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