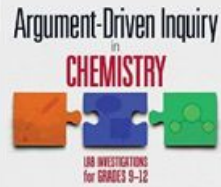
Claim

Evidence | **Reasoning**

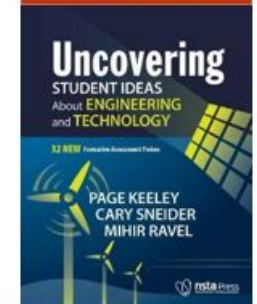
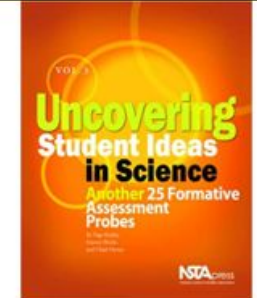
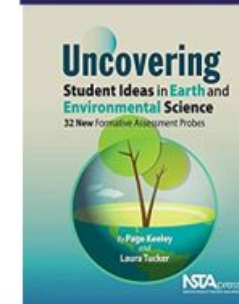
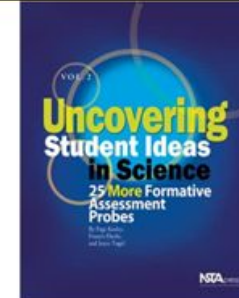
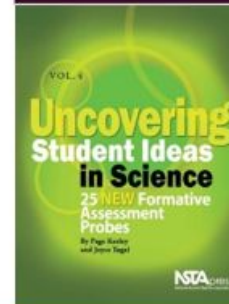
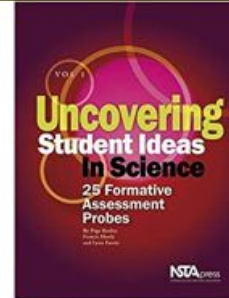
Final Response
 (CLICK HERE for Student Response Template)

Supplemental Science Materials (NSTA Press)

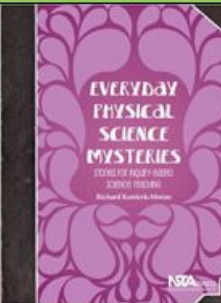
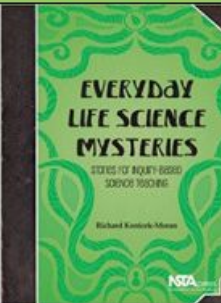
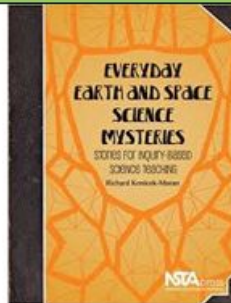
Argument-Driven Inquiry



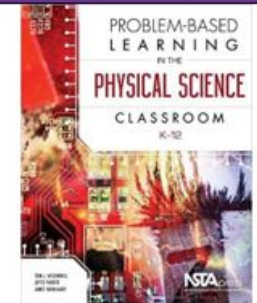
Uncovering Student Ideas in Science



Everyday Science Mysteries



Problem-Based Learning in Science



Lee *Home* Connect Support






THE SCHOOL DISTRICT OF LEE COUNTY
Personal | Passionate | Progressive

ARCHIVES: Qtr 1: [Sept 24](#) ♦ Oct 1 ♦ Oct 8 ♦ Oct 15 ♦ Oct 22

Weekly *Lee Home Connect* Newsletter for HS Science/STEM
Thursday, September 24th Edition



Grade/Course	Instructional Resources
 HS Anatomy	Teacher Choice - SC.912.L.14.3 - Cells featuring Nearpod : Animal Cells - Crash Course , Plant Cells - Crash Course , Archaea, Bacteria & Protists - Crash Course , Cell organelles with 3-D Teacher Choice - SC.912.L.14.11 - Tissues : Don't have Issues , Learn the Tissues
 HS Biology	Student Choice boards on standard SC.912.L.18.11 - Please make sure to watch the attached video before assigning the choice boards. <ul style="list-style-type: none"> Overview Video Enzymes Choice Board (1) Bio/Environ Choice Board - Nature of Science SC.912.L.N.1/N.6 Enrichment: Nearpod Library Enzymes Write to Know Science (1) prompt featuring Career Profiles in Life Science . This resource includes a Teacher Implementation Guide , Sample Rubric and embedded Student Response Template.
 Chemistry	Write to Know Science (1) prompt on SC.912.P.8.1 - States of Matter featuring Nearpod . This resource includes a Teacher Implementation Guide , Sample Rubric and embedded Student Response Template.

Digital Learning Paths

- Standards-based
- Teacher/Student Choice Boards
- Writing Prompts
- Emergency Lesson Plans
- Virtual Field Trips

Secondary Social Studies & Advanced Courses

Dr. Matthew Kaye, Steven McGinley



PERSONAL | PASSIONATE | PROGRESSIVE

Secondary Social Studies Resources

Updated! Curriculum Maps and Instructional Guides

Updated to include a particular emphasis on Lee Home Connect and virtual instruction. Each instructional guide identifies opportunities to embed high-yield instructional strategies and aspects of the lesson that are viable within a virtual learning format.

M/J Civics and M/J Civics Advanced (@2106010) (@2106020)
SCOPE AND SEQUENCE
Annual Observance

Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter 21 Days 18 Blocks	1 - Citizenship <i>Note: Teachers are encouraged to facilitate the experiences of citizenship throughout this unit and beyond to align with SS.7.C.2.1 and SS.7.C.2.4</i>	1. Citizens	SS.7.C.1.1	2
		2. Obligations and Responsibilities of Citizens	SS.7.C.2.1 (2.3, 2.14)	2
	2 - Forms and Systems of Government	3. Comparing Forms of Government	SS.7.C.1.1	2
		4. Comparing Systems of Government	SS.7.C.2.1	2
	3 - Foundations of America	5. The Influence of the Enlightenment	SS.7.C.1.1	3
		6. Influential Documents	SS.7.C.1.2	2
		7. Colonial Concerns and the Writing of the Declaration of Independence	SS.7.C.1.3	3
		8. The Declaration of Independence	SS.7.C.1.4	2
		9. Political Parties	SS.7.C.1.8 (2.7)	1
		10. Candidates & Elections	SS.7.C.1.8 (2.7)	1
		11. Monitoring & Influencing Government	SS.7.C.1.8 (2.7)	1
		12. Media & Political Communication	SS.7.C.1.11 (2.7)	2
		13. Understanding Issues Through Multiple Perspectives	SS.7.C.1.12 (2.7)	1
		14. Impact of Select Supreme Court Cases (Roth v. Ginz, etc.)	SS.7.C.1.12 (2.7)	1
4 - Elections <i>Note: Teachers are encouraged to facilitate a mock election throughout this unit to align with SS.7.C.2.7</i>				

New! Master Review Document

Designed to support teachers and students as they near the End-of-Course Exam (EOC). Each test-item specification is outlined, and the content focus and benchmark clarifications are addressed through a sequence of higher-order thinking activities and mock assessment items.

SS.7.C.1.4. Cause and Consequences of the Declaration of Independence

Instruction:

- Ask students to research, summarize the non-dependent quarter in the independence year.
- Before students read the first paragraph of the assigned reading, have them identify the rights that were violated by the British.
- After reading the first paragraph, have them identify the rights that were violated by the British.
- Finally, ask the students to compare an answer to the test-dependent question.

Objective:

Students will be able to identify the rights that were violated by the British.

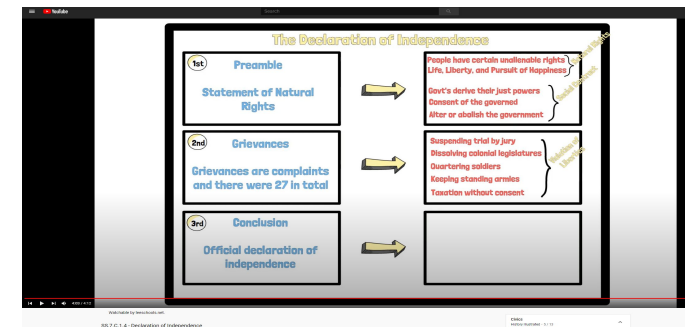
SS.7.C.1.4. Cause and Consequences of the Declaration of Independence

In 1776, the American colonies declared their independence from Great Britain. This was a significant event in the history of the United States. The Declaration of Independence was a document that stated the colonies' reasons for wanting to become a separate nation. It was signed by representatives from all 13 colonies.

The Declaration of Independence was a document that stated the colonies' reasons for wanting to become a separate nation. It was signed by representatives from all 13 colonies.

New! YouTube/EdPuzzles

A series of videos was developed to support our teachers and students within the specific context of this year. Each standard has a companion video that is aligned to the test-item specifications and a series of higher-order thinking questions that help students develop understanding of the content and skill of the standards. We have also developed a [YouTube channel](#) for [Civics](#) and [US History](#) to support this.



Videos and EdPuzzles

Design

- Designed with the standards in mind; informed by benchmark clarifications and test-item specifications.
- Questions embedded at key points to develop students' analytical skills
- Provides teachers with ways to streamline direct instruction

Suggested Usage

- As direct instruction before beginning a unit
- To set up opportunities to analyze primary sources
- Review prior to assessment

YouTube interface showing a video player and description for "The Causes, Course, and Consequences of the American Civil War".

Causes of the Civil War

- Westward Expansion**
 - The United States expanded large amount of territory (Western half)
 - Southern states feared free free states would gain power
 - Compromise of 1850
 - English-Speaking Brit. (1850)
 - Evansville-Madison Act (1850)
- Social Tension**
 - Abraham Lincoln's Twelve Years a Slave
 - Added to the awareness of the dangers African Americans faced
 - Highlighted the brutality of slavery
 - Led to support of the abolition of slavery
- Key Historical Events**
 - Dred Scott used for his freedom
 - The Supreme Court ruled against Scott
 - African Americans were not citizens
 - John Brown charged a slave rebellion
 - At Harper's Ferry, Virginia
 - Slavery was abolished

Election of 1860 (The more immediate cause of the Civil War)

Lincoln: "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so."

See the election with less than 40% of the popular vote. His victory sparked widespread anger and fear in the South. It status seeds and the Civil War begins after Fort Sumter.

Course of the Civil War

- Key Battles and Campaigns**
 - Antietam Plan (1862)
 - Wicksburg and Gettysburg (July 1863)
 - Gettysburg Address
 - Lincoln with the 1864 Presidential Election
 - Reconstruction movement
- Evolving Approach Toward Slavery**
 - Emancipation Proclamation (1863)
 - Order increases the numbers with Freed slaves
 - 186,000 African Americans serve in the Union
 - When American women work fields, they
 - The 13th Amendment (1865)
 - Slavery is abolished

Consequences of the Civil War

- The 13th Amendment abolishes slavery
- The Confederacy surrenders
- Status of Freedmen unclear
- Freedmen could not vote or own property
- Southern infrastructure destroyed and Confederate leaders succeeded

The Causes, Course, and Consequences of the American Civil War

Watchable by leeschools.net

SS.912.A.2.1 - Causes, Course, and Consequences of the Civil War

110 views · Sep 10, 2020

History Illustrated
16 subscribers

Please consider using the following questions to support instruction during the video:

- 1:22 - According to this poster, how were efforts to appease slave states received in the North?
- 3:29 - Of the three categories (Westward Expansion, Social Tension, and Key Historical Events), explain which MOST influenced the cause of the Civil War in your opinion.
- 4:47 - What do you think Lincoln's intentions were with this quote? Was he effective?
- 6:20 - Why do you think July 1863 is often considered a "turning point" in the Civil War? Cite key evidence.
- 7:26 - How did the Union's approach toward slavery evolve from the beginning, middle, and end of the war? Cite key evidence.

Progress Monitoring

2020 - 2021 School Year



PERSONAL | PASSIONATE | PROGRESSIVE



The School District of Lee County - Academic Services

FORMATIVE ASSESSMENTS

Formative Assessments Information Guide				
Who uses the formative assessments?	The formative assessments were designed to support classroom instructors at the elementary level for Math, ELA, and Science, and at the secondary level for all courses that have an FSA/EOC component. The formative assessments are administered throughout the course by classroom teachers.			
What are the formative assessments?	The formative assessments are ungraded, brief, standards-based checkpoints administered throughout the school year. They are designed to take students approximately 15 minutes to complete and consist generally of 5-7 questions depending upon the assessment, the grade level, and the course. Most are administered through digital platforms, however paper-based accommodations are available depending upon the grade and subject level. Lastly, they are administered prior to summative (final) assessments.			
Where are the formative assessments located?	The formative assessments, corresponding blueprints, and access codes can be found linked at the bottom of each quarter of the curriculum map for those courses that feature formative assessments. They are accessible to classroom instructors and students.			
When are the formatives administered?	The formative assessments are administered twice every quarter for Quarters 1-3, depending on the grade level and subject area. The formatives for each quarter are available after the second week of each quarter, and remain open until the end of the first week of the following quarter. Specific recommended time frames for each of the formative assessments are included at the bottom of each quarter of the curriculum map.			
Why were the formative assessments created?	The formative assessments were designed to give teachers standard-specific data at the student level, class level, and school level in order to refine instruction and support students' specific needs. They are scheduled frequently and follow segments of instruction that are similar conceptually. This enables teachers to differentiate to best meet the needs of the students and provide just in time supports or enrichment.			
	Administration/Leadership	District/Central Office	Teachers	Parents/Students
How can I use formative assessments to support my work?	While not appropriate for evaluation purposes, the formative assessments are a valuable tool for administration when supporting PLCs as they provide another layer of school-wide data to design strategic interventions, supports and enrichment.	Formative assessments allow district and central office staff to identify standards that students are struggling with across the district so that additional resources can be added to instructional guides and other curriculum support materials to better support the instruction of those standards.	Formative assessments provide the opportunity to measure student progress toward standard mastery over a small window of time. This allows teachers to diagnose student needs and adjust instructional supports quickly and effectively.	Because formative assessments are not graded, they allow students an opportunity to engage in standards-based questions in a risk-free environment. Students can monitor their progress as they navigate the standards of the course. They can also be a useful tool when discussing student progress with teachers and counselors.

STAR and iReady Progress Monitoring

Baseline

- August/September: determine student academic needs in ELA and math to guide instruction

Mid-Year

- December: determine student growth and progress toward learning goals

Spring

- March (3rd – 12th grades): determine interventions/enrichments needed prior to Spring State testing window(s)
- May (Kindergarten – 2nd grades): End of Year Data

STAR: 5 Elementary Schools, All High Schools, Algebra/Geometry

iReady: 45 Elementary Schools, All Middle Schools

Next Steps for Instruction

Face-to-Face, Lee Home Connect, & Lee Virtual School



PERSONAL | PASSIONATE | PROGRESSIVE

Committee Poll

What considerations do you think will be *most important* for **STUDENTS** transitioning back to the *face-to-face* instructional model?



Mentimeter

Go to <https://www.menti.com/x7kcsuxnsx>

Next Action Steps

- **Tiered** school **CONTENT SUPPORT** identified and executed by Department of Curriculum & Instruction
- Increase *intervention/enrichment* supports
- Continue curriculum enhancements to support **ALL** *instructional models*
- School-based Coaching to Build Capacity at the School Level
- Continued Professional Development in *Digital Platforms* and **Curriculum BEST PRACTICES**

