



HS Remote Learning Plan: For Families

During the school closure, Chicago Public Schools' goal is to provide students with remote learning opportunities to help minimize instructional loss, provide students with routines and structures to help stay engaged and connected, and ensure that students are healthy. Brooks will meet these goals by implementing the plan below.

This document summarizes our plan by telling you:

- 1) The minimum amount of time your student should spend in structured academic activity.
- 2) How we will communicate with you and when learning materials will be posted.
- 3) What key learning platforms your student will use.
- 4) How your student can access their teacher, and when they should expect feedback on work submitted.
- 5) How your student can access learning materials if you don't have easy access to a computer.
- 6) How we will communicate with you as a school, along with how your student can get support during the school day if they are stuck on an assignment.
- 7) **See the minimum minutes for student engagement below:**
 - a) **Grades 6-8: 180 minutes**
 - b) **Grades 9-12: 270 minutes**

***Please note: Some elective courses are multi-grade level. Please click any of the grade levels to see assignments for elective courses.**

***If you are requesting a chromebook or non-digital versions of the work below, please [complete this form](#). Please allow 24-48 hours for an admin to follow up with you regarding next steps to retrieve items outside of Door 2.**

***[Link to Teacher/Admin/Counselor office hours](#). Please note: These are the times staff are available to support students and parents. This may be via email or live chats/classrooms. Students should check their emails from teachers for links (if applicable, with parent communication permission forms) and guidance on the method in which staff will be available for support.**



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Course Plan Links by Grade Level

<u>7th/8th Grade Courses:</u>		<u>9th Grade Classes:</u>	
<ul style="list-style-type: none"> • 7th Grade Math • 7th Grade English • 7th Grade Science • 7th Grade History • 7th grade World Language • 7th Grade PE • 7th Grade Arts • Counseling 	<ul style="list-style-type: none"> • 8th Grade Math • 8th Grade English • 8th Grade Science • 8th Grade History • 8th Grade World Language • 8th Grade PE • 8th Grade Arts • Counseling 	<ul style="list-style-type: none"> • 9th Grade English I • 9th Grade INT I • 9th Grade INT II-F • 9th Grade INS I • Spanish I-Garcia • 9th Grade AP HUG 	<ul style="list-style-type: none"> • 9th Grade World Language • 9th Grade Diverse Learners • 9th Grade Arts-Sculpture • 9th Grade Arts-Art I • 9th Grade PE • Counseling
<u>10th Grade Classes:</u>		<u>11th Grade Classes:</u>	
<ul style="list-style-type: none"> • 10th Grade English II • 10th Grade INT II • Double Block Precalculus • 10th Grade INS II • AP Government 	<ul style="list-style-type: none"> • 10th Grade World Language • 10th Grade Diverse Learners • Digital Imaging I, II, and III • Art: Drawing and Painting • 10th Grade PE • Counseling 	<ul style="list-style-type: none"> • 11th Grade English III • 11th Grade INT-III • Double Block Precalculus • 11th Grade INS-III • 11th Grade AP Stats • 11th Grade History-APUSH • 11th Grade History-HUSHistory • 11th Grade Science-Engineering • Ap Environmental Science • Spanish 3 • 11th Grade Computer Science 	<ul style="list-style-type: none"> • 11 Grade-AP Computer Science • 11th Grade-PE • 11th Grade Diverse Learners • 11th Grade Arts-Art 1 • 11th Grade-AP Drawing • 11th Grade-AP Photo • 11th Grade-Band • 11th Grade-Chorus • 11th Grade-Dual Credit Chorus • 11th Grade-Diverse Learner • 11th Grade PE • Counseling

**See next page for 12th Grade Classes



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12th Grade Classes:

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none">• 12 Grade-Film Studies• 12th Grade-Civics• 12th Math• AP Environmental Science• 12th Grade-Engineering• 12th Grade Diverse Learners
(click on any DL Link) | <ul style="list-style-type: none">• 12th Arts-AP Art• 12th Grade World Language• Counseling• 12th Grade History-AP Micro• 12th Grade-English IV-Wilde• 12th Dual Credit English- David | <ul style="list-style-type: none">• 12th Grade English IV-David• 12th Grade AP Lit-Campione• 12th Grade AP Psych• 12th Grade-AP Research• 12th Grade Sociology• 11th and 12th Grade-PE 3/4 | <ul style="list-style-type: none">• 12th Grade-Dual Credit Chemistry• Dr. Long Information• 12th Grade-AP Biology• 12th Grade-Pre-Calc• 12th Grade AP Calc AB• 12th Grade AP Calc BC |
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[Link to Teacher/Admin/Counselor office hours](#)

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Course Plans

	Daily Minutes Goal	Teacher/ Email	Learning Materials Communication Tool	Learning Platforms	Teacher- Student Communication Plan
7th Grade-Math	180 min for all course work	Sara Patton: smpatton1@cps.edu	<p>Tool/Posting Frequency: Google Classroom (posting daily) CPS Email (checked daily)</p> <p>Week Overview: Real World Problems Involving Pythagorean Theorem Finding Area and Perimeter by applying Pythagorean Theorem</p>	<p>Reading Unit 5 Notes/Foldables</p> <p>Skill Practice: Real World Pythagorean Theorem Independent Practice Worksheets Real World PYthagorean Theorem Formative Assignments</p> <p>Projects: Unit 4 Retake Unit 5 Makeup Work Unit 5 Flipgrid Videos</p> <p>Enrichment: Today I Feel Check In Slide "Fun Friday" Weekly Review via quizlet, kahoot, socrative, gimkit</p>	<p>Daily Connection: Any student not logged on to Google Classroom and working on completing the assignments for the week will be contacted.</p> <p>Student login and engagement can be checked through Google Classroom and this can be done on a weekly basis</p> <p>Feedback: Email Google Classroom Individual Feedback on Google Assignments</p>
7th-English		Gianna Campione (gcampione@cps.edu)	<p>Google Classroom & Google E-Mail</p> <p>Week Overview:</p> <ul style="list-style-type: none"> 4/13- 4/14: Finalize your final draft & practice using feedback given on outlines returned on GC. (Email me with any questions on 	<p>Skill Practice:</p> <ul style="list-style-type: none"> Informational Writing <ul style="list-style-type: none"> Point of View Research Citation Claim & Warrant Speech Preparation & Practice <ul style="list-style-type: none"> Eye Contact Vocal Levels 	<p>Daily Connection: Students can email and post onto Google Classroom daily. My office hours are from 10-12pm daily. However I will respond throughout the day as needed.</p> <p>Feedback: Students are receiving feedback directly through email and Google Classroom.</p>



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<p>7th-English</p>			<p>your final draft.)</p> <ul style="list-style-type: none"> 4/21: DUE: Final Copy of speeches on GC & Turnitin.com <p>**Presentations (4/21 - 4/24)</p>	<ul style="list-style-type: none"> Confidence & Energy <p>Projects:</p> <ul style="list-style-type: none"> Informational Speech Outline Informational Speech First Draft Individual Self Reflection Informational Speech Final Draft Presenting Speeches <p>Enrichment: Students can record their speeches for individual feedback.</p> <p>Reading: Individual research based on the topic chosen.</p>	<p>They also are receiving feedback directly on their submitted assignments (as needed).</p>
<p>7th-History Early World History</p>		<p>Melisa Campos: mcampos32@cps.edu</p>	<p>Tools and Posting Frequency: Google Classroom</p> <ul style="list-style-type: none"> Daily <p>Google Meets / Chats</p> <ul style="list-style-type: none"> Twice a week <p>Week Overview: April 13th Monday (40 Minutes)</p> <ul style="list-style-type: none"> Chapter 13 Comprehension Questions Students will utilize PDF 	<p>Reading: Chapter 13 Notes Primary and Secondary Sources on the Dark Ages</p> <p>Projects: Inquiry Lesson - Dark Ages</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> Document Analysis Document Sourcing Non-fiction Reading Claim Development Argumentative Writing 	<p>Daily Connection: Office Hours will be available to students. Monday - Friday: 12:00 - 2:00 PM</p> <p>Send out emails to all students reminding them of education opportunities. Make posts on Google Classroom as reminders to ensure all students are reached.</p> <p>Contact parents & students directly is unresponsive.</p>

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<p>7th-History Early World History</p>			<p>chapter on Google Classroom</p> <p>April 14th Tuesday (30 Minutes)</p> <ul style="list-style-type: none"> Medieval Tournament Poster <p>April 15th Wednesday (30 Minutes)</p> <p>Inquiry Lesson - The Dark Ages</p> <ul style="list-style-type: none"> Central Question: Was the time period between 400 AD and 1400 AD a “Dark Age” for Europe? Was this a time of cultural decay and decline? Students will read and analyze documents A and B <ul style="list-style-type: none"> Complete the guiding questions Create claim with supporting evidence <p>April 16th Thursday (40 Minutes)</p> <p>Inquiry Lesson- The Dark Ages</p> <ul style="list-style-type: none"> Students will read and analyze documents C, D, + E <ul style="list-style-type: none"> Complete the 	<ul style="list-style-type: none"> Citing and Identifying Evidence <p>Enrichment: Medieval Tournament Poster Stained Glass Coloring YouTube Video: What the Average Medieval Diet Was Like Optional COVID-19 Journal Prompts</p>	<p>Feedback:</p> <p>Students will receive feedback through private comments on their work via Google Classroom and email. They may also ask clarifying questions through Google Meets/Google Chats.</p>
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<p>7th-History Early World History</p>			<p>guiding questions ○ Create claim with supporting evidence</p> <p>April 17th Friday (40 Minutes) Inquiry Lesson- The Dark Ages</p> <ul style="list-style-type: none"> ● Students will read and analyze documents F and G ○ Complete the guiding questions ○ Create claim with supporting evidence 		
<p>7th-Science Human Body Systems</p>		<p>Lauren Dunning: ldunning1@cps.edu</p>	<p>Tools and Posting Frequency:</p> <ul style="list-style-type: none"> ● GoFormative/ Google Drive <ul style="list-style-type: none"> ○ Weekly ● Email <ul style="list-style-type: none"> ○ Daily ● Youtube 	<p>Skills Practice: Week 1: April 13 to April 17</p> <ul style="list-style-type: none"> ● Lesson 1.1 : Students will review traits and test crosses. Students complete and design punnett squares and analyze genotype and phenotype frequencies ● Students will poll family traits ● Students will create their own punnett squares using superhero traits from Marvel <p>Projects: Week 1: April 13 to April 17</p> <ul style="list-style-type: none"> ● Making Babies with 	<p>Daily Connection:</p> <ul style="list-style-type: none"> ● Communicate through email / Google Classroom ● Use Aspen and GoFormative to check on student engagement / access. <ul style="list-style-type: none"> ○ Do this Weekly. <p>Feedback:</p> <ul style="list-style-type: none"> ● Email ● Google Classroom

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<p>7th-Science Human Body Systems</p>				<p>Punnett Squares</p> <ul style="list-style-type: none"> Unit 3 Prokaryote Retake <p>Enrichment: Lecture video containing explanations from the Ameoba Sisters worked examples, and supplemental content/information</p> <p>Reading:</p> <ul style="list-style-type: none"> Video Slides / Instructional Notes 	
<p>7th/8th-PE</p>		<p>Clark Morgan (cpmorgan@cps.edu)</p>	<p>7th/8th Grade Physical Education (Office Hours 10-12pm)</p> <p>Weekly Overview: Email Students will devise their own at home training program utilizing the resource links in the skills practice.</p>	<p>Skill Practice: Periodic table of exercise. Choose what types of movements you want to improve upon. Try to work across one row or work down one row per day. Complete two rounds every workout.</p> <p>http://strength.stack52.com/periodic-table-of-bodyweight-exercises/</p> <p>http://strength.stack52.com/stack-52-instructional-exercise-videos/</p> <p>Project: Progression chart. Establish a starting repetition number(example 2 push-ups) every work-out increase one repetition, or increase a time limit by 10 seconds every workout. Continue on this track for 30 days and compare your results from when</p>	<p>Daily Connection: Email.</p> <p>Feedback: Email</p>



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7th/8th-PE				<p>you began.</p> <p>Enrichment: If any athletes who are in need of General Physical Preparation for their respective sport. If anyone who is looking for an accelerated plan and would like the added challenge. https://cdn.shopify.com/s/files/1/0209/7514/files/BFS_at_Home_Training.pdf?v=1584395514</p> <p>Reading: Search online resources to further explore innovative ways to enhance overall fitness or explore another modality of fitness (Yoga, Pilates Dance, Zumba etc).</p>	
7th-Arts					
7th-World Language-French			https://docs.google.com/document/d/1682Tniedx-tJRXWIoK_wsMbTNFM0-h9dOUdB02caCJo/edit?usp=sharing	https://docs.google.com/document/d/1682Tniedx-tJRXWIoK_wsMbTNFM0-h9dOUdB02caCJo/edit?usp=sharing	
7th-Counseling	<p>Aurora Diaz adiaz7@cps.edu Tracey Boler trbolter@cps.edu Adriane Jackson aljackson38@cps.edu Jessica Mulder jilloegel@cps.edu</p>		Link to Counseling Department Plan	Link to Counseling Department Plan	Link to Counseling Department Plan



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<p style="text-align: center;">8th Grade-English</p>	<p>180 min for all course work</p>	<p>Kimberly Hickey: kmhickey1@cps.edu</p>	<p>Google Classroom (daily):</p> <p>2A: https://classroom.google.com/u/0/c/NDQ1MjUwNjU4MjJa</p> <p>7D: https://classroom.google.com/u/0/c/NDQ1MjUwNjU4NTJa</p> <p>CPS Email (daily): Kmhickey1@cps.edu</p>	<p>Reading: 1. Daily close read of Robert Browning’s “My Last Duchess”</p> <p>2. Culturally relevant article embedded in each class work</p> <p>(ex: “He’s ‘Assertive,’ She’s ‘Bossy’: The Double-Standard Language of Gender” Source: https://goodmenproject.com/social-justice-2/hes-assertive-shes-bossy-the-double-standard-language-of-gender-wcz/)</p> <p>Enrichment: Research a current events article related to a central idea and pose a critical thinking question to peers on google classroom.</p> <p>Project: Create a graphic or electronic representation of My Last Duchess, it’s central ideas, or characters. (i.e. Tik Tok, FlipaClip, Pixton, etc.)</p> <p>Skill Practice: Monday: RL.4</p> <p>Close Reading (doc on Google Classroom) with check for understanding prompt:</p>	<p>Daily Connection:</p> <ul style="list-style-type: none"> •Daily office hours from 1-3pm •Constant feedback/grading cycle <p>Feedback: - Individual Feedback on Google Docs</p> <p>- Peer review of each other’s TBQs (Called CEWs – claim, evidence, warrant)</p>
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<p>8th Grade-English</p>				<p><i>Identify two specific word choices in the first 8 lines of the poem and explain how they impact the meaning and tone.</i></p> <p>Tuesday: RL.3</p> <p>Close Reading (doc on Google Classroom) with check for understanding prompt:</p> <p><i>How does Browning further develop the character of the Duke in lines 34-43?</i></p> <p>Wednesday: RL.3</p> <p>Close Reading (doc on Google Classroom) with check for understanding prompt:</p> <p><i>How does the revelation in lines 45-47 impact the development of the Duke's character over the course of the poem?</i></p> <p>Thursday: RL.3, RL.4</p> <p>Close Reading (doc on Google Classroom) with check for understanding prompt:</p>	
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<p>8th Grade-English</p>				<p><i>What does the reader learn about the Duke through his description of the Duchess in lines 1-21 of the poem?</i></p> <p>Friday: RL.3, RL.4</p> <p>Close Reading (doc on Google Classroom) with check for understanding prompt:</p> <p><i>How does the revelation in lines 45-47 impact the development of the Duke's character over the course of the poem?</i></p>	
<p>8th-Math</p>	<p>180 Minutes</p>	<p>Sara Patton: smpatton1@cps.edu</p>	<p>Google Classroom (posting daily)</p> <p>CPS Email (checked daily)</p>	<p>Reading: Unit 5 Notes/Foldables</p> <p>Projects: Exponential Growth/Decay Retake Unit 5 Makeup Work Unit 5 Flipgrid Videos</p> <p>Skills Practice: Multiplying Polynomials Independent Practice Multiplying Polynomials Formative Assessments</p> <p>Enrichment: Today I Feel Check In Slide "Fun Friday" Weekly Review via quizlet, kahoot, socrative, gimkit</p>	<p>Daily Connection: Any student not logged on to Google Classroom and working on completing the assignments for the week will be contacted.</p> <p>Student login and engagement can be checked through Google Classroom and this can be done on a weekly basis</p> <p>Feedback: Email Google Classroom Individual Feedback on Google Assignments</p>

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<p>8th-History (Modern World History)</p>		<p>Catherine Clark (caroland@cps.edu)</p>	<p>Google Classroom</p> <p>Week Overview:</p> <p>April 13-17- Practice for DBQ writing- Workshopping the students' Practice Paper in preparation for writing the "real" DBQ response</p> <p>4/13- first day back from spring break, "regroup" and regain focus on task of writing a DBQ</p> <p>4/14-4/16- Putting it all together- workshopping student responses- providing any and all support and help to students as they work on their DBQS. One focus each day, i.e. context, thesis, claims+evidence,</p> <p>4/17- Final products due</p>	<p>Skill Practice: Primary source analysis, evidence gathering, creating a thesis, creating and supporting a Historical Argument</p> <p>Projects: DBQ Prep and Writing Doc- https://docs.google.com/document/d/1LahOLXqp33FJPI0enh4pJFgUrztx4uxq0K2Tbcp9i6g/edit?usp=sharing</p> <p>Enrichment: Chapter 27-28 Lecture Videos, Textbook Readings/Questions</p> <p>Reading: Chapter 27 Chapter 28</p>	<p>Daily Connection: Office Hours- Office Hours: Everyday, 9-11, 1-2, emails to students or guardians if necessary</p> <p>Materials:</p> <ul style="list-style-type: none"> - DBQ Practice Paper (Google Classroom) - Explanation/Help Videos- explanations of each box on the DBQ - https://youtu.be/Erc55Y02v9I - https://youtu.be/jzVRP922NSM - https://youtu.be/7WxDvMPNOOs - https://youtu.be/PiS1Z7VJ7Zc - https://youtu.be/xjxY-SXdyMI - https://youtu.be/yfrP10Jwm84 - Practice Paper (Google Classroom)- linked above under Projects - Primary Source Assignments- Google Classroom - DBQ Rubric Breakdown- How the students will be assessed - https://www.tomrichey.net/uploads/3/2/1/0/32100773/ap_world_dbq_rubric_2017.pdf <p>Feedback: Office Hours: Thursday, 9-11, 1-2. 4/13 hours dedicated to instruction on how to begin writing and supporting your thesis/argument Response to submitted work via the Google Classroom</p>
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<p>8th-Science</p>		<p>Schroers mcschroers@cps.edu</p> <p>Wang kpwilson1@cps.edu</p>	<p>Google Classroom</p>	<p>Reading: Reading is included in coding tutorials</p> <p>Projects: Either Scratch or another coding language of choice (Python, Java, etc.) Either Scratch or another coding language of choice (Python, Java, etc.)</p> <p>Enrichment: Students can continue their projects or start a new project using HourofCode.com</p>	<p>Daily Connection: Office hours: 10 am - 12 pm Available by email or hangouts chat</p> <p>Feedback: Google Classroom</p>
<p>8th- world Language (french 1)</p>		<p>Marcy Cagney mccagney1@cps.edu</p>	<p>Google Classroom, 2 times per week and 2-3 activities per day through vhlcentral.com</p> <p>Weekly Overview:</p> <p>Students wrote and will perform a skit on ordering in a restaurant on Google Meet.</p> <p>The students will practice the new vocabulary with the unit's grammar incorporated into the</p>	<p>Skill Practice: Vocabulary acquisition and usage</p> <p>Projects: Students will tell their families what they are eating.</p> <p>Enrichment: Listening comprehension and pronunciation</p> <p>Reading: Integrated readings in VHL and subtitles from videos</p>	<p>Daily Connection: Via email, google classroom, google calendar, and google hangouts</p> <p>Feedback: Google classroom, hangouts and via docs</p>

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<p>8th-World Language (spanish I Garcia)</p>		<p>Irma Garcia (igarcia1@cps.edu)</p>	<p>practice sections.</p> <p>Google classroom – Mon., Wed., Fri.</p> <p>Week Overview: LAS VACACIONES In this lesson, students will learn to discuss and plan a vacation</p> <p>Monday: students will learn los viajes y las vacaciones related vocabulary. Guided practice acts</p> <p>Tuesday: students will learn hotel related vocabulary. Guided practice acts</p> <p>Wednesday: students will learn vocabulary related to ordinal numbers. Guided practice acts</p> <p>Thursday: students will learn related vocabulary to adjectives. Guided practice acts</p> <p>Friday: students will learn additional words.</p>	<p>Skill Practice: Vocabulary usage</p> <p>Project: Students will create a tourist brochure for a hotel or resort they have visited. If they wish, they may write about an imaginary hotel or resort. Will be posted on google classroom</p> <p>Enrichment: Kahoot vocabulary game</p> <p>Reading: Students will read about vacationing in different Spanish speaking countries pg163 article will be posted in Google classroom</p>	<p>Daily Connection: Via email Google classroom, Google calendar, and Google hangouts</p> <p>Feedback: Email, Google classroom, Aspen</p>

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			Guided practice acts		
8th-World Language (nunez)		Ana Nunez (acbaeza@cps.edu)	<p>Google Classroom, 2 times per week and 2-3 activities per day through vhlcentral.com</p> <p>Weekly Overview: LOS PASATIEMPOS –HOBBIES In this lesson students will continue to talk about sport and pastimes. They will be able to make plans and invite someone to come along with them. In this lesson plan students will also focus on new grammar concepts like stem-changing verbs and irregular “yo” (I) form verbs in the present tense</p> <p>Students will work with vocabulary about leisure activities in Spanish</p> <p>Students will complete a Google Doc on extending, declining/ accepting an invitation/ Also VHL related practice</p>	<p>Skill Practice: Vocabulary usage I can talk about leisure acts in different spanish speaking countries</p> <p>Projects: Students will create a comic strip in Google slides in which one student will invite the other student to a place in the community, e.g. library, park and/or to play a sport. The other student will accept the invitation and follow up with required questions such as Donde nos vemos? A que hora nos vemos? If the student declines the invitation, he/she must give a reason why she/he is declining the invitation, e.g. Lo siento pero no puedo, tengo que hacer la tarea para la clase de Espanol</p> <p>Alternative project: students will research in the internet the most popular pastime in Spanish speaking countries and share with the class during a mtg. in hangouts</p>	<p>Daily Connection: Via email google classroom, google calendar, and google hangouts</p> <p>Feedback: Google classroom, hangouts and via docs</p> <p>Enrichment: Listening comprehension In a recording, students will listen to Claudia talk about activities she likes to do in her free time and activities she doesn't like to do. On a worksheet, students are to check off the things she said she likes to do with a check mark and the things she said she does not like with and X based on what they understood</p> <p>Alternative activity: in a hangout mtg; teacher will have students extend invitations to another student and the other student will accept or decline Or the teacher will extend invitations and instruct students to either accept or decline invitation</p> <p>Kahoot game/ Quizziz game</p>



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			activities		
8th-PE					
8th-Counseling	Aurora Diaz adiaz7@cps.edu Tracey Boler trboler@cps.edu Adriane Jackson aljackson38@cps.edu Jessica Mulder jilloegel@cps.edu	Link to Counseling Department Plan	Link to Counseling Department Plan	Link to Counseling Department Plan	

9th Grade	Weekly Minutes Goal	Teacher and Email	Learning Materials Communication Tool	Learning Platform	Teacher-Student Communication
9th-English I	210 Minutes	Christine Souferis (stchristine@cps.edu) and Shyla Wermeling (smwermeling@cps.edu)	Tool: Posting Frequency: Platforms used: <ol style="list-style-type: none"> 1. CommonLit 2. Google Classroom 3. CPS Library Frequency: Monday, Wednesday, Friday Weekly Overview: Monday (4/13) - Friday (4/17) Students are responsible for selecting a book/e-book of their choice to read and	Reading: Daily reading as part of Independent Reading Project Skills Practice: <ol style="list-style-type: none"> 1. Reading for main idea and character development 2. Citing evidence from the text to support arguments 3. Direct vs. Indirect characterization 4. Text to self, text to text connections 5. SEL - Time management, organization of tasks, determining an effective learning schedule Project:	Daily Connection: <ol style="list-style-type: none"> 1. Teacher(s) may be contacted via email 2. Teachers will be available during weekly office hours Feedback: <ol style="list-style-type: none"> 1. Independent reading texts (novels or e-books)



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			<p>complete a variety of activities for their Independent Reading</p> <p>Project (3 week project)</p> <ul style="list-style-type: none"> • Independent reading - 30 - 45 minutes • Complete daily reading log for appropriate day • Complete weekly writing requirement 	<p>Independent Reading Project</p> <p>Enrichment:</p> <p>(optional) Finish reading A Midsummer Night's Dream</p> <p>(optional) View any of the film versions and write a film critique and/or comparison analysis of the several versions</p>	
<p>9th-INT-I</p>	<p>210 Minutes</p>	<p>Matthew Mrozek mmrozek@cps.edu</p> <p>Justyna Saltouros jsaltouros@cps.edu</p>	<p>Tools:</p> <p>Google Classroom Google Meet Zoom IXL Kahoot Khan Academy</p> <p>Posting Frequency:</p> <p>All materials are already posted. Updates and responses will be posted as needed.</p> <p>Week Overview:</p> <p>Students should continue working through the INT I curriculum according to their adaptive pacing plan. Students should move through assignments following the corresponding Competency Checklist. For each assignment for Pls 4.2-6.3 (and competency study guides),</p>	<p>Skill Practice:</p> <p>C4 Packet (All C4 Assignments) C5 Packet (All C5 Assignments) C6 Packet (All C6 Assignments) *C7 Packet (All C7 Assignments) **Competency 7 is an acceleration competency. Students only need to complete C7 if they are interested in taking accelerated INT II over the summer before sophomore year. The C7 packet will be uploaded to this document and to Google Classroom after Spring Break.</p> <p>Enrichment:</p> <p>IXL</p> <ul style="list-style-type: none"> - Search email inbox for account information - Log into IXL to see suggested activities - Activities correspond to course content, extensions of course content (previews of later years' work) and important reviews of previous work 	<p>Daily Connection:</p> <p>Students should submit an average of 2-3 assignments per week via Google Classroom. They can attend Office Hours with their teacher for support as needed, and can also ask for help via email or through Google Classroom.</p> <p>Feedback:</p> <p>Via email, Google classroom comments, and Office Hours (see below)</p>

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9th-INT-I			<p>there is a Submission post and Google Doc posted on Google Classroom. When students complete an assignment, they should take pictures of their work and insert the pictures into the appropriate Submission Doc (directions are provided within each doc and assignment post) and SUBMIT the assignment.</p> <p>Students can complete Formative Assessments when all three assignments for each PI are completed, and may complete Summative Assessments at teacher's discretion.</p> <p>Students should record and log their work times and completed items in the COVID19 Closure Planner posted in Google Classroom.</p> <p>**If you need printed copies of any assignments, they can be picked up from a Brooks administrator at Brooks. Email your teacher to arrange a time to pick up the copies that you need.</p>	<p>Khan Academy PSAT Activities</p> <p>Reading: Nearly all of our course work involves reading, especially investigations and notes packets. Additionally, the vast majority of the course work involves contextualized word problems.</p> <p>Project (optional): The Fall of Javert</p>	<p>Office Hours/Virtual Tutoring</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Mrozek</th> <th style="text-align: center;">Saltouros</th> </tr> </thead> <tbody> <tr> <td> <p>Platform: Zoom (opt-out form)</p> <ul style="list-style-type: none"> - Meeting link - Password: 1234 <p>When: Mondays and Wednesdays 3pm-4pm</p> <p>Dedicated Email Hours: Daily, 12-3pm</p> </td> <td> <p>Platform: Google meet (I'll send email) Google hangout Google Classroom Email</p> <p>When: Available: Daily (M-F) 11-2pm (please have student text me on hangout or email me first to reserve time)</p> <p>All students Google Meet: Wednesdays 1-2pm</p> </td> </tr> </tbody> </table>	Mrozek	Saltouros	<p>Platform: Zoom (opt-out form)</p> <ul style="list-style-type: none"> - Meeting link - Password: 1234 <p>When: Mondays and Wednesdays 3pm-4pm</p> <p>Dedicated Email Hours: Daily, 12-3pm</p>	<p>Platform: Google meet (I'll send email) Google hangout Google Classroom Email</p> <p>When: Available: Daily (M-F) 11-2pm (please have student text me on hangout or email me first to reserve time)</p> <p>All students Google Meet: Wednesdays 1-2pm</p>
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9th-INS I	210 Minutes	Maddy Peterek (mkpeterek)	<p>Tool:</p> <p>Posting Frequency:</p>	Skill Practice:	Daily Connection:				

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		<p>@cps.edu and Christian Carstensen (cacarstensen@cps.edu)</p> <p>u</p>	<p>Carstensen: Google Classroom (weekly), Khan Academy (weekly)</p> <p>Peterek INS 1 (4th, 5th, 6th pd) Canvas - Posted Announcements and Assignments biweekly</p> <p>Weekly Overview:</p> <p><u>Peterek</u> Office Hours Monday 2-3pm & Thursday 10-11am All Classes Mental Health Office Hours Wednesday 2-3pm Post announcement every week with directions Students follow modules & calendar with due dates for assignments Students will review Unit 6 and prepare for an assessment Student (if needed) will do a Unit 5 Retake</p> <p><u>Carstensen</u> Office hours Tuesday & Wednesday 9-10AM Student (if needed) will do a Unit 5 Retake Weekly agenda posted Monday & emailed to parents Students should complete Unit</p>	<p>Unit 6 Study Guide</p> <p>Enrichment: PSAT - College Board PSAT Practice Test - Khan Academy PSAT Practice Test</p> <p>Khan Academy - Membranes and Transport Unit - Cell Division</p> <p>Reading: 6.1 Reading Notes 6.2 Reading Notes</p>	<p>Contact 5 students per day starting with those that have not engaged or turned in work. Use data from Canvas/Google Classroom to determine students.</p> <p>Feedback: Carstensen: Google Classroom grades/comments, Google Form Formatives, email as needed. Live video chat weekly</p> <p>Peterek INS 1 (4th, 5th, 6th pd) Canvas Gradebook, canvas inbox, canvas announcements, live video chat weekly.</p>
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			<p>6 practice work and review guide Students should watch Khan Academy videos as lessons.</p>		
<p>9th-History AP Human Geo</p>	<p>210 Minutes</p>	<p>Elizabeth Robbins (erobbins1@cps.edu, Dominic Kosteris (dkosteris@cps.edu), and Catherine Yackee (cmeyackee@cps.edu)</p>	<p>Tool: Posting Frequency:</p> <ol style="list-style-type: none"> 1. Google meeting/hangout: twice a week: Tuesday & Thursday 10-11 am. 2. Google Classroom: Posting overall schedule week with intermittent check-ins <p>PARENTS: Class codes to see the schedule: Classroom code (Yackee & Robbins): czz7hw6</p> <p>Week Overview: Students have studied all of the units that are covered under the College Board's Course and Exam Description. Students are now beginning to review the materials that the College Board have indicated will be on the modified AP exam. This week the focus will be on Units 1 and 2 (Thinking Geographically & Population and Migration Patterns and Processes). Due to the revised</p>	<p>Skills Practice: Unit 1: Evaluate maps and spatial data to pose and solve problems Differentiate and interpret the implications of associations among phenomena in places, such as economic constraints, tastes, values and political regulations, and how these factors work together to create varied cultural landscapes Analyze and interpret the interconnectivity of local, national, and global events Differentiate between regions and evaluate the regionalization process by considering how and why regions came into being and what they reveal about the changing world in which they live</p> <p>Unit 2: Interpreting sources related to population and migration Writing free response essays related to population and migration topics Applying knowledge of population statistics to demographic models and using these models to make predictions Examining push /pull factors of major migrations by conduction of research How to use maps and other geographic</p>	<p>Daily Connection: Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails for students who have not turned in assignments)</p> <p>Feedback: Students will receive feedback directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p>

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			<p>format for the exam the focus will be on student writing (free response questions).</p>	<p>representations, geospatial technologies and spatial thinking to understand and communicate information</p> <p>How to use mental maps to organize information about people , places and environments in a spatial context</p> <p>How to analyze the spatial organization of people, places and environments on Earth’s surface</p> <p>Projects: Students will have the option to engage in a mini- project tied to the two units under review.</p> <p>Enrichment: Within the classroom students can find an in depth breakdown of all of the substandards with supporting videos, additional readings that connect the topics to relevant current issues and links to the College Board YouTube review sessions.</p> <p>Reading: Review of Amsco texts-readings located on Google classroom. Articles for the unit posted on the web</p>	
9th - PE	140 Minutes		<p>Tool:</p> <p>Posting Frequency:</p>		
9th -Arts (Sculpture)	140 Minutes	<p>John Famera (jfamera@cps.edu)</p>	<p>Tool:</p> <p>Posting Frequency:</p> <p>Google Classroom</p> <p>TinkerCad</p>	<p>Skill Practice:</p> <p><i>Students will become familiar with the free online 3D design software TinkerCad, joining their assigned classroom and</i></p>	<p>Daily Connection:</p> <p>Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments</p>

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			<p>Week Overview:</p> <p>Office hours: (Famera) 10AM - 12PM - Daily Total expected student dedicated work time/week: 60 minutes Lessons will be posted on Google Classroom at the start of the week and students will be expected to complete all posted assignments by that Friday.</p>	<p><i>completing various assigned lessons posted on Google Classroom. Once all lessons are complete students will use their acquired skills to design an open-ended 3D model project to be printed in the future using a 3D printer.</i></p> <p>Projects:</p> <p>Week of 4/13-4/17</p> <ol style="list-style-type: none"> 1. <i>Basic Ring</i> 2. <i>Heart Ring</i> 3. <i>Diamond Ring/Easter Ring - (Choice)</i> <p>Week of 4/20-4/24</p> <ol style="list-style-type: none"> 4. <i>Duffel Button</i> 5. <i>Flower Button</i> 6. <i>Teddy Bear Button/Skull Button - (Choice)</i> <p>Week of 4/27-4/30</p> <ol style="list-style-type: none"> 7. <i>Spin Circuit</i> 8. <i>8. Stop Circuit</i> 9. <i>Move Circuit</i> <p>Enrichment: Available Arts Enrichment Activities can be found at the following links</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education <p>Virtual Experiences from the Frick</p>	<p>and filling out COVID Student Check-ins Log</p> <p>Feedback: Feedback will be provided via Google Classroom Comments, Email, and TinkCad Comment Boards.</p>
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				<p>Reading:</p> <p>https://blog.tinkercad.com/ https://erickimphotography.com/blog/start-here/</p>	
<p>9th- Arts (Art I)</p>		<p>John Famera (jfamera@cps.edu) and Emily Calderon (elcalderon1@cps.edu)</p>	<p>Platform and Frequency: Google Classroom (Calderon code: u5u2vz3) Daily</p> <p>Week Overview: Office hours: (Calderon) 11-12 & 2-3 Total expected student dedicated work time/week: 60 minutes</p> <ul style="list-style-type: none"> - Complete the daily Art Challenge and share what was created on Google Classroom each week <p>(Famera) 10AM - 12PM</p>	<p>Skill Practice: Drawing, sculpting, performing, reading, writing TinkerCad Activities https://www.tinkercad.com/</p> <p>Projects: Art + Challenge google doc Daily arts immersive projects centered around a central theme each week</p> <p>TinkerCad Activities</p> <p>Week of 4/13-4/17 <i>Logging on via Nickname</i> <i>Complete 7 Starters</i> <i>Minecraft Glasses</i></p> <p>Week of 4/20-4/24 <i>Chess Pawn Piece</i> <i>Ruler in CM</i></p> <p>Week of 4/27-4/30 <i>Die From Scratch</i></p> <p>Enrichment: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <ul style="list-style-type: none"> - Art21 	<p>Daily Connection: Contact through Google Classroom, code: (Calderon) u5u2vz3</p> <ul style="list-style-type: none"> - Work submitted and assessed on a weekly basis (can be visual, performative, written, spoken, etc.) <p>Feedback: Google Classroom comments on student work submitted each week</p>

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				<ul style="list-style-type: none"> - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <p>https://blog.tinkercad.com/ https://erickimphotography.com/blog/st-art-here/</p>	
9th -World Language	140 Minutes		Tool: Posting Frequency:		
9th Grade-Diverse Learner (English/ Math/ Science/ Social Science)		Denise Singleton (dsingleton1@cps.edu), Shelita Brown (slbrown3@cps.edu), and Ronkia Jones (rcjones1@cps.edu)	<p>Unique Curriculum, News- 2-You(N2Y), Starfall, Raz-Kids, Teacher made prompts, Storyline Online, Teachers Pay Teachers shareable worksheet links.</p> <p>Weekly posting of work.</p> <p>Weekly Overview: Students will have a various list of activities that are aligned to their IEP goals, transition skills and core content from various platforms to choose from and will be required to complete an</p>	<p>Skill Practice: Comprehension, adding, subtracting, counting money (identifying coins), telling time, listening, measuring, sorting, sequencing, personal hygiene, tracking weather</p> <p>Enrichment: Journaling (written or pictures or scribed)</p> <p>Reading: Parents will be provided links and passwords for activities.</p>	<p>Daily Connection: Google Doc shared with admin and all necessary parties making contact to parent</p> <p>Materials: Computer, Unique, Starfall, N2Y, Storyline internet programs https://docs.google.com/document/d/1LFVb9U2hihUtGzFJT6YvAEtSgqcrdMvvDjxjHIH_4xQ/edit?usp=sharing</p> <p>Feedback: Teachers will collaborate with parents</p>



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			<p>assigned amount of activities daily. Students/parents will keep track of completion by using a daily checklist of the amount of assignments completed.</p> <p>The checklist promotes student accountability and independence to the greatest extent possible. Staff will be available to answer student and parent questions and provide further clarification on activities students choose to complete.</p>		<p>via Google meet and teleconference.</p>
<p>9th Grade-Counseling</p>		<p>Aurora Diaz (adiaz7@cps.edu), Tracey Boler (trbolter@cps.edu), Adriane Jackson (aljackson38@cps.edu), and Jessica Mulder (jilloegel@cps.edu)</p>	<p>Link to Counseling Department Plan</p>	<p>Link to Counseling Department Plan</p>	<p>Link to Counseling Department Plan</p>



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10th Grade	Weekly Minutes Goal	Teacher(s)	Learning Materials Communication Tool	Learning Platforms	Teacher-Student Communication
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	210 Minutes	William Ejzak, (wbejak@cps.edu)	<p>Tool: Posting Frequency: Google Classroom - every morning, Monday-Friday Google Meet, twice a week</p> <p>Week Overview: Monday, 1 p.m.: CLOSE-READING SHAKESPEARE (Google Meet #1): Full-Stops Mid-Stops Ecphonestic O Repetition/Lists Reading Passages Aloud (once you've identified these)</p> <p>Tuesday: CLOSE-READING SHAKESPEARE (PRACTICE #1): "Is this a dagger which I see before me?"</p> <p>Wednesday, 1 p.m.: CLOSE-READING SHAKESPEARE (Google Meet #2): Antithesis Alliteration Assonance Putting it all together How to Interpret (once you've identified these)</p> <p>Thursday:</p>	<p>Skill Practice: In addition to practice done live during Google Meets, students will practice annotating and interpreting on their own with additional passages on Tuesday and Thursday.</p> <p>Enrichment: Additional guidance will be provided with videos, which I will post on the Google Classroom page on Tuesday and Thursday morning.</p> <p>Reading: <i>Macbeth</i> (selected passages)</p>	<p>Daily Connection: Google Meets: Monday, 4/13 at 1 p.m. Wednesday, 4/15 at 1 p.m.</p> <p>Daily office hours from 10 am - 1 pm (available for immediate e-mail/chat response) All materials and practice assignments will be posted to the Google Classroom page.</p> <p>Feedback: On Friday, students will have a miniature "Annotation and Interpretation" quiz, which they will receive individualized feedback for on Google Classroom.</p>



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			<p>CLOSE-READING SHAKESPEARE (PRACTICE #2 & 3): “Methought I heard a voice cry, ‘Sleep no more!’” “Why did you bring these daggers from the place?”</p> <p>Friday: MINI-QUIZ #1: Annotating and Interpreting a Passage</p>		
10th-INT II/INT II-F	210 Minutes	<p>Young Im (yim@cps.edu), Maddy Peterek (mkpeterek@cps.edu), Julia Ciciora (jaciciora@cps.edu)</p>	<p>Tool:</p> <p>Posting Frequency:</p> <ul style="list-style-type: none"> • Canvas • CPS Email • Weekly Canvas announcement / assignment updates <p>Weekly Overview:</p> <p>Unit 6 : Coordinate Geometry</p>	<p>Skill Practice:</p> <p>6.1 : Use coordinates to prove geometric properties algebraically.</p> <ul style="list-style-type: none"> • Live Lesson / Notes Video • Investigation • Skills Check <p>Projects:</p> <p>Unit 5 Make Up Work</p> <ul style="list-style-type: none"> • Retake for Unit 4 • Unit 5 Summative Assessment <p>Enrichment:</p> <ul style="list-style-type: none"> • Quiz 1 and Quiz 2 (Math No Calculator) Diagnostic • Quiz 3 and Quiz 4 (Math Calculator) Diagnostic <p>Reading:</p> <ul style="list-style-type: none"> • 6.1 Notes • Financial Literacy: College 	<p>Daily Connection:</p> <ul style="list-style-type: none"> • Any student not logged on to Canvas for the week will be contacted. • Student login and engagement can be checked through Canvas and this can be done on a weekly basis <p>Feedback:</p> <ul style="list-style-type: none"> • Email • Canvas • Virtual Sessions <p>Link to other weeks of remote CBE learning</p>
10th-INS II	210 Minutes	<p>Will Reed (wgreed@cps.edu)</p>	<p>Tool:</p> <p>Posting Frequency:</p> <p>Week Overview:</p> <p>Monday:</p>	<p>Skill Practice:</p> <p>Khan Academy, Choice learning activities</p>	<p>Daily Connection:</p> <p>Google Meet, Google Classroom, and phone calls where students are</p>



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			<p>1.) Weekly assignments posted</p> <ul style="list-style-type: none">a.) Choice learning #3 (Due May 1)b.) BOW Navigation activity 1- summarize previous learning activity and what we learned from it (jigsaw)- Due Wednesday April 15c.) BOW Navigation activity 2- analyze models for temperature change explanations - Due Wednesday April 15d.) MOW Making sense activity - Simulation and/or video based assignment on making sense of breaking and forming chemical bonds and thermal kinetic energy. Flipgrid or Google Classroom forum share - Due Friday/Monday April 17/20) <p>2.) Class meeting for clarification of weekly assignments and review of previous assignments {most activities also available asynchronously}</p> <ul style="list-style-type: none">a.) DAY 1: Class check	<p>Projects: Choice learning activities</p> <p>Enrichment: Khan Academy, Choice learning activities</p> <p>Reading: Article about carbon footprint of electric cars . Many choice learning activities also include reading (including all science of social distancing activities, zooniverse, nature noticing)</p>	<p>not responsive otherwise</p> <p>Feedback: Google Classroom assignments with rubrics, other feedback through Google Classroom forums, during class meetings and office hours</p>
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			<p>ins/celebrations and norm setting activities BOW</p> <p>b.) DAY 1: Choice learning share out and discussion</p> <p>c.) DAY 1: Introduce BOW navigation activities 1 and 2</p> <p>3.) Students check in with grades and feedback on work since closure.</p> <p>Tuesday (note days vary by class for Reed)</p> <p>1.) Open office hours</p> <p>2.) Students work on assignments</p> <p>3.) Check in with Google Classroom open forums</p> <p>Wednesday</p> <p>1.) Open office hours</p> <p>2.) Students submit assignments BOW navigation activities 1 & 2</p> <p>3.) Check in with clarification/feedback via Google Classroom</p> <p>Thursday</p> <p>1.) Check in with clarification/feedback via Google Classroom</p> <p>2.) Class meeting</p> <p>a.) DAY 2: Check ins/celebrations and norm setting</p>		
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			<p>activities</p> <p>b.) DAY 2: Jigsaw sharing BOW n.a. 1 (summarize storyline/prior activities and knowledge)</p> <p>c.) DAY 2: Share model analysis, agree on simulations/videos using physical models representing bonding</p> <p>Friday</p> <ol style="list-style-type: none"> 1.) Open office hours 2.) Students work on and submit weekly assignments (due following Monday for B Day students) 3.) Students reflect on weekly progress 		
<p>10th-History (AP U.S. Government)</p>	<p>210 Minutes</p>	<p>Elizabeth Robbins (erobbins1@cps.edu)</p>	<p>Tool:</p> <p>Posting Frequency:</p> <ol style="list-style-type: none"> 1. Google meeting/hangout: twice a week: Tuesday & Thursday 2-3 p.m. 2. Google Classroom: Posting overall schedule weekly: Covid 19 Plan ** PLEASE SEE BELOW** 	<p>Skill Practice:</p> <p>Bureaucracy:</p> <p>PMI- 2.A. Explain how the bureaucracy carries out the responsibilities of the federal government.</p> <p>PMI- 2.B. Explain how the federal bureaucracy uses delegated authority for rule-making and implementation</p>	<p>Daily Connection:</p> <p>Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails for students who have not turned in assignments</p> <p>Feedback:</p> <p>Students will receive feedback</p>

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		<p>With intermittent check-ins</p> <p>PARENTS: Class codes to see the schedule: Robbins Classroom: fsedbpb Mullooly Classroom class code: c5qo4ra</p> <p>Week Overview:</p> <p>The purpose of this week is to have students engage in materials and activities that focus their understanding of the bureaucracy and Supreme Court. These assignments offer students supplementary materials to help aid their overall understanding of the materials as well as the opportunity to synthesize and exhibit their understanding of the role of both “branches” and the interaction and relationships between them. A detailed schedule has been provided in the Classroom and all related materials have been given and, where appropriate copied into their Google folder.</p>	<p>PMI 2.C Explain how Congress uses its oversight power in its relationship with the executive branches</p> <p>PMI -2. D Explain how the president ensures that the executive agencies carry out their responsibilities in concert with the goals of the administration</p> <p>PMI 2.E Explain the extent to which the governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the Federal Congress</p> <p>Projects:</p> <p>“So you want to open a hamburger joint?” project (study in small business and state, local, and national bureaucracies.</p> <p>Enrichment:</p> <p>Articles and podcasts of the COVID-19 that focus on bureaucratic responses and the role of federalism in the patchwork application of quarantine measures. These are posted in the schedule and the classroom.</p> <p>Reading:</p> <p>AMSCO Textbook, posted readings from NY Times on Judicial activism/restraint</p>	<p>directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p> <p>Link to Plan:</p>
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10th - PE	140 Minutes		<p>Tool:</p> <p>Posting Frequency:</p>		
10th - Arts (Digital Imaging I, II, and III)	140 Minutes	<p>John Famera (jfamera@cps.edu) and Jake Mitchell (jnmitchell@cps.edu)</p>	<p>Tool:</p> <p>Posting Frequency:</p> <p>Google Classroom TinkerCad</p> <p>Week Overview:</p> <p>Office hours: (Famera) 10AM - 12PM - Daily (Mitchell) 10AM - 12PM - Daily</p> <p>Total expected student dedicated work time/week: 60 minutes</p> <p>Lessons will be posted on Google Classroom at the start of the week and students will be expected to complete all posted assignments by that Friday.</p>	<p>Skill Practice:</p> <p><i>Students will become familiar with the free online 3D design software TinkerCad, joining their assigned classroom and completing various assigned lessons posted on Google Classroom. Once all lessons are complete students will use their acquired skills to design an open-ended 3D model project to be printed in the future using a 3D printer.</i></p> <p>Projects:</p> <p>Week of 4/13-4/17</p> <p style="padding-left: 20px;"><i>Logging on via Nickname</i></p> <p style="padding-left: 20px;"><i>Complete 7 Starters</i></p> <p style="padding-left: 20px;"><i>Minecraft Glasses</i></p> <p>Week of 4/20-4/24</p> <p style="padding-left: 20px;"><i>Chess Pawn Piece</i></p> <p style="padding-left: 20px;"><i>Ruler in CM</i></p> <p>Week of 4/27-4/30</p> <p style="padding-left: 20px;"><i>Die From Scratch</i></p> <p>Enrichment:</p> <p>Available Arts Enrichment Activities can be found at the following links</p>	<p>Daily Connection:</p> <p>Teachers will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback:</p> <p>Feedback will be provided via Google Classroom Comments, Email, and TinkCad Comment Boards.</p>

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				<p>Art21</p> <ul style="list-style-type: none"> - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: https://blog.tinkercad.com/ https://erickimphotography.com/blog/start-here/</p>	
<p>10th- Arts (Drawing and Painting)</p>		<p>Emily Calderon (elcalderson1@cps.edu)</p>	<p>Tool and Posting Frequency: Google Classroom (code: 7h3chci) Weekly</p> <p>Week Overview:</p> <p>Office hours: 11-12 & 2-3 Total expected student dedicated work time/week: 60 minutes</p> <ul style="list-style-type: none"> - Complete the daily Art Challenge and share what was created on google classroom each week - 	<p>Skill Practice: Drawing, sculpting, performing, reading, writing</p> <p>Projects: Art + Challenge google doc Daily arts immersive projects centered around a central theme each week</p> <p>Enrichment: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with 	<p>Daily Connection: Contact through Google Classroom, code: 7h3chci</p> <ul style="list-style-type: none"> - Work submitted and assessed on a weekly basis (can be visual, performative, written, spoken, etc.) <p>Feedback: Google Classroom comments on student work submitted each week</p>

HS Remote Learning Plan: For Families



				<p>Mo Williams</p> <ul style="list-style-type: none"> - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading:</p> <p>Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc</p>	
<p>10th-Arts (Beginning Chorus, Intermediate/Advanced Chorus)</p>		<p>Addison Youngblood (ajyoungblood@cps.edu)</p>	<p>Google Classroom Google Meet Office Hours: 10AM - 12PM Daily (Students) 2:00pm-3:00pm (Caregivers) Teoria.com</p> <p>Weekly Overview:</p> <p>Week 1: Notation Review - Notes and Key Signatures -Complete Tutorials Reviewing Staff and Note Names -Complete Tutorials Reviewing Key Signatures -Complete and Submit Scores for Clef, Note Name, and Key Signature Exercises</p> <p>Week 2: Scale Review -Complete All 6 Scale Tutorials -Complete and Submit Scores for Identification and Construction Exercises for both major and minor</p>	<p>Skill Practice:</p> <ul style="list-style-type: none"> - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <p>Projects:</p>	<p>Daily Connection:</p> <p>Office Hours: 10AM - 12PM Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback:</p> <p>Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>

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			<p>scales</p> <p>Both Weeks: Students will be assigned listening assignments with corresponding short answer questions.</p>	<p>Week 1: Composition project- Familiarizing with notation software and composing a short work (4 4/4 measures) demonstrating knowledge of basic music notation.</p> <p>Enrichment:</p> <p>Leonard Bernstein Harvard Lectures https://www.youtube.com/playlist?list=PLKiz0UZowP2V0mwtNv1lc1_zUSB2O65d7</p> <p>Wynton Marsalis Harvard Lectures https://www.youtube.com/watch?v=ilktEE-N_Bk&list=PLKFVvPegBoMuS6JPTn6OkI-jNL8mhQHEx</p> <p>Reading:</p> <p>Brief History of Choral Music https://calgarychildrenschoir.com/a-brief-history-of-choral-music/</p>	
<p>10th-Arts Beginning(B and/Interm ediate/Adv anced))</p>		<p>Brandon Harding (bharding1@cps. edu)</p>	<p>Google Classroom Google Meet Office Hours: 12PM - 2PM Daily (Students) 2PM - 3PM Daily (Caregivers) Teoria.com</p> <p>Weekly Overview:</p> <p>Week 1: Notation Review - Notes and Key Signatures -Complete Tutorials Reviewing Staff</p>	<p>Skill Practice:</p> <ul style="list-style-type: none"> - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when 	<p>Daily Connection:</p> <p>Office Hours: 12PM - 2PM Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback:</p>

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and Note Names
 -Complete Tutorials Reviewing Key Signatures
 -Complete and Submit Scores for Clef, Note Name, and Key Signature Exercises

Week 2: Scale Review
 -Complete All 6 Scale Tutorials
 -Complete and Submit Scores for Identification and Construction Exercises for both major and minor scales

Both Weeks: Students will be assigned listening assignments with corresponding short answer questions.

Advanced/Intermediate Band Week Overview:

Week 1: Notation Review - Intervals (Pt 1)
 -Complete Tutorials Reviewing Intervals (2nds, 3rds, 4ths)
 -Complete and Submit Scores for Exercises Identifying 2nds, 3rds, and 4ths.

Complete and Submit Scores for Ear Training Exercises Identifying 2nds, 3rds, and 4ths.

Week 2: Scale Review - Intervals (Pt 2)
 -Complete Tutorials Reviewing Intervals (2nds, 3rds, 4ths)

appropriate) the setting of the text.

- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Intermediate/Advanced Skill Practice:

- Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context
- Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.

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-Complete and Submit Scores for Exercises Identifying 2nds, 3rds, and 4ths.

Complete and Submit Scores for Ear Training Exercises Identifying 2nds, 3rds, and 4ths.

Both Weeks: Students will be assigned listening assignments with corresponding short answer questions.

Projects:

Week 1: Composition project- Familiarizing with notation software and composing a short work (4 4/4 measures) demonstrating knowledge of basic music notation.

Advanced/Intermediate Project:

Week 1: Composition project- Familiarizing with notation software and composing a short work (4 4/4 measures) demonstrating knowledge of basic music notation.

Enrichment:

Leonard Bernstein Harvard Lectures
https://www.youtube.com/playlist?list=PLKiz0UZowP2V0mwtNv1lc1_zUSB2O65d7

Wynton Marsalis Harvard Lectures
https://www.youtube.com/watch?v=ilktEE-N_Bk&list=PLKFVvPegBoMuS6JPTn6OkI-jNL8mhQHEx

Reading:

A Brief Historical Perspective of the Wind Band
<https://www.utc.edu/faculty/matthew-smith/articles/history.php>



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10th - World Language	140 Minutes		Tool: Posting Frequency:		
10th Grade-Diverse Learner (English/ Math/ Science/ Social Science)		Denise Singleton (dsingleton1@cps.edu), Shelita Brown (slbrown3@cps.edu), and Ronkia Jones (rcjones1@cps.edu)	<p>Unique Curriculum, News- 2- You(N2Y), Starfall, Raz-Kids, Teacher made prompts, Storyline Online, Teachers Pay Teachers shareable worksheet links. Weekly posting of work.</p> <p>Weekly Overview: Students will have a various list of activities that are aligned to their IEP goals, transition skills and core content from various platforms to choose from and will be required to complete an assigned amount of activities daily. Students/parents will keep track of completion by using a daily checklist of the amount of assignments completed.</p> <p>The checklist promotes student accountability and independence to the greatest extent possible. Staff will be available to answer student and parent questions and provide further clarification on activities students choose to complete.</p>	<p>Skill Practice: Comprehension, adding, subtracting, counting money (identifying coins), telling time, listening, measuring, sorting, sequencing, personal hygiene, tracking weather</p> <p>Enrichment: Journaling (written or pictures or scribed)</p> <p>Reading: Parents will be provided links and passwords for activities.</p>	<p>Daily Connection: Google Doc shared with admin and all necessary parties making contact to parent</p> <p>Materials: Computer, Unique, Starfall, N2Y, Storyline internet programs https://docs.google.com/document/d/1LFVb9U2hihUtGzFjT6YvAEtSggcrdMvvDjxjHH_4xQ/edit?usp=sharing</p> <p>Feedback: Teachers will collaborate with parents via Google meet and teleconference.</p>
10th-Counseling		Aurora Diaz (adiaz7@cps.edu), Tracey Boler (trboler@cps.edu), Adriane Jackson (aljackson38@cps.edu)	Link to Counseling Department Plan	Link to Counseling Department Plan	Link to Counseling Department Plan



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		.edu), and Jessica Mulder (jilloegel@cps.edu)			
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11th Grade	Weekly Minutes Goal	Teachers	Learning Materials Communication Tool	Learning Platforms	Teacher-Student Communication
11th-English III	210 Minutes	<p>Wilde</p> <p>Wilde will be available every day from 11:00 AM to 3:00 PM regardless of class meeting time, and will respond to student questions and comments as frequently as possible.</p>	<p>Tool: Google Classroom</p> <p>Posting Frequency: Google Classroom and associated Google suite. Classes are held on Tuesdays and Fridays, and so lectures, activities, will be posted regularly on class days, though teacher will reserve the right to contact students or post materials at any given time.</p>	<p>Skills Practice:</p> <ul style="list-style-type: none"> Identify the rhetorical situation of an article about a social issue that matters to you (RI2) Examine the language in the essay (L5) Evaluate the structure of the argument and the order of claims (R5) Outline multiple articles for the strength of the argument contained in the article <p>Projects:</p> <p>Write a rhetorical essay that evaluates the quality of an argument about a social issue about which the student cares. This essay will be based on a series of more involved activities that starts with:</p> <p>Identifying the important rhetorical elements of the text</p> <p>Summarizing the main ideas and tone of an article through the writing of a precis</p> <p>Evaluating whether or not the argument is valid and effective based on criteria laid out in the video lecture "Analyzing an Argument."</p>	<p>Daily Connection:</p> <p>Students are contacted through email via Google Classroom, both on class days and at teacher discretion.</p> <p>Feedback: Students will be given feedback by the teacher in response to discussion questions as well as on the submission of outlines and essays. Furthermore, students will be responding to and evaluating the work of their peers.</p>

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				<p>Enrichment: Discussion in Google Classroom about the social issues and their interpretations. Students are finding one to three articles but reading and responding to those articles of their classmates</p> <p>Reading: Lectures Identifying Important Social Issues (Google Classroom Question) Write a precis Precis Google Form The Rhetorical Situation Video Lecture Transcript Analyzing an Argument Video Transcript</p>	
11th-INT III	210 Minutes	JK, Kmicikewycz, Mortenson/Horsley	<p>Tool: Posting Frequency: JK: Post lecture video and practice work at start of the week. Class meeting for Q and A Wednesday afternoon. Formative due the following Sunday JK's Classroom Code: ubhrh56</p> <p>Kmicikewycz: Daily video live streaming sessions will be available at multiple</p>	<p>Skills Practice: Specific learning targets posted on Classroom. Currently focusing on function transformations (Unit FT) FT-1: Translating Functions 2 – Identify a transformation vertically or horizontally 3 – Perform a specified translation on a function 4 – Use function transformations to solve real problems FT-2: Stretching, Compressing, and Inverting Functions 2 – Identify a stretch, compression, or inversion</p>	<p>Daily Connection: JK: Post lecture video and practice work at start of the week. Class meeting for Q and A Wednesday afternoon. Formative due the following Sunday Kmicikewycz: Daily video live streaming sessions will be available at multiple time slots. Polls and questions will be asked throughout hour-long live streams. Students have the ability to ask questions and interact via microphone, typing, and/or video. Mortensen/Horsley: Twice weekly Google Meet Tuesday/Friday 3-4 pm.</p>



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			<p>time slots. Polls and questions will be asked throughout hour-long live streams. Students have the ability to ask questions and interact via microphone, typing, and/or video.</p> <p>Mortensen/Horsley: Twice weekly Google Meet Tuesday/Friday 3-4 pm.</p> <p>Students should be working through investigations and content posted on Google Classroom and come prepared with questions to the Meet.</p>	<p>of a function</p> <p>3 – Perform specified stretching or compression of a function</p> <p>4 – Perform specified stretch, compression, and/or inversion of a function.</p> <p>FT-3: Advanced Transformations (acceleration)</p> <p>2 – Perform phase shifts on sinusoids</p> <p>3 – Perform any transformation on obscure functions (sinusoids, integer floor/ceiling, absolute value, etc.)</p> <p>4 – Use sinusoid or obscure function transformations to model data</p> <p>Projects:</p> <p>Enrichment:</p> <p>Reading:</p>	<p>Students should be working through investigations and content posted on Google Classroom and come prepared with questions to the Meet.</p> <p>Feedback: Feedback will be provided via Google Classroom Comments, and Email</p>
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11th-INS III	210 Minutes	JK	<p>Tool:</p> <p>Posting Frequency: Google Classroom (2-3 postings per week) Google Meet (2 class meetings per week, links sent via Classroom) Email with teachers (As necessary for student and parent questions)</p> <p>JK's Classroom Code: ki4vqz5</p>	<p>Skills Practice: Practice work posted to classroom (including answers)</p> <p>Projects: Virtual labs using PhET posted in Classroom. These will be turned in via classroom (or email), graded, and used to provide feedback on skill development</p> <p>Enrichment: PowerPoint lecture video containing explanations, worked examples, and supplemental content/information</p> <p>Reading: PowerPoint lecture slides created by teacher</p>	<p>Daily Connection: Office Hours will be provided to students. Teachers will always be available via e-mail and Google Classroom comments</p> <p>Feedback: Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>
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<p>11th AP Stats</p>				<p>Skills Practice: -Describe summary statistics of quantitative data represented graphically. -Summarize statistics of quantitative data, or of sets of quantitative data, can be used to justify claims about the data in context. -given the area of a region under the graph of the normal distribution curve, to estimate parameters for some populations. -Explain why a particular sampling method is or is not appropriate for a given situation Projects: Students will apply inference tests to COVID19 data to represent box-plots and conduct inference tests (means, proportions) Enrichment: Khan Academy videos and links; College Board My AP; College Board live streams at 1pm CST on YouTubeLive https://apcentral.collegeboard.org/pdf/ap-clas-s-schedule-daily.pdf Reading: Kmicikewycz: supplementary news articles from NYTimes or other periodicals as related to topics covered</p>	
<p>11th-History</p>	<p>210 Minutes</p>	<p>Clark, Robbins</p>	<p>Tool: Google meeting/hangout Posting Frequency: 1. Google meeting/hangout: twice a week: Monday & Thursday 1-2 p.m.</p>	<p>Skills Practice: +Explain how a historical development or process relates to another historical development or process. +Identify patterns among or connections between historical developments and processes. +Explain how a specific historical development</p>	<p>Daily Connection: Monday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Clarification around Nixon, Ford, & Carter Administrations Tuesday: Tombstone Project: Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, & Carter (see Classroom for requirements)</p>



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		<p>2. Google Classroom: Posting overall schedule weekly with intermittent check-ins and postings</p> <p>PARENTS: Class codes to see the schedule: Robbins /Clark Classroom: 7guny4u</p> <p>Monday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Clarification around Nixon, Ford, & Carter Administrations</p> <p>Tuesday: Tombstone Project: Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, & Carter (see Classroom for requirements)</p> <p>Wednesday: Cold War Maps Project: Where and What Happened in American Post-1945?</p> <p>Thursday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Discuss Cold War Proxy Wars & Indirect Military actions & their results</p> <p>Friday: Culture of Post-1945 America: On-Line Video Series</p>	<p>or process is situated within a broader historical context +Explain how a specific historical development or process is situated within a broader historical context</p> <p>Projects: Pinterest Project, Cold War Mapping project, Presidential Tombstones Project</p> <p>Enrichment: Unit VIII Review (YouTube Video), College Board Review sessions</p> <p>Reading: UNIT VIII READING & ESSENTIAL QUESTIONS LINK</p>	<p>Wednesday: Cold War Maps Project: Where and What Happened in American Post-1945?</p> <p>Thursday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Discuss Cold War Proxy Wars & Indirect Military actions & their results</p> <p>Friday: Culture of Post-1945 America: On-Line Video Series</p> <p>Feedback: Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails for students who have not turned in assignments) Textbooks (available digitally), internet access (all other needed materials are available on the Google Classroom) Students will receive feedback directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p>
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<p>11th - Film Study</p>	<p>210 minutes</p>		<p>Tool: Posting Frequency: Google Classroom (daily): Pd. 4: https://classroom.google.com/u/0/c/NDI2MDc1NDAwODBa Pd. 5: https://classroom.google.com/u/0/c/NDI2MDg0Mzg1NDFa Pd. 8: https://classroom.google.com/u/0/c/NDI2MDg0Mzg2MDRa CPS Email (daily):</p>	<p>Skills: Monday: RL.3 Close read pg. 17-20 and identify and describe the “Eight Popular Incomplete Theories to Explain the Enjoyment of Watching Scary Movies” from Glenn D. Walters “HORROR MOVIE AESTHETICS: How color, time, space and sound elicit fear in an audience” by Xiangyi Fu. Tuesday: RL.5 Begin watching one of the films (Terminator, Blade Runner, A Space Odyssey, Psycho, The Shinning, The Exorcist, or The Silence of the Lambs), making connections of one or multiple theories from “Horror Movie Aesthetics.” Wednesday: RL.5 Finish watching one of the films (Terminator, Blade Runner, A Space Odyssey, Psycho, The Shinning, The Exorcist, or The Silence of the Lambs), making connections of one or multiple theories from “Horror Movie Aesthetics.” Thursday: RL.3 Close read pg. 22-26 and identify and describe the “Three Aspects of Horror Films’ Allure” in “HORROR MOVIE AESTHETICS.” Friday: RL.5 Begin watching one of the two films: The Silence of the Lambs or The Day After Tomorrow. While watching, make connections to the “Three Aspects of Horror Films’ Allure.”</p>	<p>Daily Connection: Weekly calendar and daily assignments posted on Monday. Daily posts to Google Classroom throughout the week addressing common questions and Misconceptions. Daily office hours from 1-3pm. Constant feedback/grading cycle Feedback: Individual Feedback on Google Docs</p>
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				<p>Projects: Create a mini film clip that includes the theories discussed in the text. Due to how much time it will take to view the films, this won't take place until the following week.</p> <p>Enrichment: Identify a horror movie you've watched and how the director implements the theories discussed in "HORROR MOVIE AESTHETICS."</p> <p>Reading: "HORROR MOVIE AESTHETICS: How color, time, space and sound elicit fear in an audience" by Xiangyi Fu.</p>	
<p>11th Honors US History</p>		<p>Campos</p>	<p>Tool: Posting Frequency: Google Classroom <ul style="list-style-type: none"> • Every other day Google Meets / Chats <ul style="list-style-type: none"> • Twice a week </p>	<p>Skills: Document Analysis</p> <ul style="list-style-type: none"> • Document Sourcing • Non-fiction Reading • Thesis Development • Argumentative Writing • Citing and Identifying Evidence • Comparing Sources <p>Projects: Andrew Carnegie DBQ Essa Enrichment: (15 Minutes) YouTube Video: How Andrew Carnegie Became The Richest Man In The World</p> <p>Students can learn about the various things that allowed industrialists advantages in the late 1800s. Reading: Students will be reading different primary and secondary sources on Andrew Carnegie.</p>	<p>Daily Connection: Office Hours will be available to students. Monday - Friday: 12:00 - 2:00 PM</p> <p>Send out emails to all students reminding them of education opportunities. Make posts on Google Classroom as reminders to ensure all students are reached.</p> <p>Contact parents & students directly is unresponsive. Feedback: Students will receive feedback through private comments on their work via Google Classroom and email. They may also ask clarifying questions through</p>

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					Google Meets/Google Chats.
11th Grade-Spanish 3	210	Santoyo	<p>Tool:</p> <p>Posting Frequency:</p> <ol style="list-style-type: none"> 1. Google meeting/hangout: twice a week: Tuesday & Thursday 12-1 p.m. 2. Google Classroom: Posting overall schedule weekly with intermittent check-ins and postings <p>PARENTS: Class codes to see the schedule: Santoyo Classroom: zrdrnwa</p>	<p>Skills:Intermediate Proficiency Benchmark: See and hear the short soap opera in VHL to complete the corresponding source analysis aligned with the prompt provided.</p> <p>Comprehension and analysis exercises on VHL</p> <p>Interpretive exercises: Write the main idea of the video in your own language.</p> <p>+Write who said what according to what you understood in the video. +Identify tones and personality traits among the characters presented.</p> <p>+Explain the point of view of each character on eating candy. +Explain how their point of view identifies with you and give your opinion, in Spanish, about what you understood in the video.</p> <p>Projects: Create a commercial on eating candy using the vocabulary learned through a video.</p> <p>Enrichment: VHL (extra workbook activities)</p> <p>Worksheet provided through google classroom</p> <p>Reading: Unit 4 reading the "Mini Soap Opera" in the Descubre 3 book provided on VHL</p>	<p>Daily Connection: Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails for students who have not turned in assignments)</p> <p>Feedback: Students will receive feedback directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p>
11th Grade-Engineering	210	Zayed	<p>Tool:</p> <p>Posting Frequency: Google Classroom Zayed) - ~3+ posts per week, responses to comments</p> <p>Mentor Matching Engine</p> <p>Email - as necessary</p> <p>Hangout- (Zayed) two meetings per week an hour</p>	<p>Skills:HS-ETS1-3.Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p>	<p>Daily Connection: Individual Office hours Mondays 9:00am to 10:00 am</p> <p>Office Hours will be provided to students. Teachers are always available via e-mail and Google Classroom comments. Virtual Classroom and meeting session will take place Tuesday 10:00 am to 1:30pm. Each group made up of at least 6 students have a</p>

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		<p>each. Tuesday 10:00am - 1:30 pm https://meet.google.com/zq-mpke-nzi (Zayed) Office hours Monday 9:00 am- 10am</p>	<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p> <ul style="list-style-type: none"> • Translate information into a table, graph, or diagram • Understand a simple experimental design • Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text <p>Projects: To develop a vision statement that captures the future of STEM education and economic development in your community. Utilizing an engineer-based design process to guide your work will ensure your innovation is replicable and scalable.</p> <p><i>Students are to create the smartphone of the future using your innovation to build, design, or adapt today's current smartphone device. You can redesign the phone entirely, build or design your own Moto Mod to change the way the phone interacts with a user or an environment, or develop an app to enhance the phone's capability. Your innovation should impact your generation, school, or larger community, and be feasibly marketed by Motorola Mobility.</i></p> <p>Enrichment: Lecture video containing explanations, worked examples, and supplemental content/information. Reading: Notes, Instructional videos, Textbook</p>	<p>scheduled time to meet with me and mentors to work on the real life problem/ solution facing our community Feedback: Students will have a direct report to a team of Motorola Mobility mentors and teacher weekly, and we can select the direction of their exploration and problem solving. Google Hangouts meet, MME, and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>
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				excerpts explaining concepts with worked examples posted on Classroom	
11th AP Environmental Science			<p>Tool:</p> <p>Posting Frequency: Google Meet, Google Classroom, and phone calls where students are not responsive otherwise</p>	<p>Skills: Reading note taking</p> <p>Google Form comprehension checks</p> <p>MCQ comprehension checks</p> <p>Independent research and synthesis through projects</p> <p>Projects: Community Sustainability Project</p> <p>Enrichment: Video options; additional optional news articles assigned</p> <p>Reading: Textbook (Chapter 10) and supplemental articles + research for project</p>	<p>Daily Connections: Google Meet, Google Classroom, and phone calls where students are not responsive otherwise</p> <p>Feedback: Automated MCQ feedback; FRQ feedback through Google Classroom, comments on projects through Google Docs/Drive, other feedback through Google Classroom</p>
11th AP US History	210 Minutes	Clark, Robbins	<p>Tool: Google meeting/hangout</p> <p>Posting Frequency:</p> <ol style="list-style-type: none"> 3. Google meeting/hangout: twice a week: Monday & Thursday 1-2 p.m. 4. Google Classroom: Posting overall schedule weekly with intermittent check-ins and postings <p>PARENTS: Class codes to see the schedule: Robbins /Clark Classroom: 7guny4u</p> <p>Monday: Google Meet w/ Mrs. Clark & Liz (1:00 PM):</p>	<p>Skills Practice:</p> <ul style="list-style-type: none"> +Explain how a historical development or process relates to another historical development or process. +Identify patterns among or connections between historical developments and processes. +Explain how a specific historical development or process is situated within a broader historical context +Explain how a specific historical development or process is situated within a broader historical context <p>Projects:</p> <p>Pinterest Project, Cold War Mapping project, Presidential Tombstones Project</p> <p>Enrichment:</p> <p>Unit VIII Review (YouTube Video),</p> <p>College Board Review sessions</p>	<p>Daily Connection:</p> <p>Monday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Clarification around Nixon, Ford, & Carter Administrations</p> <p>Tuesday: Tombstone Project: Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, & Carter (see Classroom for requirements)</p> <p>Wednesday: Cold War Maps Project: Where and What Happened in American Post-1945?</p> <p>Thursday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Discuss Cold War Proxy Wars & Indirect Military actions & their results</p> <p>Friday: Culture of Post-1945 America: On-Line Video Series</p> <p>Feedback:</p> <p>Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails</p>



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			<p>Clarification around Nixon, Ford, & Carter Administrations</p> <p>Tuesday: Tombstone Project: Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, & Carter (see Classroom for requirements)</p> <p>Wednesday: Cold War Maps Project: Where and What Happened in American Post-1945?</p> <p>Thursday: Google Meet w/ Mrs. Clark & Liz (1:00 PM): Discuss Cold War Proxy Wars & Indirect Military actions & their results</p> <p>Friday: Culture of Post-1945 America: On-Line Video Series</p>	<p>Reading:</p> <p>UNIT VIII READING & ESSENTIAL QUESTIONS LINK</p>	<p>for students who have not turned in assignments)</p> <p>Textbooks (available digitally), internet access (all other needed materials are available on the Google Classroom)</p> <p>Students will receive feedback directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p>
<p>Computer Science</p>	<p>210 Minutes</p>	<p>Long, Snadhu,</p>	<p>Tool: CS Google Classroom assignment uploads, student submissions, assessments</p> <p>CS Google Meets mini-lessons and guided practice</p> <p>CS Google Chat One-to-On Instruction</p> <p>CS Google Voice Parent Conference</p> <p>Posting Frequency:</p> <p>CS Google Classroom assignment uploads,</p>	<p>Skills Practice:</p> <p>Computer Science Current Topics:</p> <ul style="list-style-type: none"> • AP Computer Science A (Java Programming Arrays Review) • AP Computer Science Principles (Create PT Revisited) • Dual Credit Computer Science (Programming with Scratch & Python) • Fundamental of Information Technology (Scratch Programming Note: Cluster Students Scratch Jr. and Code.org) <p>Projects:</p> <p>CS Google Classroom assignment uploads,</p>	<p>Daily Connection:</p> <p>CS Google Chat One-to-On Instruction:</p> <ul style="list-style-type: none"> • All subjects (by appointment M-F 8 am to 3:30 pm) <p>CS Google Voice Parent Conference</p> <ul style="list-style-type: none"> • All subjects (Wednesdays 10:00am to 11:00am) <p>Feedback: Feedback will be provided via Google Classroom Comments, and Email</p>



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		<p>student submissions, assessments:</p> <ul style="list-style-type: none">● AP Computer Science A (Mondays and Thursdays 1:46pm – 3:30pm)● AP Computer Science Principles (Tuesdays and Fridays 9:58am – 11:47am)● Dual Credit Computer Science (Mondays and Thursdays 8:00am – 9:56am)● Fundamental of Information Technology (Tuesdays and Fridays 8:00am – 9:56am) <p>CS Google Meets mini-lessons and guided practice:</p> <ul style="list-style-type: none">● AP Computer Science A (Thursdays 2:00pm to 2:30pm)● AP Computer Science Principles (Fridays 10:00am to 10:30am)● Dual Credit Computer Science (Mondays Enrich:00am to 9:30am)● Fundamental of Information Technology (Tuesdays 9:00am to 9:30am)● Cluster Program (Wednesdays 9:00am to 9:30am) <p>CS Google Chat One-to-On Instruction:</p> <ul style="list-style-type: none">● All subjects (by appointment M-F 8 am to 3:30 pm) <p>CS Google Voice Parent Conference</p> <ul style="list-style-type: none">● All subjects (Wednesdays 10:00am to 11:00am)	<p>student submissions, assessments:</p> <ul style="list-style-type: none">● AP Computer Science A (Mondays and Thursdays 1:46pm – 3:30pm)● AP Computer Science Principles (Tuesdays and Fridays 9:58am – 11:47am)● Dual Credit Computer Science (Mondays and Thursdays 8:00am – 9:56am)● Fundamental of Information Technology (Tuesdays and Fridays 8:00am – 9:56am) <p>CS Google Meets mini-lessons and guided practice:</p> <ul style="list-style-type: none">● AP Computer Science A (Thursdays 2:00pm to 2:30pm)● AP Computer Science Principles (Fridays 10:00am to 10:30am)● Dual Credit Computer Science (Mondays Enrich:00am to 9:30am)● Fundamental of Information Technology (Tuesdays 9:00am to 9:30am)● Cluster Program (Wednesdays 9:00am to 9:30am) <p>CS Google Chat One-to-On Instruction:</p> <ul style="list-style-type: none">● All subjects (by appointment M-F 8 am to 3:30 pm) <p>CS Google Voice Parent Conference</p> <ul style="list-style-type: none">● All subjects (Wednesdays 10:00am to 11:00am)	
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			<p>Computer Science (Mondays 9:00am to 9:30am)</p> <ul style="list-style-type: none"> ● Fundamental of Information Technology (Tuesdays 9:00am to 9:30am) ● Cluster Program (Wednesdays 9:00am to 9:30am) <p>CS Google Chat One-to-On Instruction:</p> <ul style="list-style-type: none"> ● All subjects (by appointment M-F 8 am to 3:30 pm) <p>CS Google Voice Parent Conference</p> <ul style="list-style-type: none"> ● All subjects (Wednesdays 10:00am to 11:00am) 	<p>Enrichment:</p> <p>Possible CS Intervention Activities The strategies that will be used if the student does not meet mastery of the learning target are...</p> <ul style="list-style-type: none"> ● Take Five: ● Online Peer Tutoring: ● Instructional Computer Science Videos: <p>Possible Acceleration CS Activities The strategies that will be used after the student meets or exceeds mastery of the learning target are...</p> <ul style="list-style-type: none"> ● Summarize the Technology: ● Peer Troubleshooting: ● Student Artifact Creation: <p>Reading: There will be weekly computer science readings with guided activities. The guided activities will incorporate either</p> <ul style="list-style-type: none"> ● Before Reading Strategies (Concept Mapping, Journaling, The One-Question Interview) ● While Reading Strategies (Annotation, Graphic Organizers, Online Class Discussions/Chats, Text Cues and Text Types) ● After Reading Strategies (Cornell Notes, One-Pagers summary/ illustration,, and Storyboards) 	

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<p>11th AP computer science</p>	<p>210 minutes</p>	<p>Long</p>	<p>Tool: Posting Frequency: Google Suite Google Classroom: Mondays and Thursdays 8:00 am to 9:56am Google Meets: Monday 9:00 am to 9:30 am. Google Chat: As needed by appointment (M -F 8 am to 3:30 pm) Google Voice (Parent Contact Wednesday 10 am to 11:00 am) CPS email (Student and parent contact as needed) Google Drive (storage of artifacts and documents as needed) Google Forms (weekly formative assessments, unit summatives). Other (when assigned) Python (Codehs.com, https://www.tynker.com, Gmetrix.net) Scratch (https://scratch.mit.edu) Storyboard That (https://www.storyboardthat.com) Peer Review (https://www.peergrade.io/)</p>	<p>Skills Practice: Students will be skilled at...</p> <ul style="list-style-type: none"> ● The design process to solve a problem ● Communicating about technology with appropriate terminology ● Technology tools to solve computing problems ● Contributing constructively to project teams ● Communication through technology <p>Projects: There will be weekly computer science readings with guided activities. The guided activities will incorporate one or more of the following strategies:</p> <p>Before Reading Strategies:</p> <ul style="list-style-type: none"> ● Concept Mapping ● Journaling ● The One-Question Interview <p>While Reading Strategies:</p> <ul style="list-style-type: none"> ● Annotation ● Graphic Organizers ● Online Class Discussions/Chats ● Text Cues and Text Types <p>After Reading Strategies</p> <ul style="list-style-type: none"> ● Cornell Notes ● One-Pagers (summary, illustration, etc.): ● Storyboards <p>Enrichment: Reading:</p>	<p>Daily Connection: Student contact will include both regularly scheduled contact and Teacher/Student/Parent -initiated contact. The teacher will initiate contact with the student(s), make announcements, questions, discussions, reach out to them when they are not participating or missing work, and monitor their overall progress. In addition, students and parents can request individual feedback and support. Contact will be both synchronous and asynchronous as described below.</p> <p>SYNCHRONOUS CONTACT</p> <p>One-to-One</p> <ul style="list-style-type: none"> ● Individual instruction (Google Chat) ● Individual instruction (Google Meets) <p>One-to-Many</p> <ul style="list-style-type: none"> ● Small group instruction (Google Chat) ● Whole class instruction (Google Meets) <p>ASYNCHRONOUS CONTACT</p> <p>One-to-One</p> <ul style="list-style-type: none"> ● Aspen ● CPS individual emails ● Student Feedback (Google Classroom)
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					<ul style="list-style-type: none">● Links to student submission (Google Drive)● Peer Deck Google Add-on (Google Slides)● Formative and Summative Assessments (Google Forms)● Rubric Scoring (Google Forms) <p>One-to-Many</p> <ul style="list-style-type: none">● CPS group emails● File Sharing (Google Drive)● Google Classroom (Assignments and Communications)● Online discussion boards (Google Classroom)● Peer Review and feedback (www.peergrade.io) <p>Feedback: Students will be provided with ongoing feedback via Google Classroom, Rubric Feedback through Google Forms, Peer Review, CPS email, and Aspen.</p> <p>Daily Formative Assessments (“DFA”) Following each lesson, after the teacher presents and models the lesson and students practice the concepts taught, a brief online assessment will be administered to monitor student mastery of the stated learning target. If the student achieves a mastery level of 3 rubric points or greater, s/he is directed to complete a planned acceleration activity. If the student does not achieve mastery, s/he is directed to complete a planned</p>
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					<p>intervention activity.</p> <p>Weekly Formative Assessments (“WFA”) At the end of each school week, students will complete a WFA that measures mastery of the week's learning targets. WFAs can take the form of online questions, performance tasks, or artifacts. Mastery is a rubric score of 3 or greater. There will be a total of three WFA for this unit.</p> <p>Summative Assessment At the end of this unit, students will complete a summative assessment that measures mastery of the unit's learning targets. Summative assessment will take the form of online questions, performance tasks, and artifacts. Mastery is a rubric score of 3 or greater.</p>
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11th - PE	140 minutes	Morgan	Tool: Posting Frequency:	Skills Practice: Periodic table of exercise. Choose what types of movements you want to improve upon. Try to work across one row or work down one row per day. Complete two rounds every workout. http://strength.stack52.com/periodic-table-of-bodyweight-exercises/ http://strength.stack52.com/stack-52-instructional-exercise-videos/ Projects: Progression chart. Establish a starting repetition number(example 2 push-ups) every work-out increase one repetition, or increase a time limit by 10 seconds every workout. Continue on this track for 30 days and compare your results from when you began. Enrichment: If any athletes who are in need of General Physical Preparation for their respective sport. If anyone who is looking for an accelerated plan and would like the added challenge. https://cdn.shopify.com/s/files/1/0209/7514/files/BFS_at_Home_Training.pdf?v=1584395514 Reading: Search online resources to further explore innovative ways to enhance overall fitness or explore another modality of fitness (Yoga, Pilates Dance, Zumba etc).	Daily Connection: Email Feedback: Email
11th		Fameraa	Tool:Google Classroom TinkerCad	Skills Practice: <i>Students will become familiar with the free online 3D design software</i>	Daily Connection: Teacher will be available via e-mail and

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	140 Minutes		<p>Posting Frequency: Office hours: (Famera) 10AM - 12PM - Daily Total expected student dedicated work time/week: 60 minutes Lessons will be posted on Google Classroom at the start of the week and students will be expected to complete all posted assignments by that Friday.</p>	<p><i>Tinkercad, joining their assigned classroom and completing various assigned lessons posted on Google Classroom. Once all lessons are complete students will use their acquired skills to design an open-ended 3D model project to be printed in the future using a 3D printer</i></p> <p>Projects Week of 4/13-4/17</p> <ol style="list-style-type: none"> 1. Basic Ring 2. Heart Ring 3. Diamond Ring/Easter Ring - (Choice) <p>Week of 4/20-4/24</p> <ol style="list-style-type: none"> 4. Duffel Button 5. Flower Button 6. Teddy Bear Button/Skull Button - (Choice) <p>Week of 4/27-4/30</p> <ol style="list-style-type: none"> 7. Spin Circuit 8. 8. Stop Circuit <p>Move Circuit :</p> <p>Enrichment: Available Arts Enrichment Activities can be found at the following links</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: https://blog.tinkercad.com/ https://erickimphotography.com/blog/start-here/</p>	<p>Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback: Feedback will be provided via Google Classroom Comments, Email, and TinkCad Comment Boards.</p>
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<p>Digital Imaging</p>	<p>140 Minutes</p>	<p>Famera</p>	<p>Tool: Posting Frequency:</p>	<p>Skills Practice: <i>Students will become familiar with the free online 3D design software TinkerCad, joining their assigned classroom and completing various assigned lessons posted on Google Classroom. Once all lessons are complete students will use their acquired skills to design an open-ended 3D model project to be printed in the future using a 3D printer.</i></p> <p>Projects: Week of 4/13-4/17 <i>Logging on via Nickname Complete 7 Starters Minecraft Glasses</i></p> <p>Week of 4/20-4/24 <i>Chess Pawn Piece Ruler in CM</i></p> <p>Week of 4/27-4/30 <i>Die From Scratch</i></p> <p>Enrichment: Available Arts Enrichment Activities can be found at the following links</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: https://blog.tinkercad.com/ https://erickimphotography.com/blog/start-here/</p>	<p>Daily Connection: Teachers will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback: Feedback will be provided via Google Classroom Comments, Email, and TinkCad Comment Boards.</p>
<p>11th Art 1</p>	<p>140 Minutes</p>	<p>Famera/Calderon</p>	<p>Tool: Posting Frequency: Office hours:</p>	<p>Skills Practice: Drawing, sculpting, performing, reading, writing TinkerCad Activities</p>	<p>Daily Connection: Contact through Google Classroom, code: (Calderon) u5u2vz3</p>

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		<p>(Calderon) 11-12 & 2-3 Total expected student dedicated work time/week: 60 minutes</p> <ul style="list-style-type: none"> - Complete the daily Art Challenge and share what was created on Google Classroom each week <p>(Famera) 10AM - 12PM</p>	<p>https://www.tinkercad.com/ Projects: Art + Challenge google doc Daily arts immersive projects centered around a central theme each week</p> <p><u>TinkerCad Activities</u> Week of 4/13-4/17 <i>Logging on via Nickname</i> <i>Complete 7 Starters</i> <i>Minecraft Glasses</i></p> <p>Week of 4/20-4/24 <i>Chess Pawn Piece</i> <i>Ruler in CM</i></p> <p>Week of 4/27-4/30 <i>Die From Scratch</i></p> <p>Enrichment: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <p>https://blog.tinkercad.com/ https://erickimphotography.com/blog/start-here/</p>	<ul style="list-style-type: none"> - Work submitted and assessed on a weekly basis (can be visual, performative, written, spoken, etc.) <p>Feedback: Google Classroom comments on student work submitted each week</p>
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<p>11th AP Drawing</p>	<p>140 Minutes</p>	<p>Calderon</p>	<p>Tool: Google Classroom (code: 4wo4jpo) Weekly - continuous student feedback with weekly office hour availability for critique of work Posting Frequency: Office hours: 11-12 & 2-3 Total expected student dedicated work time/week: 210 minutes</p> <ul style="list-style-type: none"> - Complete a body of work that fulfills the portfolio requirement for the College Board AP Exam: Selected Works: 3 works required (instead of 5) + Sustained Investigation: 10 images required (instead of 15), digitally submitted to https://apstudio.ets.org/apstudioart by May 26 by 11:59pm ET. - Upload and submit artifacts to Google Classroom for teacher feedback due each week by Friday 	<p>Skills Practice: Mark making, elements of art and principles of design, reading, writing Projects: Sustained Investigation (at least 5 works of art + 5 images showcasing process)</p> <p>Selected Works (top 3 BEST artworks) Enrichment: https://youtu.be/N7pcHnx-tel</p> <ul style="list-style-type: none"> - AP Drawing YouTube channel for support working from home https://apcentral.collegeboard.org/courses/ap-drawing/classroom-resources?course=ap-drawing - AP exam resources as well as student portfolio examples <p>Resources shared on Google Classroom, class code: 4wo4jpo</p> <ul style="list-style-type: none"> - Teacher examples with resources specific to research/investigation - Art21 - Art Institute virtual visit - Google Arts & Culture - PBS American Master Series <p>Reading: https://apcentral.collegeboard.org/series/directions-using-ap-art-and-design-digital-submission-web-application-students?course=ap-drawing</p> <ul style="list-style-type: none"> - How to upload/submit artwork for the AP exam 	<p>Daily Connection: Contact through Google Classroom on a weekly rolling basis once AP Portfolio Feedback assignment is submitted</p> <p>Feedback: Written feedback on each submitted AP Portfolio Feedback assignment, email, office hour</p>
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<p>11th Drawing and painting</p>	<p>140 Minutes</p>	<p>Calderon</p>	<p>Tool: Google Classroom (code: 7h3chci) Weekly Posting Frequency: Office hours: 11-12 & 2-3 Total expected student dedicated work time/week: 60 minutes</p> <ul style="list-style-type: none"> - Complete the daily Art Challenge and share what was created on google classroom each week 	<p>Skills Practice: Drawing, sculpting, performing, reading, writing Projects: Art + Challenge google doc Daily arts immersive projects centered around a central theme each week Enrichment: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p> <ul style="list-style-type: none"> - Art21 - The Art Assignment - Art Institute virtual visit - Google Arts & Culture - Online Lunch Doodles with Mo Williams - PBS American Master Series - The Art of Education - Virtual Experiences from the Frick <p>Reading: Resources posted on shared Art + Challenge google doc on weekly basis including articles, YouTube videos, websites, etc.</p>	<p>Daily Connection: Contact through Google Classroom, code: 7h3chci</p> <ul style="list-style-type: none"> - Work submitted and assessed on a weekly basis (can be visual, performative, written, spoken, etc.) <p>Feedback: Google Classroom comments on student work submitted each week</p>
<p>11th AP Photo</p>	<p>140 Minutes</p>	<p>Mitchell</p>	<p>Tool: Google Classroom Weekly - continuous student feedback with weekly office hour availability for critique of work Posting Frequency: Office hours: 10AM - 12PM Daily Total expected student dedicated work time/week: 210 minutes</p> <ul style="list-style-type: none"> - Complete a body of work that fulfills 	<p>Skills Practice: Design, Photography, elements of art and principles of design, reading, writing Projects: Sustained Investigation (at least 5 works of art + 5 images showcasing process) Selected Works (top 3 BEST artworks) Enrichment: https://www.youtube.com/watch?v=6b9QMP5xOec</p> <ul style="list-style-type: none"> - AP 2D Art & Design: YouTube channel for support working from home https://apcentral.collegeboard.org/courses/ap- 	<p>Daily Connection: Contact through Google Classroom on a weekly rolling basis once Sustained Investigation Portfolio Layout is submitted</p> <p>Feedback: Written feedback on each submitted Sustained Investigation Portfolio Layout, email, office hours</p>



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			<p>the portfolio requirement for the College Board AP Exam: Selected Works: 3 works required (instead of 5) + Sustained Investigation: 10 images required (instead of 15), digitally submitted to https://apstudio.ets.org/apstudioarts.org/apstudioarts by May 26 by 11:59pm ET.</p> <ul style="list-style-type: none"> - Upload and submit artifacts to Google Classroom for teacher feedback due each week by Friday 	<p>2-d-art-and-design/classroom-resources?course=ap-2-d-art-and-design</p> <ul style="list-style-type: none"> - AP exam resources as well as student portfolio examples <p>Resources shared on Google Classroom, class code: 4wo4jpo</p> <ul style="list-style-type: none"> - Teacher examples with resources specific to research/investigation - Art21 - Art Institute virtual visit - Google Arts & Culture - PBS American Master Series <p>Reading:</p> <p>https://apcentral.collegeboard.org/series/directions-using-ap-art-and-design-digital-submission-web-application-students?course=ap-drawing</p> <ul style="list-style-type: none"> - How to upload/submit artwork for the AP exam 	
<p>11th - Dual Credit chorus</p>	<p>140 Minutes</p>	<p>Youngblood</p>	<p>Tool: Google Classroom Google Meet Office Hours: 10AM - 12PM Daily (Students) 2PM - 3PM Daily (Caregivers) Teoria.com Posting Frequency:</p>	<p>Skills Practice: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p> <ul style="list-style-type: none"> - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. - Demonstrate how interests, 	<p>Daily Connection: Office Hours: 10AM - 12PM Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log Feedback: Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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				<p>knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Projects: Week 1: Composition project-Familiarizing with notation software and composing a short work (4 4/4 measures) demonstrating knowledge of basic music notation.</p> <p>Enrichment: Leonard Bernstein Harvard Lectures https://www.youtube.com/playlist?list=PLKiz0UZowP2V0mwtNv1lc1_zUSB2O65d7</p> <p>Wynton Marsalis Harvard Lectures https://www.youtube.com/watch?v=ilktEE-NBk&list=PLKFVvPegBoMuS6JPTn6OkI-jNL8mhQHEx</p> <p>Reading: A Brief Historical Perspective of the Wind Band https://www.utc.edu/faculty/matthew-smith/articles/history.php</p>	
<p>11th - beginning/in intermediate/ advancedChorus</p>	<p>140 Minutes</p>	<p>Youngblood</p>	<p>Tool: Google Classroom Google Meet Office Hours: 10AM - 12PM Daily (Students) 2PM - 3PM Daily (Caregivers) Teoria.com Posting Frequency:</p>	<p>Skills Practice: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p> <ul style="list-style-type: none"> - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. - Demonstrate how interests, 	<p>Daily Connection: Office Hours: 10AM - 12PM Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback: Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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<p>11th beginning/intermediate/advancedOrchestra</p>	<p>140 Minutes</p>	<p>Harding</p>	<p>Tool: Google Classroom Google Meet Office Hours: 12PM - 2PM Daily (Students) 2PM - 3PM Daily (Caregivers) Teoria.com</p> <p>Posting Frequency:</p>	<p>Skills Practice: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p> <ul style="list-style-type: none"> - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. - Demonstrate how interests, 	<p>Daily Connection: Office Hours: 12PM - 2PM Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback: Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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<p>11th - beginning/in intermediate/ advanced Band</p>	<p>140 Minutes</p>	<p>Harding</p>	<p>Tool: Google Classroom Google Meet Office Hours: 12PM - 2PM Daily (Students)</p> <p>2PM - 3PM Daily (Caregivers) Teoria.com</p> <p>Posting Frequency:</p>	<p>Skills Practice: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p> <ul style="list-style-type: none"> - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. - Demonstrate how interests, 	<p>Daily Connection: Office Hours: 12PM - 2PM</p> <p>Teacher will be available via e-mail and Google Classroom comments. Teacher will also check in on students who are/are not completing assignments and filling out COVID Student Check-ins Log</p> <p>Feedback: Google Hangouts and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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				<p>knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Projects: Week 1: Composition project- Familiarizing with notation software and composing a short work (4 4/4 measures) demonstrating knowledge of basic music notation.</p> <p>Enrichment: Leonard Bernstein Harvard Lectures https://www.youtube.com/playlist?list=PLKiz0UZowP2V0mwtNv1lc1_zUSB2O65d7</p> <p>Wynton Marsalis Harvard Lectures https://www.youtube.com/watch?v=ilktEE-NBk&list=PLKFVvPegBoMuS6JPTn6OkI-jNL8mhQHEx</p> <p>Reading: A Brief Historical Perspective of the Wind Band https://www.utc.edu/faculty/matthew-smith/articles/history.php</p>	
<p>11th Grade- Diverse Learner (English/ Math/ Science/ Social Science)</p>		<p>Denise Singleton (dsingleton1@cps.edu), Shelita Brown (slbrown3@cps.edu), and Ronkia Jones (rcjones1@cps.edu)</p>	<p>Unique Curriculum, News-2- You(N2Y), Starfall, Raz-Kids, Teacher made prompts, Storyline Online, Teachers Pay Teachers shareable worksheet links. Weekly posting of work.</p> <p>Weekly Overview: Students will have a various list of activities that are aligned to their IEP goals, transition skills and core content from various</p>	<p>Skill Practice: Comprehension, adding, subtracting, counting money (identifying coins), telling time, listening, measuring, sorting, sequencing, personal hygiene, tracking weather</p> <p>Enrichment: Journaling (written or pictures or scribed)</p> <p>Reading: Parents will be provided links and passwords for activities.</p>	<p>Daily Connection: Google Doc shared with admin and all necessary parties making contact to parent</p> <p>Materials: Computer, Unique, Starfall, N2Y, Storyline internet programs https://docs.google.com/document/d/1LFVb9U2hahUtGzFjT6YvAEtSgqcrdMvvDj_xjHlH_4xQ/edit?usp=sharing</p>



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			<p>platforms to choose from and will be required to complete an assigned amount of activities daily. Students/parents will keep track of completion by using a daily checklist of the amount of assignments completed.</p> <p>The checklist promotes student accountability and independence to the greatest extent possible. Staff will be available to answer student and parent questions and provide further clarification on activities students choose to complete.</p>		<p>Feedback: Teachers will collaborate with parents via Google meet and teleconference.</p>
<p>10th Grade/11th Grade Double Block Math</p>		<p>Matthew Mrzoeck</p>	<p>Google Classroom Google Meet Zoom (opt out form) IXL Kahoot Khan Academy</p> <p>Week Overview: Students should continue working through the DBPC curriculum. We will move as a class, but students may have the opportunity to work ahead. Assignments for the week will be posted</p>	<p>Skill Practice; We will continue following the same sequence of assignments for each PI:</p> <ol style="list-style-type: none"> 1. Investigation: Inquiry-based activity to introduce a skill 2. Notes: Formalizing the skill 3. Problem Set: Practicing the skill 4. Formative: Practice assessment 5. PI Summative: Graded assessment on the skill 6. Repeat for subsequent PIs in the Competency 7. Study Guide: Review the skills within the competency 8. Competency Summative: Built-in 	<p>Students should submit an average of 2-3 assignments per week via Google Classroom. They can attend Office Hours with their teacher for support as needed, and can also ask for help via email or through Google Classroom.</p> <p><u>Office Hours/Virtual Tutoring</u></p> <p>Platform: Zoom (opt-out form)</p> <ul style="list-style-type: none"> - Meeting link - Password: 1234 <p>When: Tuesdays and Thursdays 3pm-4pm</p>

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		<p>on Mondays, including answer keys and accompanying videos. Office Hours will be held on Tuesdays and Thursdays for additional help and check-ins. Students are expected to check-in at least once a week.</p> <p>Assignments will be posted to Google Classroom. Students may print the assignments at home if possible, or can request to pick up assignments from school (this arrangement must be made ahead of time). When students complete assignments, they will submit pictures of their work to Google Classroom.</p> <p>Students can complete Formative Assessments when all three assignments for each PI are completed, and may complete Summative Assessments via picture upload as well.</p> <p>Students should record and log their work times and completed items in the COVID19 Closure Planner posted in Google</p>	<p>reassessment of each skill</p> <p>Projects:</p> <p>Enrichment: IXL - Search email inbox for account information - Log into IXL to see suggested activities - Activities correspond to course content, extensions of course content (previews of later years' work) and important reviews of previous work</p> <p>Khan Academy PSAT Activities (optional)</p> <p>Reading: Nearly all of our course work involves reading, especially investigations and notes packets. Additionally, the vast majority of the course work involves contextualized word problems.</p>	<p>Dedicated Email Hours: Daily, 12-3pm</p> <p>Via email, Google classroom comments, and Office Hours</p>
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			<p>Classroom.</p> <p>**As noted above, if you need printed copies of any assignments, they can be picked up from a Brooks administrator at Brooks. Email your teacher to arrange a time to pick up the copies that you need.</p>		
11th-Counseling		<p>Aurora Diaz (adiaz7@cps.edu), Tracey Boler (trbolер@cps.edu), Adriane Jackson (aljackson38@cps.edu), and Jessica Mulder (jilloegel@cps.edu)</p>	<p>Link to Counseling Department</p>	<p>Link to Counseling Department</p>	<p>Link to Counseling Department</p>

12th Grade	Weekly Minutes Goal	Teacher(s)	Learning Materials Communication Tool	Learning Platforms	Teacher-Student Communication
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<p>12th-English IV</p>	<p>210 Minutes</p>	<p>Dexter Wilde</p>	<p>Tool: Posting Frequency:</p> <p>Google Classroom and associated Google suite. Classes are held on Mondays and Thursdays, and so lectures, activities, will be posted regularly on class days, though the teacher will reserve the right to contact students or post materials at any given time.</p> <p>Students between March 16 and April 3 have been getting familiar with short stories. This includes thinking about what the current situation is doing to our psyche and our nation, reading or watching some short stories, identifying the main elements of short stories, and then brainstorming potential ideas for short stories based on the feelings and emotions brought on by the Coronavirus pandemic. Once remote learning starts, students will be asked to outline a short story, write a draft, and revise that draft based on feedback from both teacher and classmates. Each class period will focus on a</p>	<p>Skill practice:</p> <ul style="list-style-type: none">● Identify personal feelings about how the society being upended by Coronavirus has affected the ways we view ourselves and our futures● Recognize and define short story elements● Brainstorm short story elements● Develop a plot based on brainstormed elements● Create a structure for the story that matches the mood and plot previously developed● Peer and self-review of written work <p>Projects:</p> <p>Write a short story that is reflective of your thoughts on the current state of society.</p> <ol style="list-style-type: none">1) Brainstorm potential ideas for short story2) Decide on, plan and develop idea3) Summarizing the main ideas and tone of an article through the writing of a precis4) Evaluating whether or not the argument is valid and effective based on criteria laid out in the video lecture "Analyzing an Argument." <p>Enrichment:</p>	<p>Daily Connection:</p> <p>Students are contacted through email via Google Classroom, both on class days and at teacher discretion. Teacher will also be posting lectures to guide student work at least once each week.</p> <p>Wilde will be available every day from 1:00 PM to 3:00 PM regardless of class meeting time, and will respond to student questions and comments as frequently as possible.</p> <p>Feedback;</p> <p>Students will be given feedback by the teacher in response to discussion questions as well as on the submission of outlines and essays. Furthermore, students will be responding to and evaluating the work of their peers.</p>
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			<p>particular aspect of short story writing, with a lecture, activity, and Google Classroom dropbox (</p>	<p>Discussion in Google Classroom about how the times are influencing our perceptions of ourselves and our futures. Students have the opportunity to both proffer their opinions and insights as well as respond to the unique ideas proposed by their classmates.</p> <p>Reading:</p> <p><u>Short Stories:</u> "The Yellow Wallpaper" "Abalone" "The Family Supper" by Kazuo Isiguro "Girl" by Jamaica Kincaid "The Jackson Lottery" "Story of an Hour" by Kate Chopin "Symbols and Signs" by Vladimir Nabokov "The Necklace" by Guy de Maupassant</p>	
<p>12th Grade-Dual Credit Chemistry</p>		<p>Lina Zayed</p>	<p>Google Classroom ~3 posts per week, responses to comments Email - as necessary Hangout- two meetings per week an hour each. Monday and Thursday 1:30- 3:00 pm https://meet.google.com/zot-jvtj-ike Office hours Monday 9:00 am- 10am</p> <p>Lecture video, example packet, practice, and reading posted at start of the week. Class meeting on Hangout/Meet for Q and A</p>	<p>Skill Practice:</p> <ol style="list-style-type: none"> 1. Identify the given and unknown in a stoichiometry word problem. 2. Correctly label a balanced chemical equation with the given and unknown information. 3. Solve a variety of stoichiometry problems (ex. mass-mass, mol-mol, mass-mol, etc.) 4. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on 	<p>Office Hours will be provided to students. Teachers always available via e-mail and Google Classroom comments. Monday and Thursday 1:30- 3:00 pm. Office hours Monday 9:00 am- 10am for individual help</p> <p>Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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			<p>sessions. Formative (exit quiz) for skill due within 2 weeks</p>	<p>explanations in the text.</p> <p>Projects: Students will video tape themselves explaining certain problems and real life applications and turn into google classroom used as an assessment of students knowledge .</p> <p>Enrichment: Lecture video containing explanations, worked examples, and supplemental content/information</p> <p>Reading: Notes, Instructional videos, Textbook excerpts explaining concepts with worked examples posted on Classroom</p>	
<p>12th Grade History-AP Psych</p>		<p>Catherine Yackee</p>	<p>Google Classroom - ~5 posts per week, responses to comments Google hangout-1 hour a day, invitations will be sent out Email - as necessary</p> <p>Review of first two units of AP Psychology. Focus will be on areas of weakness identified through Mastery Connect. Format will be lecture/video/practice. Students will complete free response questions related to the topic</p>	<p>Skill Practice: Applying psychological concepts to real life scenarios Paraphrasing complex sources in psychology Assessing the merits of claims and counterclaims in psychological studies Writing free response essays in preparation for the AP Exam</p> <p>Projects: Students will have a variety of projects specific to the topic of the week..</p> <p>Enrichment: Lecture video containing explanations, worked examples, and supplemental content/information</p>	<p>Office Hours will be provided to students. Teacher always available via e-mail and Google Classroom comments</p> <p>Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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				<p>Reading: Textbook excerpts explaining concepts with worked examples posted on Classroom</p>	
12th Grade-AP research		<p>Christian Carstensen</p>	<p>Carstensen: Google Classroom (weekly),</p> <p><u>Carstensen</u> Office hours Tuesday & Wednesday 9-10AM Students will be sending drafts of their Research papers to one another to peer-review.</p>	<p>Skill Practice: Evidence based reasoning via writing</p> <p>Projects: Each student's own research project</p> <p>Enrichment: Drawing connections of their research to real world need of research.</p> <p>Reading: Academic Journal articles for their projects Writing academic paper guides</p>	<p>Email with students. One on one conferencing as needed.</p> <p>Carstensen: Google Classroom grades/comments, Google Form Formatives, email as needed. Live video chat weekly</p>
12th-English (Film Studies)		<p>Kimberly Hickey (kmhickey1@cps.edu)</p>	<p>Google Classroom (daily):</p> <p>Pd. 4: https://classroom.google.com/u/0/c/NDI2MDc1NDAwODBa</p> <p>Pd. 5: https://classroom.google.com/u/0/c/NDI2MDg0Mzg1NDFa</p> <p>Pd. 8: https://classroom.google.com/u/0/c/NDI2MDg0Mzg2MDRa</p>	<p>Skill Practice:</p> <p>Monday: RL.3 Close read pg. 17-20 and identify and describe the "Eight Popular Incomplete Theories to Explain the Enjoyment of Watching Scary Movies" from Glenn D. Walters "HORROR MOVIE AESTHETICS: How color, time, space and sound elicit fear in an audience" by Xiangyi Fu.</p> <p>Tuesday: RL.5 Begin watching one of the films</p>	<p>Daily Connection:</p> <ul style="list-style-type: none"> Weekly calendar and daily assignments posted on Monday. Daily posts to Google Classroom throughout the week addressing common questions and misconceptions. Daily office hours from 1-3pm Constant feedback/grading cycle <p>Feedback:</p> <p>Individual Feedback on Google Docs</p>

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CPS Email (daily):

Kmhickey1@cps.edu

Week Overview:

- ü Students will explore the aesthetics of horror films through close reading of the thesis, "HORROR MOVIE AESTHETICS: How color, time, space and sound elicit fear in an audience" by Xiangyi Fu.

- ü Students will then apply their knowledge of the "Eight Popular Incomplete Theories to Explain the Enjoyment of Watching Scary Movies" discussed in the text to one of the following films:

Terminator, Blade Runner, A Space Odyssey, Psycho, The Shinning, The Exorcist, or The Silence of the Lambs

(*Terminator, Blade Runner, A Space Odyssey, Psycho, The Shinning, The Exorcist, or The Silence of the Lambs*), making connections of one or multiple theories from "Horror Movie Aesthetics."

Wednesday: RL.5

Finish watching one of the films (*Terminator, Blade Runner, A Space Odyssey, Psycho, The Shinning, The Exorcist, or The Silence of the Lambs*), making connections of one or multiple theories from "Horror Movie Aesthetics."

Thursday: RL.3

Close read pg. 22-26 and identify and describe the "Three Aspects of Horror Films' Allure" in "HORROR MOVIE AESTHETICS."

Friday: RL.5

Begin watching one of the two films: *The Silence of the Lambs* or *The Day After Tomorrow*. While watching, make connections to the "Three Aspects of Horror Films' Allure."

Project:

Create a mini film clip that includes the theories discussed in the text. Due to how much time it will take to view the films,

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				<p>this won't take place until the following week.</p> <p>Enrichment: Identify a horror movie you've watched and how the director implements the theories discussed in "HORROR MOVIE AESTHETICS."</p> <p>Reading: "HORROR MOVIE AESTHETICS: How color, time, space and sound elicit fear in an audience" by Xiangyi Fu.</p>	
<p>12th Grade English IV-David</p>		<p>Chrisan David</p>	<p>Google Classroom with Google Drive Google Meet Frequency:Weekly</p> <p>GOOGLE MEET THURSDAY APRIL 16th @ 12-1pm Discussion of Article Set</p>	<p>Skill Practice: RI 12.8 Evaluate reasoning and the purposes, arguments in works of public advocacy ASSIGNMENT - JOURNAL SLIDES SUBMITTED ON GOOGLE CLASSROOM OR IN NOTEBOOK</p> <p>RI 12. 3 Analyze a complex set of ideas and the development of individual events or ideas over the course of the text. ASSIGNMENT - WORD IMAGE OR COLLAGE ON PAPER OR POSTED IN GOOGLE CLASSROOM</p> <p>W 12.2 Writing informative or explanatory</p>	<p>Google Form Check in Due Every Friday Google Meet Thursday 12-1 Office Hours via email Monday-Friday: 11 am - 12pm</p> <p>Google classroom</p>



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				<p>texts to examine complex ideas ASSIGNMENT - MATRIX OF ASSIGNMENTS SUBMITTED ON GOOGLE CLASSROOM OR IN NOTEBOOK</p> <p><i>*ASSIGNMENTS COMPLETED IN A NOTEBOOK IS AN OPTION FOR STUDENTS WHO DO NOT HAVE RELIABLE INTERNET SERVICE AND MUST BE SUBMITTED UPON RETURN TO SCHOOL AN</i></p> <p>Project: Matrix of Assignments submitted on Google Classroom or in Notebook</p> <p>Enrichment: Research an additional article about the topic Next Level Considerations and pose a critical thinking/ discussion question to peers in the google classroom.</p> <p>Reading: Next level considerations ! Race is not a factor anymore? Social Media can hurt me? Will I be paying for college forever?</p>	
<p>12th Grade-English Dual Credit</p>		<p>Chrisan David</p>	<p>Google Classroom - ~3 posts per week, responses to comments Google Meet - class meetings 1x/week Thursday 1:00PM Email - as necessary Office hours- 12-3 daily</p>	<p>Skill Practice: Organizing writing W 12.8 Gather relevant information from relevant sources</p> <p>Enrichment: Video containing explanations, worked examples, and supplemental content/information on their outline</p>	<p>Office Hours will be provided to students. Teachers always available via e-mail and Google Classroom comments</p> <p>Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail / gclassroom to teacher.</p>



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			<p>Focus on creating an outline for the 7-10 page research paper.</p> <ul style="list-style-type: none"> Lecture video, examples, practice, and reading posted at start of the week. Class meeting on Hangout/Meet for Q and A sessions. Formative outline due within 2 weeks 	<p>Projects: Completed outline</p> <p>Reading: Research Sources</p>	
12th Grade-AP Lit Campione		Gianna Campione	<p>Google Classroom & Google E-Mail</p> <ul style="list-style-type: none"> 4/13- 4/14: <ul style="list-style-type: none"> Complete Hamlet Overall Questions & submit onto GC by 4/17 @ 11:59pm. Study for Act 1-3 Summative Exam (4/21) 	<p>Skill Practice:</p> <ol style="list-style-type: none"> Analysis of the text for multiple themes presented. Location, usage, and understanding of literary techniques. Author's Purpose Analysis of characters & ideas <p>Enrichment: Students can check out No Fear Shakespeare as an additional resource.</p> <p>Projects:</p> <ol style="list-style-type: none"> Students will complete their reading comprehension questions. Students will prepare for a unit. <p>Reading: Students will finish reading <i>Hamlet</i>.</p>	<p>Daily Connection: Students can email and post onto Google Classroom daily. My office hours are from 10-12pm daily. However I will respond throughout the day as needed.</p> <p>Feedback: Students are receiving feedback directly through email and Google Classroom. They also are receiving feedback directly on their submitted assignments (as needed).</p>
12th-Math	210 Minutes	JK (PreCalc) Zayed	<p>Tool: Google Classroom</p> <p>Posting Frequency: Google Classroom (JK and Zayed) - ~3</p>	<p>Weekly Overview: JK and Zayed - Lecture video, example packet, practice, and reading posted at</p>	<p>Student Contact Plan: Office Hours will be provided to students. Teachers always available via</p>

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		<p>(PreCalc)</p> <p>posts per week, responses to comments</p> <p>JK's Classroom Code: 2zivyce</p> <p>Google Meet (JK) - Office hours and class meetings 1x/week</p> <p>Email - as necessary</p> <p>Hangout- (Zayed) two meetings per week an hour each. Monday and Wednesday 10:00- 11:00 am</p> <p>https://meet.google.com/kbf-yax-dcv</p> <p>(Zayed) Office hours Monday 9:00 am- 10am</p>	<p>start of the week. Class meeting on Hangout/Meet for Q and A sessions.</p> <p>Formative (exit quiz) for skill due within 2 weeks</p> <p>Skill Practice:</p> <p>Textbook problems with answers posted to classroom</p> <p>LT 6.1.1 Analyze key information of exponential functions and sketch a basic graph</p> <p>LT 6.1.2 Write exponential growth and decay functions</p> <p>LT 6.2.1 Use exponential models and regressions to analyze nearly exponential data</p> <p>Projects:</p> <p>JK: Formative assessments taking the form of open-ended "Choose your own adventure" style investigations. These are turned into Classroom, graded, and used to provide feedback on skill development.</p> <p>Zayed: Students will video tape themselves explaining certain problems and real life applications and turn into google classroom used as an assessment of students knowledge .</p> <p>Enrichment:</p> <p>Lecture video containing explanations, worked examples, and supplemental content/information</p> <p>Reading:</p>	<p>e-mail and Google Classroom comments</p> <p>Materials Needed:</p> <p>Technology and internet access (Laptop/smart phone/tablet, etc)</p> <p>Feedback Methods:</p> <p>Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher</p>
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				Textbook excerpts explaining concepts with worked examples posted on Classroom	
12th-Science (AP Environmental)	210 Minutes	Will Reed (wgreed@cps.edu)	<p>Tool:</p> <p>Posting Frequency:</p> <p>Google Classroom. Posts on Monday, Wednesday, and Thursday mornings.</p> <p>Google Meet. <i>Class meetings:</i> Mondays 10:30-11am; Thursdays 10:30-11am <i>Open office hours:</i> Monday, Thursday 2:00-2:30pm; Wednesday 9-10am & 1-2pm; Tuesday, Friday 12-1pm</p> <p>AP Classroom Assignments posted Tuesday morning. Feedback on MCQs automatic. Feedback on FRQs following week.</p> <p>Week Overview:</p> <p>Monday:</p> <ol style="list-style-type: none"> 1.) Weekly assignments posted <ol style="list-style-type: none"> a.) Reading: Chapter 10 of Withgott and Brennan <i>Environment:</i> 	<p>Skill Practice:</p> <p>Reading note taking Google Form comprehension checks MCQ comprehension checks Independent research and synthesis through projects</p> <p>Projects: Community Sustainability Project</p> <p>Enrichment: Video options; additional optional news articles assigned</p> <p>Reading: Textbook (Chapter 10) and supplemental articles + research for project</p>	<p>Daily Connection:</p> <p>Google Meet, Google Classroom, and phone calls where students are not responsive otherwise</p> <p>Feedback:</p> <p>Automated MCQ feedback; FRQ feedback through Google Classroom, comments on projects through Google Docs/Drive, other feedback through Google Classroom</p>



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			<p><i>The Science Behind the Stories</i></p> <ul style="list-style-type: none">b.) Google forms comprehension checks for reading (due Wednesday, Friday)c.) MCQ forms comprehension checks for reading (due Wednesday, Friday)d.) AP style FRQ using ideas from reading (due Friday)e.) Optional video supplement and articlesf.) Progress on community sustainability project: summarize and reflect on empathy research (due Friday) <p>2.) Class meeting for clarification of weekly assignments and review of previous assignments</p>		
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			<ul style="list-style-type: none">a.) Quiz game on Chapter 9b.) Discussion of FRQ strategies from previous examplesc.) Sharing of progress on community sustainability projectsd.) Clarification for weekly work <p>3.) Students review and respond to/reflect on feedback on previous work</p> <p>Tuesday</p> <ul style="list-style-type: none">1.) Open office hours2.) Students work on assignments <p>Wednesday</p> <ul style="list-style-type: none">1.) Open office hours2.) Students work on assignments3.) Check in with clarification/feedback via Google Classroom <p>Thursday</p> <ul style="list-style-type: none">1.) Check in with clarification/feedback via Google Classroom2.) Class meeting<ul style="list-style-type: none">a.) Quiz game on first part of		
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			<p>weekly reading</p> <p>b.) Discussion on reading and extensions</p> <p>c.) Sharing progress on community sustainability projects</p> <p>d.) Clarification for weekly work</p> <p>3.) Students reflect on weekly progress</p> <p>Friday</p> <p>1.) Open office hours</p> <p>2.) Students work on and submit weekly assignments</p>		
<p>12th Grade-AP Calc BC</p>		<p>Michael Schroers</p>	<p>Google Classroom with Google Drive</p> <p>Google Meet</p> <p>Frequency: Daily</p> <p>Live or recorded lesson: Monday, Wednesday, Friday</p> <p>Live or recorded lesson review: Tuesday, Thursday</p> <p>Weekly Formatives: Friday</p>	<p>Skill Practice:</p> <p>LT 9.1.1: Apply the root and ratio series tests to determine if a series converges or diverges.</p> <p>LT 9.1.2: Use the direct and limit comparison series tests to determine if a series converges or diverges.</p> <p>LT 9.1.3: Apply the appropriate series test</p> <p>Projects:</p> <p>Free Response Questions Practice</p> <p>Enrichment:</p> <p>AP Practice Exam</p> <p>Reading:</p>	<p>Google Meet</p> <p>Monday-Friday: 12 pm - 1pm</p> <p>Live Video Chats and written through Google Classroom</p>



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<p>12th-Science (Engineering)</p>		<p>Lina Zayed (lzayed@cps.edu) and Frye's Engineering Class</p>	<p>Google Classroom Zayed) - ~3+ posts per week, responses to comments Mentor Matching Engine Email - as necessary Hangout- (Zayed) two meetings per week an hour each. Tuesday 10:00am - 1:30 pm https://meet.google.com/szq-mpke-nzi (Zayed) Office hours Monday 9:00 am- 10am</p> <p>Week Overview:</p> <p>Please click link for extensive schedule: https://docs.google.com/document/d/1lgdJU63C5i81cmCx4tXgjHVXAOUQwrVJBV7u7d0IIMw/edit?usp=sharing</p>	<p>Instructional Videos</p> <p>Skill Practice: HS-ETS1-3.Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. CCSS.MATH.CONTENT.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p> <ul style="list-style-type: none"> • Translate information into a table, graph, or diagram • Understand a simple experimental design • Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text <p>Project:</p> <p>To develop a vision statement that captures the future of STEM education and economic development in your community.</p> <p>Utilizing an engineer-based design process to guide your work will ensure your innovation is replicable and scalable.</p>	<p>Daily Connection:</p> <p>Individual Office hours Mondays 9:00am to 10:00 am Office Hours will be provided to students. Teachers are always available via e-mail and Google Classroom comments. Virtual Classroom and meeting session will take place Tuesday 10:00 am to 1:30pm. Each group made up of at least 6 students have a scheduled time to meet with me and mentors to work on the real life problem/ solution facing our community</p> <p>Feedback:</p> <p>Students will have a direct report to a team of Motorola Mobility mentors and teacher weekly, and we can select the direction of their exploration and problem solving. Google Hangouts meet, MME, and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>

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				<p><i>Students are to create the smartphone of the future using your innovation to build, design, or adapt today's current smartphone device. You can redesign the phone entirely, build or design your own Moto Mod to change the way the phone interacts with a user or an environment, or develop an app to enhance the phone's capability. Your innovation should impact your generation, school, or larger community, and be feasibly marketed by Motorola Mobility.</i></p> <p>Enrichment: Lecture video containing explanations, worked examples, and supplemental content/information.</p> <p>Reading: Notes, Instructional videos, Textbook excerpts explaining concepts with worked examples posted on Classroom</p>	
<p>12th Grade-Sociology</p>		<p>Marian Warren</p>	<p>Read Ch. 8, take notes, Define terms , complete learning goals objectives</p>	<p>Skill Practice: Note taking, comprehension of terms,</p> <p>Projects: Social stratification – Create a hierarchical arrangement in your text book it gives you an example of Sports; you can create one</p>	



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				<p>using Chicago Public Schools and show who has access to sources/power.</p> <p>Enrichment: Learning goal objectives</p> <p>Research and type a 1 page paper on the structural causes of poverty in the United States</p> <p>Reading Read Ch. 8 (new book) – Social Class/Social Stratification</p> <p>Student Contact Plan – Class Meets Tuesday thru Thursday 11:30 – 12:30</p> <p>reading;</p>	
<p>12th Grade-Pre Calc</p>		<p>JK and Zayed</p>	<p>Google Classroom (JK and Zayed) - ~3 posts per week, responses to comments Google Meet (JK) - Office hours and class meetings 1x/week Email - as necessary Hangout- (Zayed) two meetings per week an hour each. Monday and Wednesday 10:00- 11:00 am https://meet.google.com/kbf-y yax-dcv (Zayed) Office hours Monday 9:00 am- 10am</p> <p>JK and Zayed - Lecture video,</p>	<p>Skill Practice: Textbook problems with answers posted to classroom</p> <p>LT 6.1.1 Analyze key information of exponential functions and sketch a basic graph</p> <p>LT 6.1.2 Write exponential growth and decay functions</p> <p>LT 6.2.1 Use exponential models and regressions to analyze nearly exponential data</p> <p>Projects: JK: Formative assessments taking the form of open-ended “Choose your own adventure” style investigations. These are</p>	<p>Office Hours will be provided to students. Teachers always available via e-mail and Google Classroom comments</p> <p>Google Hangouts meet and Google Classroom comments on turned in work. Turn-in and feedback can also happen via e-mail to teacher.</p>



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			<p>example packet, practice, and reading posted at start of the week. Class meeting on Hangout/Meet for Q and A sessions. Formative (exit quiz) for skill due within 2 weeks</p>	<p>turned into Classroom, graded, and used to provide feedback on skill development.</p> <p>Zayed: Students will video tape themselves explaining certain problems and real life applications and turn into google classroom used as an assessment of students knowledge .</p> <p>Enrichment: Lecture video containing explanations, worked examples, and supplemental content/information</p> <p>Reading Textbook excerpts explaining concepts with worked examples posted on Classroom</p>	
<p>12th-History (Civics)</p>	<p>210 Minutes</p>	<p>Dr. Marian Warren (mcwarren1@cps.edu)</p>	<p>Tool: Posting Frequency:</p> <p>Google Meets</p> <p>Week over view - Define Private/Public Policy Write 10 examples of each. Research Private and Public Policies as it relates to Covid 19, what are the effects of the policy as it relates globally in economics, political, people, etc. Create your own Community with policies.</p>	<p>Skills Practice: Define Private/Public Policies, Give examples of 10 public/private policies</p> <p>Projects: Research private/public policies on Covid 19, what are the effects of the policy as it relates to economics, citizens, and politically.</p> <p>Enrichment: Develop your own community, create 5 public/private policies for your community that would create and ensure the safety</p>	<p>Daily Connection: Google Meets /Monday thru Thursday 12:30 -1:30 pm.</p> <p>Feedback:</p>



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				and well-being of your community. Be very creative. Reading; Research and summarize 2 articles on Public and or Private Policy. Tell what was the policy created for and how did it help people involved.	
12th - PE	140 Minutes		Tool: Posting Frequency:		
12th - Arts (AP Art)	140 Minutes	Emily Calderon (elcalderon@cps.edu)	<p>Tool: Posting Frequency: Google Classroom (code: 4wo4jpo) Weekly - continuous student feedback with weekly office hour availability for critique of work</p> <p>Week Overview: Office hours: 11-12 & 2-3 Total expected student dedicated work time/week: 210 minutes</p> <ul style="list-style-type: none"> - Complete a body of work that fulfills the portfolio requirement for the College Board AP Exam: Selected Works: 3 works 	<p>Skill Practice: Mark making, elements of art and principles of design, reading, writing</p> <p>Projects: Sustained Investigation (at least 5 works of art + 5 images showcasing process) Selected Works (top 3 BEST artworks)</p> <p>Enrichment: https://youtu.be/N7pcHnx-tel - AP Drawing YouTube channel for support working from home https://apcentral.collegeboard.org/courses/ap-drawing/classroom-resources?course=ap-drawing - AP exam resources as well as student portfolio examples</p> <p>Resources shared on Google Classroom,</p>	<p>Daily Connection: Contact through Google Classroom on a weekly rolling basis once AP Portfolio Feedback assignment is submitted</p> <p>Feedback: Written feedback on each submitted AP Portfolio Feedback assignment, email, office hours</p>



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			<p>required (instead of 5) + Sustained Investigation: 10 images required (instead of 15), digitally submitted to https://apstudio.ets.org/apstudioart by May 26 by 11:59pm ET.</p> <ul style="list-style-type: none"> - Upload and submit artifacts to Google Classroom for teacher feedback due each week by Friday 	<p>class code: 4wo4jpo</p> <ul style="list-style-type: none"> - Teacher examples with resources specific to research/investigation - Art21 - Art Institute virtual visit - Google Arts & Culture - PBS American Master Series <p>Reading: https://apcentral.collegeboard.org/series/directions-using-ap-art-and-design-digital-submission-web-application-students?course=ap-drawing</p> <ul style="list-style-type: none"> - How to upload/submit artwork for the AP exam 	
<p>11th and 12th Grade-PE 3/4</p>		<p>Shea Parks</p>	<p>Email: scparks@cps.edu Frequency: Weekly</p> <p>Keep a food journal for three days of the week.</p>	<p>Skill Practice: Nutrition for Health: In the journal, What has influenced your food choices? Emotions, family and culture, friends, time and money, advertising.</p> <p>Projects: Note what you eat in the food journal, when you eat (time) and what influenced your choice at the time.</p> <p>Enrichment: Analyze whether you are eating because of hunger or another reason. Create a healthy eating plan that you can follow at the end of the week.</p> <p>Reading: Health articles on Healthy eating for teens</p>	<p>Email anytime: scparks@cps.edu</p> <p>Responses to emails as received.</p>



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<p>12th Grade-AP Biology</p>		<p>Lauren Dunning</p>	<ul style="list-style-type: none"> • AP Classroom/ Google Drive <ul style="list-style-type: none"> ○ Weekly • Email <ul style="list-style-type: none"> ○ Daily • Youtube • SnapRevise <p>Units 1-2: Exam Review</p>	<p>Skill Practice: Week 1: April 13 to April 17 Tips for how to answer free response questions AP Biology 2017 Free Response (FRQ) Possible Solutions* Week 2: April 20 to April 24 • Week 3: April 27 to April 30</p> <p>Projects: Week 1: April 13 to April 17 • AP Biology Free-Response Question Preparation Week 2: April 20 to April 24 • Week 3: April 27 to April 30</p> <p>Enrichment: https://apclassroom.collegeboard.org/6/home</p> <p>Reading: • Video Slides / Instructional Notes</p>	<ul style="list-style-type: none"> • Communicate through email / Google Classroom • Use Aspen and GoFormative to check on student engagement / access. <ul style="list-style-type: none"> ○ Do this Weekly. • Email • Google Classroom
<p>12th Grade-AP Calc AB</p>		<p>Michael Schroers</p>	<p>Google Classroom with Google Drive Google Meet Frequency: Daily</p> <p>Live or recorded lesson: Monday, Wednesday, Friday Live or recorded lesson review: Tuesday, Thursday Weekly Formatives: Friday</p>	<p>Skill Practice: LT R.1.1: Apply the derivative rules to determine a function's derivative LT R.1.2: Use the derivative to determine the relative extrema of a function. LT R.1.3: Use the derivative to solve relative rate situations.</p> <p>Projects: AP Free Response Question Practice</p>	<p>Google Meet Monday-Friday: 11 am - 12pm</p> <p>Live Video Chats and written through Google Classroom</p>

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				<p>Enrichment: AP Practice Exam</p> <p>Reading: Instructional Videos</p>	
<p>12th-Arts (AP P12th Gr12adehot1 2o)</p>		<p>Jake Mitchell (jnmitchell@cps.edu)</p>	<p>Platforms and Frequency: Google Classroom Weekly - continuous student feedback with weekly office hour availability for critique of work</p> <p>Weekly Overview: Office hours: 10AM - 12PM Daily Total expected student dedicated work time/week: 210 minutes</p> <ul style="list-style-type: none"> - Complete a body of work that fulfills the portfolio requirement for the College Board AP Exam: Selected Works: 3 works required (instead of 5) + Sustained Investigation: 10 images required (instead of 15), digitally submitted to https://apstudio.ets.org/apstudioart by May 26 by 11:59pm ET. 	<p>Skill Practice: Design, Photography, elements of art and principles of design, reading, writing</p> <p>Projects: Sustained Investigation (at least 5 works of art + 5 images showcasing process) Selected Works (top 3 BEST artworks)</p> <p>Enrichment: https://www.youtube.com/watch?v=6b9QMP5xOec</p> <ul style="list-style-type: none"> - AP 2D Art & Design: YouTube channel for support working from home <p>https://apcentral.collegeboard.org/course/ap-2-d-art-and-design/classroom-resources?course=ap-2-d-art-and-design</p> <ul style="list-style-type: none"> - AP exam resources as well as student portfolio examples <p>Resources shared on Google Classroom, class code: 4wo4jpo</p> <ul style="list-style-type: none"> - Teacher examples with resources specific to research/investigation - Art21 - Art Institute virtual visit 	<p>Daily Connection: Contact through Google Classroom on a weekly rolling basis once Sustained Investigation Portfolio Layout is submitted</p> <p>Feedback: Written feedback on each submitted Sustained Investigation Portfolio Layout, email, office hours</p>



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			<ul style="list-style-type: none"> - Upload and submit artifacts to Google Classroom for teacher feedback due each week by Friday 	<ul style="list-style-type: none"> - Google Arts & Culture - PBS American Master Series <p>Reading: https://apcentral.collegeboard.org/series/directions-using-ap-art-and-design-digital-submission-web-application-students?course=ap-drawing</p> <ul style="list-style-type: none"> - How to upload/submit artwork for the AP exam 	
12th - World Language	140 Minutes		<p>Tool: Posting Frequency:</p>		
12th Grade-Diverse Learner (English/ Math/ Science/ Social Science)		<p>Denise Singleton (dsingleton1@cps.edu), Shelita Brown (slbrown3@cps.edu), and Ronkia Jones (rcjones1@cps.edu)</p>	<p>Unique Curriculum, News- 2- You(N2Y), Starfall, Raz-Kids, Teacher made prompts, Storyline Online, Teachers Pay Teachers shareable worksheet links. Weekly posting of work.</p> <p>Weekly Overview: Students will have a various list of activities that are aligned to their IEP goals, transition skills and core content from various platforms to choose from and will be required to complete an assigned amount of activities daily. Students/parents will keep track of completion by using a daily checklist of the amount of assignments</p>	<p>Skill Practice: Comprehension, adding, subtracting, counting money (identifying coins), telling time, listening, measuring, sorting, sequencing, personal hygiene, tracking weather</p> <p>Enrichment: Journaling (written or pictures or scribed)</p> <p>Reading: Parents will be provided links and passwords for activities.</p>	<p>Daily Connection: Google Doc shared with admin and all necessary parties making contact to parent</p> <p>Materials: Computer, Unique, Starfall, N2Y, Storyline internet programs https://docs.google.com/document/d/1LFVb9U2hahUtGzFjT6YvAEtSgqcrdMvvDjxjHIH_4xQ/edit?usp=sharing</p> <p>Feedback: Teachers will collaborate with parents via Google meet and teleconference.</p>



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			<p>completed.</p> <p>The checklist promotes student accountability and independence to the greatest extent possible. Staff will be available to answer student and parent questions and provide further clarification on activities students choose to complete.</p>		
		<p>Aurora Diaz (adiaz7@cps.edu), Tracey Boler (trbolercps.edu), Adriane Jackson (aljackson38@cps.edu), and Jessica Mulder (jilloegel@cps.edu)</p>	<p>Link to Counseling Department</p>	<p>Link to Counseling Department</p>	<p>Link to Counseling Department</p>
12th-Counseling					
12th Grade-AP Micro		<p>Steven Mullooly (spmullooly@cps.edu)</p>	<ol style="list-style-type: none"> 1. Google meeting/hangout: Wednesday 2-3 p.m. 2. Office Hours: Monday, Wednesday, & Friday 9-10 	<p>Skill Practice:</p> <p>Describe how factors of production are a derived demand</p> <p>Describe how Factor prices provide incentives and convey information to firms</p>	<p>Daily Connection:</p> <p>Announcement of office hours and Google Hangouts, Google form (for additional weekly check-in), and emails for students who have not turned in assignments)</p>



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			<p>3. Google Classroom: Posting overall schedule weekly: Covid 19 Plan ** PLEASE SEE BELOW**</p> <p>With intermittent check-ins</p> <p>My Google classroom can be accessed through this code: Nlottct</p> <p>Weekly Overview: The purpose of this week is for students to understand how the Circular Flow of the economy shapes relationships between the firm and households.</p>	<p>and factors of production.</p> <p>Projects: Explain the Covid-19 Pandemic's effect on the product & factor market. Select one specific market</p> <p>Enrichment: Explain the Covid-19 Pandemic's effect on the product & factor market. Select one specific market</p> <p>Reading: Last 1/3rd of Chapter 2, Krugman Microeconomics</p>	<p>Feedback: Students will receive feedback directly through the Google Classroom, email, and through regularly scheduled Google Hangouts</p>
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Non-Digital Remote Learning Plan

Dr. Long Information

DENISE LONG, PH.D



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BROOKS COLLEGE PREP

DUAL CREDIT COMPUTER SCIENCE

Class Time: Mondays and Thursdays (8:09am – 9:53am)

Google Classroom: (<https://classroom.google.com/>)

Google Meets Time: Monday 9:00am – 9:30am

Google Meets Class Address: <https://meet.google.com/vjj-uxeh-gzi>

Google Meets Class Phone and Pin: +1 413-398-0389 PIN: 986 745 656#

Google Hangouts (dllong@cps.edu for an appointment)

AP COMPUTER SCIENCE A

Class Time: Mondays and Thursdays (1:46pm = 3:30pm)

Google Classroom: (<https://classroom.google.com/>)

Google Meets Time: Thursdays (2:00 – 2:30pm)

Google Meets Address: meet.google.com/tes-swnf-iax

Google Meets Phone and Pin: +1 484-416-1533 PIN: 777 682 340#

Google Hangouts (dllong@cps.edu for an appointment)

AP COMPUTER SCIENCE PRINCIPLES

Class Time: Tuesdays and Fridays (9:58am – 11:47am)

Google Classroom: (<https://classroom.google.com/>)

Google Meets Time: Tuesdays (10:00am – 10:30am)



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Google Meets Class Address: meet.google.com/dgu-msrm-znx

Google Meets Class Phone and Pin: +1 315-605-8283 PIN: 283 181 668#

Google Hangouts (dllong@cps.edu for an appointment)

FUNDAMENTALS OF INFORMATION TECHNOLOGY

(With ECS Cluster Program)

Class Time: Tuesdays and Fridays (1:46pm = 3:30pm)

Google Classroom: (<https://classroom.google.com/>)

Google Meets Time: Friday (2:00pm – 2:30pm)

Google Meets Class Address: meet.google.com/skw-dytz-pvj

Google Meets Class Phone and Pin: +1 614-656-6822 PIN: 508 235 157#

Google Hangouts (dllong@cps.edu for an appointment)

COMPUTER SCIENCE WITH SUPPORT (Diverse Learner Support)

CS With Support: Wednesdays (9:00am – 11:00am)

Google Meets Time: (9:00am – 9:30am)

Google Meets Address: meet.google.com/cdy-yytn-tam

Google Meets Phone and Pin: +1 609-800-2732 PIN: 531 119 930#

Google Voice Time (parents only): 9:30am to 10:00am

Google Voice # (parents only): 773-598-9953

Google Hangouts Time: 10:00am – 11:00am

(dllong@cps.edu for an appointment)



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Ms. Sandhu's Hours

Google Meet Schedule of Ms Sandhu

	Open invitation Office Hours	FIT Block 1	FIT Block 5	FIT Block 7	FIT Block 4	AP-CSP Gardening and Entrepreneurship seminar
Monday	11:00 to 1:00 PM	1:00 to 2:00 PM		2:00 to 3:00PM		
Tuesday	12:15 to 1:00 pm	1:00 to 2:00 PM			2:00 to	
Wednesday	11:00 to 1:00 PM			2:00 to 3:00PM		
Thursday	11:00 to 1:00 PM		1:00 to 2:00 PM			
Friday	11:00 to 1:00 PM		1:00 to 2:00 PM	2:00 to 3:00PM		

Diverse Learners Plan

Counseling/Postsecondary Plan

School Day Student Support Plan