

Orange Township Public Schools

Gerald Fitzhugh, II, Ed.D Office of the Superintendent



Expectations for At-Home Instruction



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Minutes per day/per subject

Grades	Math	ELA	Soc. St.	Sci.	VPA	PE/Health	CTE/CL	WL	STEM	Total
PreK-K	15	15	(ELA)	10	10	20	15	15	15	1 hour 45 minutes
1-2	20	20	15	15	15	20	20	20	20	2 hours 45 minutes
3-5	25	25	20	20	15	20	25	25	25	3 hours 20 minutes
6-7	30-45	30-45	25	25	15	20	35-45	25	35-45	3hours:50 mins 4hours:50 mins
8-12	30-45	30-45	25	25	15	20	35-45	25	35-45	3hours:50 mins 4hours:50 mins

^{*}Pre-K - K, Social Studies will take place in English Language Arts (ELA)

English Language Arts Guidance for Teachers

PreK – K Grades 1 - 2 Grades 3 - 5 Grades 6 - 8 Grades 9 - 12 Timing: Am		Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental Resources	Differentiation	Assessment	Feedback/Grading
Notice Hours Steps to Advance Use Clever to access Use Clever to access Steps to Advance Use Clever to access Use	Grades 1 - 2 Grades 3 - 5 Grades 6 - 8	address, and other access information to Extended Learning page on website and Google Classroom Timing: AM Include 1-2 hours in the AM when students can access you for support if needed PM Include 1-2 hours in the PM when students can access you for support if needed	Continue following curriculum Go to the ELA curriculum page: K-2 http://www.orange.k1 2.nj.us/Page/7045 3-5 htts://www.orange.k12 .nj.us/Page/7047 6-7 https://www.orange.k1 2.nj.us/Page/17546 8-12 https://www.orange.k1 2.nj.us/Page/7049 Steps to Advance Use Clever to access	Google Classroom, Class Dojo, and/or Remind to Extended Learning page on website Remind students to use a chrome browser K- 2 Post read aloud video links as the curriculum progresses; accompany with daily focus vocabulary or TDQs Powerpoints can be accessed through the grade level curriculum page 3-12 Assign entrance and exits, graphic organizers, TDQs,	students who have devices and/or internet access. Continue using the blended learning digital platforms as follows: K-2 iRead 30 minutes per week 3-12 Reading Plus 2-3 lessons per week Systems 44NG 30-45 minutes per week (in place of Reading Plus when necessary)	Printed materials are for students who do not have devices and/or internet access. 3-12 use online formatted materials All trade and resource books for module 3 should go home Provide directions for students on how to photograph and submit their work via the Google Classroom phone app if they do not have technology	accommodations/m odifications outlined within IEPs. Consider access for ELLs. Supply scaffolded options for Tier I, II, and III students. Consider the incorporating use of: Learning Ally Snap&Read CoWriter	Provide feedback for all formative assessments in a timely manner and follow district guidelines for summative	Google Classroom, Class Dojo, or Remind, provide feedback to students on instruction Grading of assignments/ assessments is to be done 2-3x weekly in Genesis Assign additional review lessonsbased upon student performance as needed Respond daily to the collective. Be sure to schedule providing

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	 Communication 	Readtopia	delivering instruction	30-45 minutes per			on a rotating basis.
	with students,	Use <u>myreadtopia.com</u>	(access through grade	week (in place of			This should be a
	parents,	to access materials	level curriculum page	Reading Plus when			daily exercise for the
	administrators		and department	necessary)			teacher.
	 A posted schedule 	Additional Resources	Google Classroom).				
	for	will be on the ELA					Students in 8-12
	communication	Extended Learning	Try to incorporate				should be provided
	for each class	<u>Page</u>	opportunities for				with a writing log
	 Checking 		students to actively				sheet to record their
	Orange email for		collaborate on concept				feedback on their
	feedback from		over time.				ongoing writing
	administration						assignments,
			On your website, post				students should be
	Teachers must specify		the codes for your				provided with at
	methods of		Google Classroom,				minimum of a
	communication with		Class Dojo, and/or				conference's worth
	students and parents		other communication				of feedback per
	during office hours.		apps.				week.
	Methods of		Provide directions for				
	communication can be		students on how to				
	but are not limited to		photograph and				
	Google hangouts,		submit their work via				
	Remind, e-mail,		the Google Classroom				
	GroupMe, ClassDojo,		phone app if they do				
	etc.		not have technology				
			access otherwise.				
			1	1			1

Mathematics Guidance for Teachers

	Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental Resources	Differentiation	Assessment	Feedback/Grading
PreK – K	Post office hours,	Review	Post access codes for	Online content is	Printed materials are	Consider	Formative: Daily	Either through Google
Grades 1 - 2	email address, and	Content: Use	Google Classroom, Class	for students who	for students who do	accommodations/	Summative: Weekly	Classroom, Class
Grades 3 - 5	other access	results from	Dojo, and/or Remind to	have devices	not have devices	modifications		Dojo, or Remind,
Grades 6 – 8	information to	iReady Standards	Extended Resources page	and/or internet	and/or internet	outlined within		provide feedback to
Grades 9 - 12	Extended Resources	Mastery Assessments 1	on website	access.	access.	IEPs. Consider	K - 5:	students on instruction
Grades 7 - 12	page on website and	& 2 or Edulastic				access for ELLs.	Eureka Exit	
	Google Classroom	Interim Assessments 1	K - 5	K - 12	K - 8	Supply scaffolded	Tickets that can be	Grading of
		& 2 to determine the	Eureka Math download the	45 – 60	iReady At Home	options for Tier I,	uploaded into	assignments/
	AM	standards/skills	problem set(s) and use the	minutes per	(Printable	II, and III	Google Classroom	assessments is to be
	Include 1-2 hours in	needing review.	website	week of iReady	Resources for	students.	https://embarc.onlin	done 2-3x weekly in
	the AM when students		https://embarc.online for	(K-8) or	School Closure)		e/mod/page/view.p	Genesis
	can access you for	New/Introductory	additional	ALEKS/Khan	i-Ready.com/AtHome		<u>hp?id=9207</u>	
	support if needed	Content:	practice/assessments/	Academy (9-		K - 8		Assign additional
		Use guidance from the	ppts/Google Slides	12) or	K - 5	Virtual	K - 5	review lessons based
	PM	departments		Mathia (Gr. 9)	Downloaded pages	Manipulatives	Eureka End/ Mid	upon student
	Include 1-2 hours in	Unit/Module Plans	K-1 Videos		from	https://virtualmat	Module	performance as
	the AM when students	https://www.orange.k	Teaching Independent		https://greatminds.or	<u>hmanipulatives.we</u>	Assessments that	needed
	can access you for	12.nj.us/Domain/26	Learners- Videos that		<u>g/</u>	ebly.com/resource	can be uploaded	
	support if needed		students can watch			<u>s.html</u>	onto Google	
			independently that teaches				Classroom	
			Eureka Lessons		6-8	K-8	https://app.assistme	
			https://www.youtube.com		Download the	Ready Toolbox	nts.org/FA/f?sf=328	
			/channel/UCELqg9AdEu9z		workbook and specific	https://virtualmat	<u>071</u>	
			ToflqFv99MA		lessons (IM) within	<u>hmanipulatives.we</u>		
			3-5 Videos		the Unit Download the workbook and specific	ebly.com/resource s.html		

	Can use the video links	lessons (IM)	K-8	Eureka Topic	
	embedded within the	within the Unit	Math Apps	Quizzes	
	curriculum guides to		https://www.math	https://embarc.onlin	
	upload to Google	Khan Academy	learningcenter.org	<u>e/</u>	
	Classroom	IM aligned	/resources/apps		
		lessons		6-8	
	6 – 8			IM Cool Downs	
	Students go to Open Up	Other		Tickets that can be	
	resources to access all	Zearn.com		uploaded into	
	content - teacher assigns	(complements Eureka		Google Classroom	
	content via Google	lessons)		https://app.assistme	
	Classroom			$\underline{\text{nts.org/FA/f?p=1\%2}}$	
				<u>c135246%2c273439</u>	
	Google Slides	6-8			
	• <u>IM Google slides-G6</u>	Khan Academy (has		6-8:	
	• IM Google slides-G7	partnered with IM for		IM Unit	
	• IM Google slides-G8	aligned lessons)		Assessments that	
	_			can be uploaded	
	Student Facing Tasks and			into Google	
	Practice Problems from			Classroom	
	ASSISTments:			https://openupreso	
	https://app.assistments.or			urces.org/	
	g/FA/f?p=1%2c135246%2c				
	273439			6-8:	
				Khan Academy	
	9-12 STEM			Khan Academy	
	CPM online textbook			IM aligned	
	Alg I, II, & Geo			<u>lessons</u>	
	9-12 OPA/OHS				
	Agile Mind/Khan Acad				

			Alg II & Geo (OHS) Alg 1 (T3) – (OPA) 9-12 OHS					
			Khan Acad YouTube					
			videos					
			Adv Topics/Alg 1 & All					
			4th year courses Alg 1 - T1/2 (OPA)					
Go Math	Office Hours	Standard(s)/Topics	Digital Content for	Digital	Print Resources/	Differentiation	Assessment	Feedback/Grading
			Instruction	Content for	Supplemental			
	See guidance above	Review	See guidance above	Daily Practice See guidance	Resources See guidance above	See guidance	See guidance above	See guidance above
	see guidance above	Content: Use	See guidance above	above	see guidance above	above	See guidance above	See guidance above
		results from	Ensure that all students		Print materials from		Assessments can be	
		iReady Standards	have a Go Math account.	45 – 60 minutes	Think Central	Print materials	assigned via	
		Mastery Assessments 1	Assign content via	per week of	resources: RTI	from Think	Personal Math	
		& 2 or Edulastic Interim Assessments 1	Online Student Edition (e-book) and iTools	iReady (K – 8)	activities, Reteach, Strategic Intervention,	Central resources: RTI activities,	Trainer; student eBooks, or	
			/		Intensive Intervention	Reteach, Strategic	assessment from	
		1 & 2 to determine the	(digitalmanipulatives) OK		intensive intervention			
		& 2 to determine the standards/skills	(digitalmanipulatives) OR Personal Math Trainer		Or	Intervention,	resources within	
			1 · · · · · · · · · · · · · · · · ·		Or iReady At-Home	Intervention, Intensive		
		standards/skills	1 · · · · · · · · · · · · · · · · ·		Or iReady At-Home (Printable Resources	Intervention,	resources within	
		standards/skills	1 · · · · · · · · · · · · · · · · ·		Or iReady At-Home	Intervention, Intensive	resources within	

Science Guidance for Teachers

	Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental	Differentiation	Assessment Formative: Daily	Feedback/Grading
				v	Resources		Summative: Weekly	
PreK – K Grades	Post office hours,	Review Content:	Post access codes for	3 - 8	Printed materials	Consider	Formative: Daily	Either through Google
1 - 2	email address, and	Use results from prior	Google Classroom,	45 minutes per	are for students	accommodations/m	Summative: Weekly	Classroom, Class
Grades 3 - 5	other access	work and assessments	Class Dojo, and/or	week of Readorium	who do not have	odifications outlined		Dojo, or Remind,
Grades 6 – 8	information to	to determine	Remind to Extended	(3-8)	devices and/or	within IEPs.	K – 5	provide feedback to
Grades 9 - 12	Extended Resources		Resources page on		internet access.	Consider access for	FOSS	students on instruction
Grades y 12	page on website and		website	3-5		ELLs. Supply	Web	
	Google Classroom	New/Introductory		45 minutes per week		scaffolded options	Teacher is able to	Grading of
		Content:	K - 5	of Brainpop or		for Tier I, II, and III	use unit iChecks and	assignments/
	AM	Use guidance from the	FOSS Web	Brainpop JR.	K - 5	students.	other tasks within	assessments is to be
	Include 1-2 hours in	departments	Teacher sets up		FOSS Web		the ASSESSMENT	done 2-3x weekly in
	the AM when	Unit/Module Plans	student accounts and	9 - 12	Download	K-12	MASTERS to	Genesis
	students can access	https://www.orange.k1	assigns content within	45 minutes per	worksheets from	Science themed	check for	
	you for support if	2.nj.us/Domain/28	the student eBook to	week of	FOSS (Notebook	articles from	understanding	Assign additional
	needed		Google Classroom	Gimzos	Masters)	NEWSELA can	weekly while exit	review lessons based
				Interactive and		be assigned to	tickets can be	upon student
	PM		Use the streaming	Worksheets	6 – 8	students.	provided to check	performance as
	Include 1-2 hours in		video links embedded		Discovery Ed /STC		for understanding	needed
	the AM when		within the FOSS Web	Embedded videos	Download the	Students can use	daily.	
	students can access		(Multimedia)	and supporting	Student Workbooks	tools which will read		
	you for support if			worksheets within	and instructional	the articles to them	3 - 5	
	needed		6 – 8	the Discovery	sheets from	as they prepare to	Students can also be	
			Discovery Ed/	Education modules	www.carolinascienc	complete tasks.	assigned summative	
			STC Teacher sets	can also be assigned	eonline.com		tasks through	
			up student accounts	to students			FOSSmap which	
			in				will be automatically	
							graded	

	1		
https://cleversso.disc		Students can be	
overyeducation.com/l	9 - 12	invited to submit a	
earn/home	Discovery Ed	self-taken video	6 – 8
and		presentation of their	Assessments within
www.carolinascience	Teacher downloads	assignment in the	the
online.com and	and print out	event writing may	www.carolinascienc
assigns digital content	student versions of	not be possible.	eonline.com
to GC.	Discovery		Platform can be
	Education 5-E	Students can submit	assigned to students
9 - 12	lesson segments	written work or	
Discovery Ed	(Engage, Explore,	compile a portfolio	9 - 12
Teacher sets up	Explain, Elaborate	containing artistic	Embedded
student accounts in	and Evaluate) and	impressions for	assessments within
https://cleversso.disc	assign to students	submission to	the Discovery
overyeducation.com/l	for completion	teacher.	Education Platform
earn/home			can be assigned to
			students
			e.g.
			https://cleversso.dis
			<u>coveryeducation.co</u>
			m/learn/assessment
			/cee54825-7ead-
			4258-ae08-
			d3981037d482/prin
			t-preview?lang=eng

STEM Guidance for Teachers

	Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental Resources	Differentiation	Assessment Formative: Daily Summative: Weekly	Feedback/Grading
4 - 12	Post office hours,	Review Content:	Post access codes for	N/A	Printed materials	Consider	Formative: Daily	Either through Google
	email address, and	Use results from prior	Google Classroom,		are for students	accommodations/m	Summative: Weekly	Classroom, Class
	other access	work and assessments	Class Dojo, and/or		who do not have	odifications outlined		Dojo, or Remind,
	information to	to determine	Remind to Extended		devices and/or	within IEPs.	Assign Resources	provide feedback to
	Extended Resources		Resources page on		internet access.	Consider access for	from primary	students on instruction
	page on website and		website			ELLs. Supply	curricular resource:	
	Google Classroom				Download	scaffolded options		Grading of
			Assign Resources		Resources from	for Tier I, II, and III	PLTW.org	assignments/
	AM	New/Introductory	from primary		primary curricular	students.	CodeHS.org	assessments is to be
	Include 1-2 hours in	Content:	curricular resource:		resource:		Code.org	done 2-3x weekly in
	the AM when	Use guidance from the				Assign Resources	Creative	Genesis
	students can access	program modules			PLTW.org	from primary	Learning	
	you for support if	PLTW.org	PLTW.org		CodeHS.org	curricular resource:	Systems (SmartLab)	Assign additional
	needed	CodeHS.org	CodeHS.org		Code.org			review lessons based
		Code.org	Code.org		Creative	PLTW.org		upon student
		Creative	Creative		Learning	CodeHS.org		performance as
	PM	Learning	Learning		Systems (SmartLab)	Code.org		needed
	Include 1-2 hours in	Systems (SmartLab)	Systems (SmartLab)			Creative		
	the AM when					Learning		
	students can access					Systems (SmartLab)		
	you for support if							
	needed							

Social Studies, Health/PE, VPA, World Languages, ESL/Bilingual, Computer Literacy, CTE Guidance for Teachers

	Office Hours	Standard(s)/Topics	Digital Content for Instruction	Digital Content for Daily Practice	Print Resources/ Supplemental Resources	Differentiation	Assessment	Feedback/Grading
PreK – K Grades 1 - 2 Grades 3 - 5 Grades 6 – 8 Grades 9 - 12	Include 1-2 hours in the AM when students can access you for support if needed PM Include 1-2 hours in the AM when students can access you for support if needed 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. See Social Studies, SS Grades K-4, VPA, Health/PE, WL, ES/Bilingual, and CTE Curriculum Websites for additional links that are aligned to the curriculum	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	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 Grading of assignments/ assessments is to be done 2-3x weekly in Genesis Update your webpage as needed