Grade Band
6-8

Lesson Plans

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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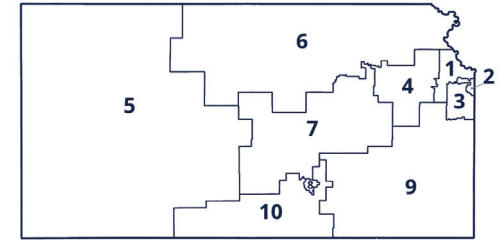
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Instructional Example:
History of Jazz Project

Competencies Addressed:
MUS.MS (All competencies could be addressed), ELA.MS 1.1, ELA.MS 1.8, ELA.MS 2.3, ELA.MS 2.4, ELA.MS 2.8, ELA.MS 5.2, ELA.MS 5.3, HGSS. MS 1.3, HGSS.MS 1.5, HGSS.MS 2.6, SECD Incorporation (SECD): SECD.MS 3, SECD.MS 6,

Elements of High Quality Instruction
- Quality sources/credible source
- Research writing: note taking and organization
- Use of Technology

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Sharing your Voice while respecting other Voices
- Self-confidence in personal opinions and research

Elements of Collaboration
- **ELA:** Written portion of project
- **HGSS:** Discuss time period and historical factors that impacted the evolution of jazz music
- **PE:** Jazz styles of dance

Who might be your collaboration partners?
- Teachers of:
  ◦ ELA
  ◦ HGSS
  ◦ Technology
  ◦ SPED

Workflow *(Milestones of Learning)*
- Research
- Notes
- Outline
- Draft
- Presentation or Essay

Showcase of Student Learning *(End Product)*
- Essay: 2-3 Pages either providing an overview of the history or focusing on a particular period and style in jazz history.
- Presentation (Video, PowerPoint, Prezi, Canva, Slides)

Accommodation/Modification Considerations
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Student access to resources
- Guide through research process, model good note-taking strategies

Hybrid Learning Environment Considerations
Remote:
- Zoom meetings, frequent milestone turn-in dates to monitor incremental progress

In-Person:
- Final presentations, research help, peer editing

Remote Learning Environment Considerations
- Group students in Zoom breakout rooms to peer edit and give suggestions
- Provide parent guidelines for helping with project at home
- Evaluate whether all students have strong internet and device access

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Instructional Example:

DIY Instrument (Ex: Carrot clarinet, bucket drums, etc.)

Competencies Addressed:
SCI.MS 6.1, SCI.MS 6.3, MUS.MS 1.1, MUS.MS 1.5, MUS.MS 2.4, MUS.MS 2.5, MUS.MS 4.1

Elements of High Quality Instruction
- Collaborative opportunities
- Share examples of DIY instruments
- Milestone check-ins

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Self-awareness
- Self-management
- Interpersonal skills

Elements of Collaboration

Who might be your collaboration partners?
- **Technology:** video/audio production process
- **Science:** science of sound, acoustics
- Tech instructors
- Science teachers

Workflow *(Milestones of Learning)*
Intro of project/examples

Choose instrument to make from materials at home

Instrument creation (if applicable)

Choose and write out song (or rhythm for differentiation) that student will be performing

Perform song for video

Showcase of Student Learning *(End Product)*
- Video or live performance with DIY instrument(s)
- Written-out song that was performed on homemade instrument

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
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Learning Environment Considerations

On-Site Learning Environment Considerations
- Materials brought in from home
- Access to tools if necessary for instrument creation

Hybrid Learning Environment Considerations

On-site:
- Choose whether to focus in-person on instrument creation or writing out music (music literacy considerations)

Online:
- Focus on other portion of project

Remote Learning Environment Considerations
- Materials available to students
- Assistance available to student at home with instrument creation
- Assistance available to student with writing out music

Instructional Example:

Create a fitness or dance routine that represents your feelings about the new school routine

Competencies Addressed:
PE.MS1.1, PE.MS2.1, PE.MS4.2, PE.MS4.1, PE.MS5.2, SECD.MS 2, SECD.MS 6

Elements of High Quality Instruction
- Establish Goals
- Support Students with chord progressions
- Support Student Struggle
- Establish Group norms
- Allow for student voice and choice
- Active student engagement and collaboration

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- SECD.MS2.2: Achievement of goals,
- SECD.MS2.9 Resiliency,
- SECD.MS2.4: Identify sources of help,
- SECD.MS6.3: Appropriate use of social media

Elements of Collaboration
- Purpose of advertising
- Community connections

Who might be your collaboration partners?
- Music Teachers
- Club Sponsors
- Community Members
- CTE Teachers

Workflow *(Milestones of Learning)*
- Students find information on routine ideas
- Students rough draft of routine.
- Final product.

Showcase of Student Learning *(End Product)*
- Students will use a variety of presentation platforms to produce a final recording of their routine.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Begin using technology in class so students will be able to transition as needed.
- Have clear due dates for milestones of learning to be completed.
- Show students how to utilize online resources while learning on-site so they will be prepared if switching to Hybrid or Remote learning occurs.
- Include families in the expectations for classes.

Hybrid Learning Environment Considerations
- Creating a routine could be done in small groups.
- Have clear due dates for milestones of learning to be completed.
- Provide opportunities for students to communicate with the teacher and other class members using a variety of online meeting sites.
- Include families/caretakers in the process.

Remote Learning Environment Considerations
- Students create individually and combine with another group or partner .
- Have scheduled times with individuals to give timely feedback using a variety of online meeting sites.
- Provide extra time and support for students.
- Include families/caretakers in the process.

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Instructional Example:

Digital Portfolio for PE Students

Competencies Addressed:
PE.MS 2.1, PE.MS 2.2, PE.MS.2.4 PE.MS.4.2
PE.MS.4.3 PE.MS.5.2 PE.MS 6.1 PE.MS 6.2
PE.MS 6.3 PE.MS 6.4 PE.MS 6.5 PE.MS 6.6 PE.MS
6.7, SECD.MS 3, SECD.MS 4, SECD.MS 6

Elements of High Quality Instruction
- Establish Artifacts for each Unit addressed
- Share quality examples of good Artifacts
- Support Student Struggle
- Allow for student voice and choice
- Active student engagement and collaboration

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Self-Awareness
- Self-Management
- Interpersonal Skills

Elements of Collaboration
- Writing Reflection Artifacts
- Drawing Artifacts
- Video Artifacts

Who might be your collaboration partners?
- ELA
- Art
- Science

Workflow *(Milestones of Learning)*
- Students participate in Unit
- Students brainstorms artifacts for particular Unit
- Students create Artifact for the portfolio

Showcase of Student Learning *(End Product)*
- Share portfolio with teachers
- Share portfolio with parents

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Have clear due dates for milestones of learning to be completed.
- Show students how to utilize online resources while learning on-site so they will be prepared if switching to Hybrid or Remote learning occurs.
- Include families in the expectations for classes.

Hybrid Learning Environment Considerations
- Have clear due dates for milestones of learning to be completed.
- Provide opportunities for students to communicate with the teacher and other class members using a variety of online meeting sites.
- Include families/caretakers in the process.

Remote Learning Environment Considerations
- Have scheduled times with individuals to give timely feedback using a variety of online meeting sites.
- Provide extra time and support for students.
- Include families/caretakers in the process.

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Instructional Example 1:

Color Theory Exploration

Competencies Addressed:
VA.MS 1.1 VA.MS 1.2 VA.MS 2.1 VA.MS 3.1 VA.MS 3.2 VA.MS 4.1 VA.MS 4.2
VA.MS 4.3 SCI.MS 5.1 SCI.MS 5.2 ELA.MS 2.2 ELA.MS 2.3
ELA.MS 3.1 SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5

Elements of High Quality Instruction
- Pose purposeful, open-ended questions
- Hands-on learning for active student engagement
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation.
- Provide planning documents to help students structure the design process, recording, organizing, and clarifying their ideas
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- Pace of learning is student-led with teacher checking in periodically.
- End product involves high level of student choice and is relevant (connection to self and world)

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Responsible Decision Making and Problem Solving
  a. Develop, implement, and model responsible decision making skills.
  b. Develop, implement, and model effective problem solving skills.
- Personal Development
  ◦ **Self-Awareness:** Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.
    a. Understand and analyze thoughts, mindsets, and emotions.
    b. Identify and assess personal qualities and external supports
  ◦ **Self-Management:** Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.
    a. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
    b. Reflect on perspectives and emotional responses.
    c. Set, monitor, adapt, and evaluate goals to achieve in school and life.
  ◦ Social Awareness
    a. Recognize the thoughts, feelings, and perspective of others.
    b. Demonstrate awareness of cultural issues and a respect for human dignity and differences.
  ◦ Interpersonal Skills
    a. Demonstrate communication and social skills to interact effectively.

Elements of Collaboration
- Introduce color units with science-based videos and/or lessons to explore why and how we see color.
- Enrich discussions and explore emotions evoked by color with poetry or prose involving color.
- Use historical or contemporary works of art to explore how artists use color to communicate ideas.

Who might be your collaboration partners?
Science teachers

ELA teachers

Parents or guardians

Science or art museum educators

Community members

Workflow *(Milestones of Learning)*
- Guided notes can help students organize thinking about the science of color.
- Students complete scaffolding assignments such as color theory worksheets that can serve as a guide when making choices in their final projects.
- Teacher presents guidelines and parameters of project, encouraging student choice and creativity.
- Students create sketches to generate and refine artistic ideas.
- Students refine and complete final project.
- Students photograph completed project or prepare it to hang for presentation.
- Students write an artist statement, analyzing their artistic choices and reflecting on the artistic process, challenges, and successes.

Showcase of Student Learning *(End Product)*
- Students' end product can be created in a variety of media and should demonstrate understanding of color order (ROYGBIV) and/or color relationships such as Complementary, Analogous, and Triadic color schemes.
- Students can also create an artist statement in which they reflect upon their

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artistic choices and process.
- Example end products:
  - Drawing, painting, collage, mixed media, digital illustration, photograph of found object sculpture, tie-dyed t-shirt or 3-dimensional work of art.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

Students may work in teams to collaborate, critique ongoing projects, sketches, or final presentations. Consider recording live demonstrations to post on YouTube, Google Classroom, or another online platform in the case of a disruption. Field trips or guest speakers (artists, museum educators) may be possible with planning.

Hybrid Learning Environment Considerations

- Create videos for demonstrations, introducing new content, and art analysis.
- Consider "flipping" the classroom: Provide students with introductory knowledge at home before/after attending school for the hands-on activities.
- Catlin Tucker's Blended Learning Video (https://www.youtube.com/watch?v=Pl5CffGuoq0)
- Community partners (museum educators, artists, or other guest speakers) may visit with students via Zoom or Google Hangouts.
- Consider sending critical materials with students ahead of time in "art kits" so projects may be completed at home. Provide specific and timely feedback to projects and assignments in person, in writing, or via online platforms or email.

Remote Learning Environment Considerations

Create videos for demonstrations, introducing new content, and art analysis. YouTube videos or Screencastify recordings may be shared via online platforms such as Google Classroom. Videos may be used as scaffolding exercises, enrichment, or prompts for discussion. Students may photograph completed projects and share via email or online tools such as Google Classroom or Canvas. Provide specific and timely feedback to projects and assignments via online platforms or email.

Instructional Example 3:

Art History Research Project

Students will engage in a combination of online, self-paced and synchronous teacher-led learning activities to reflect on museum design and how it contributes to the understanding of artwork before creating museum exhibits of their own.

Competencies Addressed:
VA.MS 3.1, VA.MS 3.2, VA.MS 4.1, VA.MS 4.2, VA.MS 4.3, VA.MS 5.1, VA.MS 5.2, ELA.MS 2.1, ELA.MS 2.2, ELA.MS 2.3, ELA.MS 3.1, ELA.MS 4.1, ELA.MS 4.3, HGSS.MS 1.1, HGSS.MS 1.2, HGSS.MS 1.3, HGSS.MS 1.4, SECD.MS 1, SECD.MS 2, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction

In blended learning, a carefully curated list of digital resources and provided independent work time can be used to guide student learning at individualized pace. This frees the teacher to focus on questions, feedback and coaching. The teacher facilitates portions of synchronous learning throughout the lesson/unit as well.

Teachers must thoughtfully consider which elements of the lesson/unit are best done synchronously with the whole group and which could be best accomplished asynchronously with the digital resources.

- Pose purposeful, open-ended questions.
- Hands-on learning for active student engagement.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation.
- Provide planning documents to help students structure the design process, recording, organizing, and clarifying their ideas.
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- Pace of learning is student-led with teacher checking in periodically.
- End product involves high level of student choice and is relevant (connection to self and world).

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Create a caring community.
- Develop, implement, and model responsible decision making skills.
- Develop, implement, and model effective problem solving skills.
- Set, monitor, adapt, and evaluate goals to achieve in school and life.
- Understand and analyze thoughts, mindsets, and emotions.
- Social Awareness
  a. Recognize the thoughts, feelings, and perspective of others.
  b. Demonstrate awareness of cultural issues and a respect for human dignity and differences.
- Interpersonal Skills
  a. Demonstrate communication and social skills to interact effectively.

Elements of Collaboration

- ELA Teachers are essential collaborators, as students will be expressing their own opinions and producing an argument in writing. HGSS Teachers are natural partners in this project because students will couch their arguments in the context of culture, both historical and contemporary.
- Collaboration partners may support student learning in various places or times, since the class is not always learning synchronously with one teacher.

Who might be your collaboration partners?

- ELA Teachers
- History, Social Studies Teachers
- Paras/Co-Teacher
- Caregivers or Family at Home

Workflow *(Milestones of Learning)*

Students will:

- Research an artist or art movement of their choice.
- Select samples of artist's work or select works of art that serve as good examples of the art movement.
- Analyze and interpret artworks, using the Elements of Art and Principles of Design to ground their arguments.
- Place works of art into historical contexts, explaining how the artist's work or art movement reflects a particular culture.
- Engage in discussions with classmates when analyzing and interpreting works of art. Teacher may elect to give students prompts and questions to guide discussion.
- Participate in scaffolding activities (worksheets, sketching) to focus ideas from the planning stage to creation of the final project.

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Showcase of Student Learning *(End Product)*
- End product should demonstrate the student's knowledge of an artist (biography, body of work) as well as the culture and time period in which the artist lived.
- Students focusing on an art movement should demonstrate knowledge of the philosophy behind the art movement as well as place the art movement in historical and cultural contexts.
- End product could be a mini gallery with artwork reproductions (digital or physical), a written report with illustrations, a slideshow, a spoken presentation, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*
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Progression Towards Mastery
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Learning Environment Considerations

On-Site Learning Environment Considerations
Students may work in teams to collaborate, critique ongoing projects, or create final presentations. Consider recording live discussions to post on YouTube, Google Classroom, or another online platform in the case of a disruption. Field trips or guest speakers (writers, historians, museum educators) may be possible with planning.

Hybrid Learning Environment Considerations
- Create videos for demonstrations, introducing new content, and art analysis.
- Consider "flipping" the classroom: Provide students with introductory knowledge at home before/after attending school for the hands-on activities.
- Catlin Tucker's Blended Learning Video (https://www.youtube.com/watch?v=Pl5CffGuoq0)
- Community partners (museum educators, artists, or other guest speakers) may visit with students via Zoom or Google Hangouts.
- Consider sending critical materials with students ahead of time in "art kits" so projects may be completed at home. Provide specific and timely feedback to projects and assignments in person, in writing, or via online platforms or email.

Remote Learning Environment Considerations
Create videos for demonstrations, introducing new content, and art analysis. YouTube videos or Screencastify recordings may be shared via online platforms such as Google Classroom. Existing online videos may be used as scaffolding exercises, enrichment, or prompts for discussion. Students may photograph completed projects and share via email or online tools such as Google Classroom or Canvas. Provide specific and timely feedback to projects and assignments via online platforms or email.

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Instructional Example:

Develop a marketing plan for a newly developed product that will be marketed and sold online.

Competencies Addressed:
BC.MS 3.1, BC.MS 3.2, IT.MS 1.1, IT.MS 1.2, MATH. MS 6.1, MATH.MS 3.9, MATH.MS 3.8, MATH.MS 1.1,2,4, ELA.MS 2 (all), SCI.MS 10.2, HGSS.MS 1.5 HGSS.MS 4.4, HGSS.MS 4.5, SECD.MS 1, SECD. MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD. MS 6

Elements of High Quality Instruction
- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology
- Project Based Learning Model
- Student Led Inquiry
- Verbal Communication
- Written Communication

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills
- Reflect on Common Emotions and Responses

Elements of Collaboration
- **CTE and Math:** Calculate costs associated with advertising
- **CTE and HGSS:** Research history of products similar to this one and how the economy has affected these type of sales
- **CTE and SECD:** Discuss marketing techniques and how they can be used to trigger emotions, thoughts, decisions, etc.
- **CTE and Science:** Conduct research about the ingredients in the project and if it is safe for our environment

Who might be your collaboration partners?
- SPED
- Technology Instructors (computers course)
- Media Center (research/databases)
- School Counselors
- Other Content Area Teachers
- Community Members

Workflow *(Milestones of Learning)*
- Brainstorm ideas
- Create a Business Plan/Proposal
- Develop product and sample if needed
- Finalize cost, profit margin and financials
- Oral Presentation to launch marketing plan
- Finalize business plan (including marketing strategy)
- Final Evaluation of business, inventory, financials

Showcase of Student Learning *(End Product)*
- Digital (Google Slides, PPT, Prezi, Zoom, Google Tour)
- By Hand (physical model/representation)
- Video Creation: Using Various platforms (iMovie, FlipGrid, Loom, etc.)

Accommodation/Modification Considerations *(per KSDE guidance)*
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Progression Towards Mastery
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Learning Environment Considerations

On-Site Learning Environment Considerations
- Allow for individual, small group, large group, and full group opportunities and collaboration
- Provide differentiated support for each student to reach grade-level standards.
- Model research process (evaluating resources, note taking, outlining, drafting, revising, etc.)

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Hybrid Learning Environment Considerations

On-Site:
- Ensure students have resources and/or software to use remotely.
- Allow for individual and small group collaboration.
- Provide lesson and content support to the group in order to reach content standards.
- Provide individual lessons and content support for each student to reach content standards.

Remote:
- Provide support to students via Zoom or email as they independently work on projects.
- Provide students time to facilitate with each other via apps, zoom, or other online components.
- Provide extra time and support for students who need it.
- Provide opportunities for students to Zoom, in classes, with other stakeholders or project contributors.

Remote Learning Environment Considerations
- Google classroom or Zoom meetings to discuss findings.
- Provide differentiated online support.
- Utilize interactive and collaborative online platforms or applications.
- Provide extra time and support for students who need it.
- Provide timely and effective feedback.
- Set up student opportunity to engage with community via videos, zooms, or other format

Instructional Example:

Exploring the inner workings of our governmental system.

Students will explore local governmental agencies, create projects, virtual or in person internships/ride alongs to grasp the total concept of the local government

Competencies Addressed:
LPSCS.MS 1.1, LPSCS.MS 2.1, LPSCS.MS 3.1, LPSCS.MS 4.1, LPSCS.MS 5.1, LPSCS.MS 6.1, ELA. MS 2.3, ELA.MS 2.4, ELA.MS 4.1, ELA.MS 4.4, ELA.MS 5.1, ELA.MS 5.2, ELA.MS 5.4, HGSS.MS 1.2, HGSS.MS 1.3, HGSS.MS 1.4, HGSS.MS 1.5, HGSS.MS 2.1, HGSS.MS 2.6, HGSS.MS 4.5, SECD. MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD. MS 5, SECD.MS 6

Elements of High Quality Instruction
- Thorough research and exploration of topics
- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Good Character Expectations
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful

communication skills
- Growth Mindset to Integrate Diverse Points of View
- Identify External Supports

Elements of Collaboration
- CTE and English: Research laws: rationale, book report: The Jungle, or others, write a paper over a public career
- CTE and History: Link historical periods to OSHA, new regulations, rationales, supreme court cases linkage to societal changes
- Xello/Career Cruising: utilize this for background information and knowledge of the career

Who might be your collaboration partners?
- Community Partnerships:
- Court House, judges, police department, county/city attorney, school resource officer, human resources at the school or other business, city council, county commissioners
- In School:
- Tech Instructors (videos or presentations)
- Media Center
- Content area teachers
- SPED
- Counselors (job aspect): Xello/Career Cruising

Workflow *(Milestones of Learning)*
- Determine choices on choice board: what section of government to explore: legal, civil, criminal, local, state, national
- Research career opportunities
- Create Presentations: movies, trifolds, posters, speeches

Showcase of Student Learning *(End Product)*
- Projects: Trifolds, presentations, movies to display on social media. Presentation to the city councils, school board, or county commission via online or in person.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Discussions of the legal aspects, guest speakers from the community in to the classroom, groups split into common subjects, creating trifolds, posters, videos.
- Utilize the library, media centers, and webquests. Interview (phone/face to

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face/email/zoom) government officials: (county clerk, election officer, county commissioners, etc.) present over the interviews

Hybrid Learning Environment Considerations

On-Site:
- Ensure students have resources and/or software to use remotely.
- Allow for individual and small group collaboration.
- Provide lesson and content support to the group in order to reach content standards.
- Provide individual lessons and content support for each student to reach content standards.

Remote:
- Provide support to students via Zoom or email as they independently work on projects.
- Provide students time to facilitate with each other via apps, zoom, or other online components.
- Provide extra time and support for students who need it.
- Provide opportunities for students to Zoom, in classes, with other stakeholders or project contributors.
- Guest speakers via zoom

Remote Learning Environment Considerations

Instructional Consideration:
- Mini-lessons (pre-recorded videos or Digital/online/virtual Meeting lessons).

Student Practice:
- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Invite parents/stakeholders to online final presentations
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.
- Guest speakers via zoom

Instructional Example:
Individual Plan of Study (IPOS)

Competencies Addressed:
KESA Outcome Measurement, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5

Elements of High Quality Instruction
- KSDE Rubric for effective implementation of IPOS for all students in middle through high school: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/IPS%20One%20Page%20Rubric.pdf?ver=2017-08-31-163948-923

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.
- Employ strategies to achieve future career goals with success and satisfaction.
- Understand the relationship between personal qualities, education, training, and career success.

Elements of Collaboration
- School Counselors: Career exploration, pathway planning
- ELA and HGSS: Resume writing, Letters of interest, Requesting letters of recommendation, Interview skills.
- Tech: Interest Inventories, Portfolio development

Who might be your collaboration partners?
- School counselors, advisory teachers, local businesses, technology teacher, ELA teachers, local chamber of commerce, scholarship opportunities, SPED transition coordinator

Workflow *(Milestones of Learning)*
1. Career exploration and career fields, clusters, pathways
2. Career interest inventory
3. Learning styles inventory
4. Create individual plan of study, identify pathways
5. Track school, community, civic activities, and work experience
6. Work with ELA to develop resume and letters of interest
7. Gather letters of recommendation
8. Showcase portfolio in an exportable electronic portfolio
9. Expand and develop through high school

Showcase of Student Learning *(End Product)*
- Website portfolio, Xello Portfolio.
- Career fair utilizing student portfolios and incorporating mock interviews.
- Create a poster, brochure, presentation about a career interest, include how you arrived at your decision, postsecondary opportunities, and job outlook.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Access to media center, small group learning for each component, targeted small group completion such as first generation students, job shadowing, in-person mock interviews

Hybrid Learning Environment Considerations
In person:
Career exploration activities, guest speakers, hands on experiences with careers, instruction on resume writing, meeting with counselors to update IPOS twice a year, mock interviews, job shadowing

Home/digital:
Interest and learning styles inventories, career exploration videos, digital examples of final product and IPOS components

Remote Learning Environment Considerations
Consider individual meetings with student and parent online together to develop a plan of study, online career fair, digital templates of IPOS, instructional videos on developing final product, online mock interviews

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Instructional Example:
Statistics Project

Competencies Addressed:
Math.MS 6.1, Math.MS.6.2, Math.MS.6.3, ELA. MS 2 (all), ELA.MS.3.1, ELA.MS.5 (all), SECD.MS 2, SECD.MS 3, SECD.MS 5,

Elements of High Quality Instruction
- Student collaboration (whole-group, small-group, partners)
- Student voice and choice
- Real-world application of learning
- Self-reflection
- Opportunity for immediate feedback from teachers and/or peers
- Student modification of work based on feedback

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Student voice and choice
- Student interest guides the work
- Perseverance and GRIT
- Self-reflection
- Responding to feedback by modifying work

Elements of Collaboration
- **Writing/ELA:** Students conduct a written summary of findings and data displays, and speaking and listening standards addressed through student presentations
- **Science:** Students can collect data related to Science topics being taught or of interest to them.
- **Social Studies:** Students can collect data related to Social Studies topics being taught or of interest to them.
- **Technology Integration:** Students present findings, data, and data displays using various digital media formats (Google Slides, Adobe Spark, Prezi, PowerPoint, iMovie, ThingLink)
- **CTE:** Students can connect data collected to a potential college and/or career interest

Who might be your collaboration partners?
- ELA
- Science
- Social Studies
- Electives Teachers
- CTE
- Special Education Teachers
- EL Support Staff
- Content PLC
- Grade-Level PLC

Workflow *(Milestones of Learning)*
1. Students learn about statistical questions (numerical and categorical) and identify statistical versus non-statistical questions.
2. Students work collaboratively to identify topics they can utilize to create/write their statistical question.
3. Students individually write their statistical question, get feedback from teachers and peers, and modify their statistical question accordingly.
4. Students utilize reliable sources to collect data that answers their individually created statistical question.
   a. Students may require pre-teaching and/or a review of what makes a source credible and reliable before completing this data collection.
5. Students learn about various data displays (dot plots, box plots, histograms, stem and leaf plots, etc.) used for statistical data and how each data display is used the most effectively.
6. Students determine the most effective way to display their data and create at least one data display of their data findings.
7. Students learn about and use their knowledge of measures of center and variability to identify important trends and findings in their collected data.
8. Students write a summary of their work and findings.
9. Students create a presentation of their work using a digital platform of their choice.
10. Students present their work to peers.

Showcase of Student Learning *(End Product)*
- Student presentation of the following to their peers:
  - Statistical Question (created by each individual student)
  - Data Collection Process (sources and initial findings)
  - Written Summary of Data Collection
  - Data Displays that Support Written Summary of Findings

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

The necessary teaching that accommodates student collaboration and work can be taught face-to-face in whole-group and small-group environments. Students can collaboratively acquire mastery of this learning through cooperative learning and best practices of instruction. On-site, teachers and support staff will be available to support students in the moment and provide immediate feedback for their work. Peer feedback and collaboration will also be a possibility within the classroom, face-to-face.

Hybrid Learning Environment Considerations

Direct teaching aspects of this work can be recorded and posted for students to preview prior to time in class with teacher and peers. Teachers can provide written feedback to students digitally via email, a learning management system (i.e., Canvas, Blackboard), or virtual one-on-one and/or small group conferences. In-class, students collaborate to brainstorm topics they might use to create their statistical questions and

begin the data collection process. Students can continue to work on the creation phases virtually to prepare for in-class presentations of student work. Teachers might consider holding office hours as a means of being available to students who need support during the work done virtually.

Remote Learning Environment Considerations

- Student access to technology to engage in the learning required to do this work.
- Consideration of what this work looks like without the possibility of student collaboration:
- How can student collaboration be encouraged virtually in a minimally frustrating way for students?
- Potential inquiry from parents/guardians regarding the complexity of this work.

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Instructional Example:

Using Proportional Relationships in your Career

Competencies Addressed:
MATH.MS 1, SECD.MS 2, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Knowledge of self, setting SMART academic goals, clear expectations of learning task, Freedom to ask questions
- Quality resources and materials
- Teacher feedback

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Develop, implement, and model effective problem solving skills.
- Demonstrate communication and social skills to interact effectively.
- Demonstrate awareness of cultural issues and a respect for human dignity and differences.

Elements of Collaboration
- Team with your School Counselor to address Career Counseling
- Standards
- ELA can contribute with speaking and listening competencies
- Technology with the work on the end product
- CTE Pathways

Who might be your collaboration partners?
School counselors could deliver a lesson on the different career pathways and pair it with their career exploration work, technology teachers, community member interviews to understand how they use proportional relationships in real life settings, ELA

Workflow *(Milestones of Learning)*
1. Introduction activities: Career pathways overview, simple interest inventory with the counselor, then with math teacher introduction to proportional relationships.
2. Introduce end product expectations.
3. Explore examples of proportional relationships.
4. Practice solving problems with proportional relationships.
5. Choose an occupation to research that uses proportional relationships.
6. Design an end product with an overview of the occupation, its associated pathway, how proportional relationships are used, several examples with solutions as to how they are used in that field, and a personal reflection on your understanding of the math concept and interest in that career pathway.

Showcase of Student Learning *(End Product)*
- Digital (Google Slides, PPT, Prezi, Google Drawing, Piktochart)
- By Hand (Poster, Physical Model/ Representation)
- Presentation (Video, in-person presentation)

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority.

To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Career exploration counseling lesson in the classroom, use of library and media center to explore possible occupations, develop a display and in-person presentation for the end product, guest speakers from different career pathways to discuss application of proportional relationships in their jobs (percentages, ratios, rates, probability, and scale drawings).

Hybrid Learning Environment Considerations

In person:
Counseling lesson about career pathways, guest speakers and community member interviews, exploring occupations, end product presentation (if possible)

Remote:
Videos explaining how to solve various

proportional relationships, online practice, developing the digital end product

Remote Learning Environment Considerations
Career videos describing possible occupations in several pathways, online career interest inventories, digital example of end product, videos explaining how to solve various proportional relationships, online practice, developing the digital end product, video or online presentation of end product.

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Instructional Example:
Paper Helicopter Design

Competencies Addressed:
MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4, SECD.MS 2, SECD.MS 3, SECD.MS 6

Elements of High Quality Instruction
• High level of engagement
• Possibility of Cross Curricular Work
• Independent Thinking
• Individual Accountability

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
Communication skills, decision making, self confidence

Elements of Collaboration
• **ELA:** Technical writing skills
• **Math:** Using data collected
• **CTE:** Engineering

Who might be your collaboration partners?
• ELA
• Math
• CTE

Workflow *(Milestones of Learning)*
• Create paper helicopters
• Decide what will be measured (rotation, accuracy, fall rate)
• Run test/collect data
• Write up results in technical format

Showcase of Student Learning *(End Product)*
Completed report/technical paper on how design, collect data, interpret data collected on paper helicopters.

Accommodation/Modification

Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
May work in groups during on-site learning environment.

Hybrid Learning Environment Considerations
Use On-Site time to create paper helicopters and run tests. Use Remote Learning Environment time to work on writing drafts of results/technical paper.

Remote Learning Environment Considerations
Getting students materials needed for making helicopter.

(2-3) Resources:
• pencil
• scissors
• paper clips
• crayons or markers
• paper

Instructional Example:
Amusement Parks

Competencies Addressed:

SCI.MS 3.1-3, SCI.MS 4.1-2, SCI.MS 6.1-4 ENG.MS 4.1, ELA.MS 1, ELA.MS 2, ELA.MS 5, MATH.MS 3, MATH.MS 6, HGSS.MS.1, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction

Question(s):
- What is the history of amusement parks?
- How do amusement parks help explain physics concepts?
- How can you create a simple roller coaster with a given length of wax paper, tape, chair, pipet, small cup of water, and objects in the classroom (OR recycled materials: paper towel roll, cereal box, etc.)? [How does the amount of water drops in a "droplet car" affect the speed (or distance or time) on your course?] Can you create a loop that is successfully navigated by your water droplet car?

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Core development: Create caring community
- Responsible decision making and problem solving
- Self -Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.
- Self-management: Understanding and practicing strategies for managing thoughts, behaviors, reflecting on perspectives, and setting and monitoring goals.
- Social awareness

- Interpersonal skills

Elements of Collaboration
- **ELA:** Reading and note-taking strategies for expository text, peer-editing, summarizing, diagrams with labels,
- **Math:** Formulas for speed, acceleration, terminal velocity; data charts, graphing
- **HGSS:** History of, timelines, inventors
- **ENG:** Design process

Who might be your collaboration partners?
- SPED and ELL Teachers
- Core Teachers
- Guest speakers: Community and/or via Zoom
- Essential Teachers: Design and modeling, art, multimedia, speech/drama, etc.

Workflow *(Milestones of Learning)*

Engage:
1. Describe or quickly sketch a scene from an amusement park.
2. What science concepts relate to amusement park rides and activities/games? List 3-4 and try to explain.
3. What's the history of amusement parks? Share ideas and create a class brainstorm list. Record in notebooks.

Explore:
Students choose (or teacher assigns) areas of research related to the brainstorm list. Class develops or the teacher provides a list of general topics to begin research. Ongoing.

Explain:
Lessons, labs, video clips, and activities designed by the teacher to explain targeted

physics concepts. (Note: explore and explain become intertwined over many days).

Elaborate:
Students create final projects/presentations related to the research area incorporating correct physics explanations, labels, definitions learned.

Evaluate:
Create a "working model" of an amusement park ride and explain the physics related.

- Or relate a physics concept learned to a given topic (sport, activity, household chore, career, etc.) and explain its application
- Or explain the challenges for the ride/game if on the moon.

Showcase of Student Learning *(End Product)*
See Elaborate in Workflow - Presentation of history and physics concepts to class regarding assigned ride or game via choice list which could include, but not limited to original: trifold, science fair project trifold, news reporter video segment, create a model (physical or via app/program), and include explanations, slide presentation, original game (board, computer program), etc.

And/or: see Evaluation in Workflow

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies,

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and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

In-Class Science:
• 5E Model (engage, explore, explain, elaborate, evaluate)
• Whole class view videos and participate in mini-lessons; small lab groups or individually: stations, activities, guided practice
• Research time Online:

In class, at home
• Create rough draft presentations and share with one or two peers or teacher for informal feedback
• Create and share final presentations: self-reflections on rubrics, peer questions/comments at end of presentation, teacher feedback on rubrics

Hybrid Learning Environment Considerations

In-Class Science
• See above with modifications as needed and use district approved platform for instruction and resources (i.e., Google Classroom, SeeSaw, etc.)

Virtual Meeting Science:
• Possibly more direct instruction, discussion: (some aspects of explore, explain, elaborate, and evaluate)

At-Home:
• Use of district approved platform for instructions and resources
• Teacher created assignment, videos, online resources for all students to access
• Research using technology, taking notes from a variety of sources (text, video, etc.)
• Create rough draft and peer or adult edit for feedback
• Creation of end product
• Share information with approved audience: in class, family members, invited support staff or community members, etc. and use teacher provided feedback form or rubrics

Remote Learning Environment Considerations

• See Hybrid Learning and consider modifying all 5 E steps for more direct instruction and/or allow for more time in each step.
• Unless all students have access to materials for labs, activities: consider demonstration videos or online class meetings.
• Consider kits of consumable items in plastic bags that paras or volunteers could put together for pick up/ drop off sites.
• Provide printout of basic documents,

readings, etc.

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Instructional Example:
National Parks

Competencies Addressed:
SCI.MS 13.1-2, SCI.MS 14.1-2, SCI.MS 16.1, ELA. MS 2, ELA.MS 5, HGSS.MS 1, HGSS.MS 3, HGSS. MS 4, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD. MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction

Question(s):
• How do National Parks/Preserves/Reserves help us understand Earth's geological processes and human-environment interactions?

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
• Core development: Create caring community
• Responsible decision making and problem solving
• Self -Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.
• Self-management: Understanding and practicing strategies for managing thoughts, behaviors, reflecting on perspectives, and setting and monitoring goals.
• Social awareness
• Interpersonal skills

Elements of Collaboration
• **ELA:** Note-taking, analyze sources, citing sources, summarization, business letter format, editing process,
• **Math:** scale
• **HGSS:** historical and current events causes and effects

Who might be your collaboration partners?
• SPED and ELL Teachers
• Guest speakers: community and/or via Zoom
• Core Teachers
• Essential Teachers: design and modeling, art, multimedia, speech/drama, music, etc

Workflow *(Milestones of Learning)*

Engage:
1. Watch PBS NOVA: "Deadliest Volcanoes" or selected segments and fill out a teacher provided note-taking sheet.

Discuss.
2. With a partner create a word-web/ concept map based on unit questions (pre-informal assessment and save for use at end of unit).

3. View portions of "The National Parks: Americas' Best Idea- This is America": discuss and create questions about national parks

Explore:
4. Determine which students or partners will research which national park (by students or teacher).

5. Determine or provide guided questions or topics for research: historical, geological, environmental, etc.

6. Begin ongoing research.

Explain:
7. Lessons, labs, video clips, and activities designed by the teacher to explain targeted geological concepts and processes. The teacher uses Yellowstone National Park and/or Kansas as class

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examples. (Note: explore and explain become intertwined over many days/weeks.)

Elaborate:

8. Students write a business letter/email to their national park sharing knowledge learned and inquiring about current concerns, issues, problems, and successes or milestones. Request a reply by suggested date.

9. Students create a final project/presentation related to the research area incorporating historical events, correct geological explanations, labels, and definitions learned and information from national park's reply to business letter.

Evaluate:

10. Refer to original word-web/concept map and allow students to add to, change, etc. to prove they have learned more, being as detailed as possible. Each individual student then writes a paragraph(s) referring to the web/map to show personal learning describing key terms and concepts. (Teacher may choose to provide key terms or concepts: word bank.)

    a. OR find a national park in the world to compare and contrast with park researched

    b. Or compare and contrast Kansas with park researched

Showcase of Student Learning (End Product)

• Presentation of history and geological concepts and processes to class regarding assigned national park via choice list which could include, but not limited to

original: create an exhibit for visitor center, promotional video, items for gift shop, coloring book with original drawings, trifold, news reporter segment, a model (physical or via app/program) of key park aspects, journal/scrapbook of imaginary trip, travel agent itinerary for 3-7 day trip, webpage(s), skit, game (board or computer based), etc.

• Edited original partner word-web/concept map and individually written paragraph(s) detailing key geological concepts and processes.

• See Evaluate in Workflow for additional options

Accommodation/Modification Considerations (per KSDE guidance)
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

In-Class Science:

• 5E Model (engage, explore, explain, elaborate, evaluate)

• Whole class view videos, discussions, mini-lessons; and small lab groups or individually: stations, activities, guided practice

• Research time online:

Both in class and at home

• Write business letter to national park -- write rough draft (teacher may provide general outline or example), peer edit, and teacher approved prior to emailing or sending. Use school email, cc teacher, or school letterhead and envelope. (Allow 2-3 weeks for possible response.)

• Create rough draft presentations and share with one or two peer or teacher for informal feedback.

• Create and share final presentation: self-reflections on rubrics, audience question/answer time, teacher feedback on rubric

• Revisit original word-web, update, and write individual paragraph(s). Self and teacher feedback using rubric

Hybrid Learning Environment Considerations

In-Class Science:
- See above with modifications as needed

Virtual Meeting Science
- Direct instruction, discussion as needed in any or all 5E phases

At-Home:
- Use of district approved platform for instructions and resources (Google Classroom, SeeSaw, etc)
- Teacher created assignment, videos, online resources for all students to access
- Research using technology, taking notes from a variety of sources (test, video, etc)
- Adult/parent or older siblings edit rough draft letter and give feedback on project rough draft or plan. Teacher approval prior to sending the final copy letter is still required.
- Create product/presentation
- Have students suggest choices for audiences - whole class online, posting, to family and video, etc.

Remote Learning Environment Considerations

- See Hybrid Learning and consider modifying all 5 E steps for more direct instruction and/or allow for more time in each step.
- Unless all students have access to materials for labs, activities: consider demonstration videos or online class meetings.
- Consider kits of consumable items in plastic bags that paras or volunteers could put together for pick up/ drop off sites.
- Provide printout of basic documents, readings, etc.

(2-3) Resources:

National Park Service website: https://www. nps.gov/index.htm

The National Parks: America's Best Idea: http://www.pbs.org/nationalparks/for-educators/lesson-plans/

Internet search: National Parks middle school lesson plans, National Park histories,

Earth Science Lesson Plans: https://sciencespot.net/Pages/classearth.html

Internet search: geological process middle school lesson plans

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Instructional Example:

Greenhouse effect and more

Competencies Addressed:
SCI.MS 15.3, SCI.MS 16.1, ELA.MS 1, ELA.MS 2, ELA.MS 5, HGSS.MS 2, HGSS.MS 3, HGSS.MS 4, HGSS.MS 5, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction

Question(s):
- How are the greenhouse effect and global warming related?
- What impact have humans had on these topics?
- How can humans positively impact these topics now and in the future?

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Core development: Create caring community
- Responsible decision making and problem solving

Self-Awareness:
- Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.

Self-management:
- Understanding and practicing strategies for managing thoughts, behaviors, reflecting on perspectives, and setting and monitoring goals.

Social awareness

Interpersonal skills

Elements of Collaboration
- **ELA:** labeling diagrams, writing captions, using multiple sources, expository writing
- **MATH:** data tables, graphing, range, average (mean, median, mode)
- **HGSS:** societal vs individual priorities and actions, advocacy, interactions of business, environmentalists, politicians, individuals concerning laws and regulations

Who might be your collaboration partners?
- SPED and ELL Teachers
- Guest speakers: community and/or via Zoom
- Core Teachers
- Essential Teachers: design and modeling, art, multimedia, speech/drama, music, etc

Workflow *(Milestones of Learning)*

Engage:
1. Sketch and label a diagram explaining the greenhouse effect.

2. How are global warming and the greenhouse effect related? Write a short paragraph.

Explore:
3. Conduct lab Global Warming in A Jar, answer questions, and create individual rough draft graphs with data in lab notebook or on computer. Lab groups create and share via rough draft bulletin board paper poster of key details "large scale graph for easy viewing. Class displays posters and does a gallery walk.

Explain:
4. Compare and contrast as class findings, common errors, clarifying questions of fellow classmates, and then develops

consensus of "answers" from gallery walk of lab posters. (The teacher facilitates the process, does NOT give correct answers -- follow up with further questions or lessons to allow students to develop understanding.)

5. Use additional mini-lessons and resources for students to understand basic concepts: textbook, activities, videos, etc.

Elaborate:
6. Class brainstorm areas of further research related to the topics. See "questions" above in Elements of High Quality instruction section above for suggestions to initiate discussion, if needed. Brainstorm list of possible methods of presentations and/or products to share with a variety of audiences. Topics assigned and criteria developed for research and presentation.

Evaluate:
7. Lab groups revise or rough draft posters of data and add additional information from further research.

8. Students create original product or presentation explaining further greenhouse effect and global warming information from research. Share with an authentic audience: another grade level, online, invited community members, etc.

Showcase of Student Learning *(End Product)*
- Revised lab group poster of "Global Warming in A Jar"
- Presentation of Elaborate Research topics or questions. Choice list would include but not be limited to an originally created:

public service announcement (PSA), slides or ppt, research paper, documentary, magazine article, mural with written or print commentary/facts, reader's theater or skit, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

In-Class Science:
- 5E Model (engage, explore, explain, elaborate, evaluate)
- Whole class participate in mini-lessons; small lab groups or individually: stations, activities, guided practice

- Present in either small groups or whole class findings and answers to "Global Warming in a Jar" on rough draft bulletin board posters
- Research time online:

In class, at home:
- Create rough draft on greenhouse effect or global warming topic presentations and/ and share with one or two peers or teacher for informal feedback
- Create and share final presentations: self reflections on rubrics, peer questions/ comments at end of presentation, teacher feedback on rubrics
- Revise lab group "Global Warming in Jar" poster with new info from research presentations

Hybrid Learning Environment Considerations

In-Class Science
- See above with modifications as needed and use district approved platform for instruction and resources (ie, Google Classroom, SeeSaw, etc)

Virtual Meeting Science:
- Possibly more direct instruction, discussion: (some aspects of explore, explain, elaborate, and evaluate)

At-Home:
- Use of district approved platform for instructions and resources
- Teacher created assignment, videos, online resources for all students to access
- Have small groups conduct partial testing at home with supplies on hand to share with class via online meeting or in class
- Research using technology, taking notes from a variety of sources (text, video, etc.)

- Create rough draft and peer or adult edit for feedback
- Creation of end product
- Share information with approved audience: in class, family members, invited support staff or community members, etc. and use teacher provided feedback form or rubrics

Remote Learning Environment Considerations

- See Hybrid Learning and consider modifying all 5 E steps for more direct instruction and/or allow for more time in each step.
- Unless all students have access to materials for labs, activities: consider demonstration videos or online class meetings.
- Consider kits of consumable items in plastic bags that paras or volunteers could put together for pick up/ drop off sites.
- Provide printout of basic documents, readings, etc.

STEAM LESSON PLANS

Instructional Example:

Exploring Global Climate Change

Competencies Addressed:

SCI.MS 15, Math.MS 3, ELA.MS 5, ELA.MS 1, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 6

Elements of High Quality Instruction
Clear expectations of learning task, Freedom to ask questions; Quality resources and materials; Teacher feedback

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
Global awareness, respect for others, identifying and solving problems, analyzing situations, ethical responsibilities, reflecting

Elements of Collaboration
- **Math:** Interpreting slope
- **SCI:** Global temperature change
- **ELA:** Relevant and credible sources, Summarize complex text

Who might be your collaboration partners?
- SPED
- Science Teacher
- ELA Teacher

Workflow *(Milestones of Learning)*
1. Explore article and video about global temperature change.
2. Find one other reliable source of data for global warming.
3. Analyze provided graph and find slope.
4. Predict future temperature trends.
5. Pose questions about and explore human activity contributing to global warming.
6. Share results

Showcase of Student Learning *(End Product)*
Digital Presentation Template (Google Slides) to respond to problems, pose questions, and share results

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Student access to computers and Internet

Hybrid Learning Environment Considerations

At-Home:
Read article, watch video about global temperature change, create digital presentation

In-Class Science:
Explore, investigate human activities related to temperature change,

In-Class Math:
Analyze and interpret graph, find slope of line, predict future temperature increase

Remote Learning Environment Considerations

At-Home:
Read article, watch video about global temperature change, create digital presentation

Video Conference or Video Lesson Science:
Explore, investigate human activities related to temperature change

Video Conference or Video Lesson Math:
Analyze and interpret graph, find slope of line, predict future temperature increase

*If Internet technology is not available, sources and presentation template would be converted to paper version.

STEAM LESSON PLANS

Instructional Example:
Barbie Bungee

Competencies Addressed:
Math.MS 4, SCI.MS 4, AC.MS 2, SECD.MS 2,
SECD.MS 4, SECD.MS 6

Elements of High Quality Instruction
- Student collaboration
- Clear expectations
- High levels of student engagement
- Student choice
- Student and teacher feedback
- Responsible decision-making
- Impulse control
- Communication; teamwork
- Reflecting

Elements of Collaboration
- **Math:** Functions
- **SCI:** Kinetic and Potential Energy
- **Architecture and Construction:** Create and manage a project

Who might be your collaboration partners?
- SPED
- Science Teacher
- Industrial Technology Teacher
- Custodial Staff

Workflow *(Milestones of Learning)*
1. Engage with bungee jump video.
2. Predict number of rubber bands for best jump.
3. Plan for jump.
4. Test rubber banded Barbies.
5. Record data
6. Post-jump analysis

Showcase of Student Learning *(End Product)*
Video of best bungee jump, graph of data (electronic or paper), and post-jump analysis (text or video)

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Supplies for experiment: Barbies (or other similarly weighted object), rubber bands, measuring tools, computer, phones for recording video, location to carry out test.
- Small group safety precautions.

Hybrid Learning Environment Considerations

At-Home:
- Watch video, make prediction, create post-jump analysis

In-Class Science:
- Discussion of potential and kinetic energy

In-Class Math:
- Testing of Barbie bungee, record and graph data

Remote Learning Environment Considerations

At-Home:
- Watch video, make prediction, create post-jump analysis
- Video Conference or Video Lesson Science:
- Discussion of potential and kinetic energy
- Video Conference or Video Lesson Math:
- Testing of Barbie bungee, record and graph data

*If Internet technology is not available, students could complete task at home (other items could replace Barbie) with rubber bands and paper copy delivered

STEAM LESSON PLANS

Instructional Example:
Integer Stories

Competencies Addressed:
Math.MS 2, ELA.MS 2, SECD.MS 2, SECD.MS 4, SECD.MS 6

Elements of High Quality Instruction
- Clear expectations
- High levels of student engagement
- Student choice
- Student and teacher feedback

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Analyzing situation
- Solving problems
- Organizational skills
- Communication

Elements of Collaboration
- **Math:** Adding and Subtracting Integers
- **ELA:** Writing a story with transitional language
- **Theatre:** Presenting artistic works

Who might be your collaboration partners?
- SPED Teacher
- ELA Teacher
- Drama Teacher

Workflow *(Milestones of Learning)*
1. Brainstorm use of integers in real life.
2. Review/practice adding and subtracting integers.
3. Watch integers in context video.
4. Explain that students will write a story using at least 3 negative and 2 positive integers, with math shown/explained as the story unfolds.
5. Stories may be shared via video, presentation slides, or written as text.

Showcase of Student Learning *(End Product)*
- Video, presentation slides, or written text of story and illustration

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Student access to computers and Internet

Hybrid Learning Environment Considerations

At-Home:
- Watch integers video, write story and create end product

In-Class Math:
- Review integers, clear up misconceptions

Remote Learning Environment Considerations

At-Home:
- Watch integers video, write story and create end product

Video Conference or Video Lesson Math:
- Review integers, clear up misconceptions

STEAM LESSON PLANS

Instructional Example:
Develop Food Web

Competencies Addressed:
MS-LS1-6, MS-LS1-7, MS-LS2-1, MS-LS2-3, MS-LS2-4, SECD.MS 1, SECD.MS 2, SECD.MS 4

Elements of High Quality Instruction
- Clear expectations
  - High levels of student engagement
  - Student choice (ecosystem, final product, etc.)
  - Freedom to ask questions
  - Quality resources and materials
- Expand on food chain concept:
  - Review predator/prey
  - Introduce new vocab:
    a. Producer
    b. Consumers (with levels)
    c. Decomposers, etc.
- Provide format and rubric for final product: computer drawn, hand drawn, cut out pictures, etc.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Communication skills, decision making, self-confidence, perseverance, inquisitiveness, organizational skills.

Elements of Collaboration
- **Math:** figuring out energy flow through web
- **English:** Summary of environmental web: reasons for variation
- **Art:** Make a food web from various mediums
- **Social Studies:** Where do people fit into the web? Effects?

Who might be your collaboration partners?
- SPED, EL, Math, ELA, Art, Social Studies teachers
- Local community resources: park director, museum curator for real life (local) examples

Workflow *(Milestones of Learning)*
1. Understand how a food web is different from a food chain
2. Understand where producers get their energy (direction of flow)
3. Understand how much energy flows to the next level of the web
4. Identify levels of consumers
5. Identify decomposers and their role in the Web cycle.
6. Create a product that demonstrates knowledge of the energy flow from Producer up the web to Decomposer.

Showcase of Student Learning *(End Product)*
- Poster, Flow Chart, Mobile, Map (all with arrows following energy flow)

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Direct Instruction of all vocabulary, and basic information.
- Work time to research an ecosystem and their inhabitant's relationships
- Plan and develop a product meeting the competency

Hybrid Learning Environment Considerations
- Direct Instruction of all vocabulary, and basic information. (In Person, Reverse Classroom)
- Provide models and examples of completed Webs. Allow additional flexibility in product, e.g., write a summary, verbal explanation in place of poster.

Remote Learning Environment Considerations
Provide basic vocabulary and information using videos (yourself or resources), online dictionaries, and web sites. Allow projects to adapt to the student. Provide worksheets with information, and examples to be cut out and arranged in the proper order for those without computer access. Allow picture uploads: Email, Messenger, etc.

STEAM LESSON PLANS

Instructional Example:

Explore Symbiosis: Compare and Contrast Commensalism, Mutualism, Parasitism

Competencies Addressed:
MS-LS2-2, MS-LS2-5, SECD.MS 1, SECD.MS 2, SECD.MS 4, SECD.MS 5

Elements of High Quality Instruction
- Clear expectations
- High levels of student engagement
- Student choice (Organisms, final product, etc.)
- Freedom to ask questions
- Quality resources and materials
- Expand on Web/Ecosystem concept: Effect on each other? Introduce new vocab: Symbiosis, Commensalism, Mutualism, Parasitism, etc.
- Provide format and rubric for final product: Choice Board

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
Communication skills, decision making, self confidence, perseverance, inquisitiveness, organizational skills, ability to accept ideas different from one's own.

Elements of Collaboration
- **English:** Summary of definitions: reasons for variations in same ecosystem
- **Art:** Model relationships between organisms through various mediums
- **Social Studies:** Do people have these relationships? Effects?

Who might be your collaboration partners?
- SPED, EL, ELA, Art, Social Studies teachers
- Local community resources: Veterinarian, bee keeper, pet store operator, zoo keeper

Workflow *(Milestones of Learning)*
1. Understand that organisms affect each other in different ways.
2. Understand these relationships can be positive, negative, or neither of these.
3. Understand ecosystems would not survive without these relationships.
4. Demonstrate the similarities and differences in Commensalism, Mutualism, and Parasitism in multiple ecosystems

Showcase of Student Learning *(End Product)*
Choice Board: presentation, drawing, model, cut out pictures, poem, children's book, matching game, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Direct Instruction or guided research of all vocabulary, and basic information.

Work time to explore multiple relationships between organisms in various ecosystems. (By visiting ecosystems virtually or locally e.g. farm)

Plan and develop a product meeting the competency from choice board

Hybrid Learning Environment Considerations
Have students research relevant definitions and examples from various ecosystems. Have them present while in class, or reverse it and attain information while in the building, and develop the project off site.

Remote Learning Environment Considerations
Allow projects to adapt to the student. Provide worksheets with information, and examples to be matched and arranged in the proper order for those without computer access. Allow project picture uploads: Email, Messenger, etc.

Instructional Example:

Explore Darwin's Finches (or Tortoises)

Competencies Addressed:
MS-LS4-1, MS-LS4-2, MS-LS4-3, MS-LS4-4, MS-LS4-6, SECD.MS 1, SECD.MS 2, SECD.MS 4, SECD.MS 5

Elements of High Quality Instruction
- Clear expectations
- High levels of student engagement
- Student choice (Finches, Tortoises? Final product, etc.)
- Freedom to ask questions
- Quality resources and materials

Driving Question
- Are there different species living on islands which are isolated from each other, yet in close proximity? Why?
- Introduce new vocab: Genus, Family, Species, Variation, Adaptation, Taxonomy, Evolution, etc.
- Provide format and rubric for final product: Choice Board

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
Communication skills, decision making, self-confidence, perseverance, inquisitiveness, organizational skills, ability to accept ideas different from one's own.

Elements of Collaboration
- **English:** Summary of definitions: reasons for adaptations in same basic ecosystem
- **Art:** Model different beak types (shell types) through various mediums
- **Social Studies:** Do people have these adaptations? Why or Why not?

Who might be your collaboration partners?
- SPED, EL, ELA, Social Studies, Art teachers
- Local community resources: local nature centers, university biologists, museum curator, zoo keepers

Workflow *(Milestones of Learning)*
1. Background on Charles Darwin; time period, observations, book.
2. Connect to Ecosystems and variations in habitat
3. Research different types of finches, identify reasons for variations
4. Understand definition of change over time and genetic adaptations connected to the evolution of various organisms

Showcase of Student Learning *(End Product)*
Choice Board: poster, flow chart, mobile, map, presentation, drawing, model, poem, children's book, essay, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

STEAM LESSON PLANS

STEAM LESSON PLANS

Learning Environment Considerations

On-Site Learning Environment Considerations

- Guided research of all vocabulary. Short research questionnaire about Darwin
- Work time to explore differences between similar organisms in similar ecosystems. (By visiting ecosystems virtually or locally e.g. nature center)
- Plan and develop a product meeting the competency from choice board

Hybrid Learning Environment Considerations

Have students research relevant definitions, and complete a bio of Darwin. Students listen to instruction while in class, or reverse it and attain information while at home via taped lecture, and independently compare Darwin's finches and develop theories for adaptations in beak. (Or Tortoises), and then develop the learning product at school.

Remote Learning Environment Considerations

- Guided research of all vocabulary (fill in the blanks). Short research questionnaire about Darwin
- Students explore differences between similar organisms in similar ecosystems. (By visiting ecosystems virtually or locally e.g. nature center) Compare Darwin's finches and develop theories for adaptations in beak. (Or Tortoises)
- Plan and develop a product meeting the competency from choice board

STEAM LESSON PLANS

Instructional Example:
Blast Off! Space Exploration

Competencies Addressed:
SCI MS 12, SECD.MS 1, SECD.MS 3, SECD.MS 4

Elements of High Quality Instruction
- Develop a model in which the following components are identified:
- Earth (including the tilt of its axis of rotation), sun, moon
- Relationships between the components
- Connections are made between moon phases, eclipses and seasons

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Social Communication Skills
- Respect for Others
- Sharing your Voice while respecting other Voices
- Presenting in front of an audience
- Self Confidence in personal opinions and research
- Individual Student or Student Project Teams

Cross-Curricular Collaboration Opportunities
- Math
- Art
- HGSS
- ELA

Who might be your collaboration partners?
- SPED
- Library
- Art
- Math
- ELA

Workflow *(Milestones of Learning)*

Engage:
- Show video, pictures, virtual field trip, field trip to museum (cosmosphere)

Explore:
- Through text, pictures, etc the the solar system

Explain:
- Lessons, labs, video clips and activities

Elaborate:
- Students begin to demonstrate understanding by creating a model

Explain:
- Students can use their model to predict moon phases, positions of the earth, sun and moon

Showcase of Student Learning *(End Product)*
Patterns of the universe will be explained/demonstrated through the creation of a model of their choice

Accommodations/Modifications for ELL
- Visuals
- Extended work time
- Instruction/resources in native language

Accommodations/Modifications for SPED
- Visuals
- Extended work time
- Reduced work load

Progression Towards Mastery
Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment Considerations

In class science (engage, explore, explain, elaborate and evaluate)
- Direct instruction
- Creation of end product

Hybrid Learning Environment Considerations

In class science (engage, explore, explain, elaborate and evaluate)
- Virtual meetings/instruction

At home:
- Research
- Creation of final product
- Present/explain model

Remote Learning Environment Considerations

Virtual meetings/class time
- Research
- Creation of final product
- Present and explain model

STEAM LESSON PLANS

Instructional Example:

Wave Models and Interactions

Competencies Addressed:
SCI.MS 5, MATH.MS 3, MUS, ART, SECD.MS 2, SECD.MS 6

Elements of High Quality Instruction
- 5E Model of Instruction (engage, explore, explain, elaborate, evaluate)
- Quality Note-taking
- Guided Practice
- Comparing and Contrasting
- Analyzing Data
- Making Conclusions

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Develop, implement, and model effective problem solving skills
- Demonstrate communication and social skills to interact effectively.

Elements of Collaboration
- **Math and Science:** Wave speed, wavelength, and frequency relationships
- **Music and Science:** Instrument sound production, volume and pitch
- **Art and Science:** Investigate visible light and compare with pigments

Who might be your collaboration partners?
SPED
- Science Teacher
- Math Teacher
- Music Teacher
- Art Teacher

Workflow *(Milestones of Learning)*
Engage in phenomena

Explore relationships using simulations

Explain types of waves and interactions

Model brainstorming and creation

Finalize and submit

Digital (Google Slides, PPT, Prezi, Google Drawing, Piktochart)

By Hand (Poster, Physical Model/ Representation)

Demonstration/Creation of Instrument with Verbal or Written Summary

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

In-Class Science:
- 5E Model (engage, explore, explain, elaborate, evaluate): Waves and Interactions
- Direct instruction by teacher, stations, guided practice
- Creation of end product

In-Class Math:
- Equations using wave speed, wavelength, and frequency
- Identifying variables
- Solving equations

In-Class Music:
- Exploring instruments
- Identifying what causes sounds
- Changes in pitch and volume

In-Class Art:
- Comparing colors of light vs. pigments
- Mixing color using pigments (color wheel)
- Separating light using prism

Hybrid Learning Environment Considerations

In-Class Science:
- 5E Model (engage, explore, explain, elaborate, evaluate): Structure and Function of Living Things
- Stations, guided practice

Virtual Meeting Science:
- Direct instruction, discussion

In-Class or Virtual Meeting Math:
- Direct instruction and guided practice
At-Home:

STEAM LESSON PLANS

- Exploring instruments using close up videos and simulations
- Creation of end product

Remote Learning Environment Considerations

Virtual Meeting Science:
- Direct instruction, discussion

Virtual Meeting Math:
- Direct instruction and guided practice

At-Home:
- Exploring instruments using close up videos and simulations (music)
- Exploring color of light and pigments using virtual labs and simulations (art)
- Creation of end product

STEAM LESSON PLANS

Instructional Example:

Analogy Project

Competencies Addressed:
SCI.MS 7, ELA.MS 5, SECD.MS 1, SECD.MS 3, SECD.MS 4

Elements of High Quality Instruction
- 5E Model of instruction (engage, explore, explain, elaborate, evaluate)
- Quality Sources / Credible Source
- Research: Note Taking and Organization
- Structure / Function Relationships
- Work Cited Page

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Written Communication Skills
- Respect for Others
- Sharing your Voice while respecting other Voices
- Self Confidence in personal opinions and research
- Individual Student or Student Project Teams
- Creativity
- Time Management

Elements of Collaboration
- ELA and Science: Cell Compare / Contrast, Analogy Writing

Who might be your collaboration partners?
- SPED
- Science Teacher
- ELA Teacher

Workflow *(Milestones of Learning)*
- Engage in phenomena
- Explore topic
- Explain relationships
- Brainstorm creation
- Completed research notes)
- Outline/section creations
- First draft
- Peer editing
- Revise
- Finalize and submit

Showcase of Student Learning *(End Product)*
- Digital (Google Slides, PPT, Prezi, Google Drawing, Piktochart)
- By Hand (Poster, Physical Model/ Representation)

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

In-Class Science:
- 5E Model (engage, explore, explain, elaborate, evaluate): Structure and Function of Living Things
- Direct instruction by teacher, stations, guided practice
- Creation of end product

In-Class ELA:
- Elements of compare and contrast writing and/or analogies
- Research using technology, taking notes
- Writing analogy paragraphs, peer editing, revising

Hybrid Learning Environment Considerations

In-Class Science:
- 5E Model (engage, explore, explain, elaborate, evaluate): Structure and Function of Living Things
- Stations, guided practice

Virtual Meeting Science:
- Direct instruction, discussion

In-Class or Virtual Meeting ELA:
- Elements of compare and contrast writing and / or analogies

At-Home:
- Research using technology, taking notes
- Writing analogy paragraphs, peer editing [share with classmate(s)], revising
- Creation of end product

Remote Learning Environment Considerations

Virtual Meeting Science:
- Direct instruction, discussion, guided practice, video: Structure and Function of Living Things

Virtual Meeting ELA:
- Elements of compare and contrast writing and / or analogies

At-Home:
- Research using technology, taking notes
- Writing analogy paragraphs, peer editing [share with classmate(s)], revising
- Creation of end product

MATH LESSON PLANS

MATH LESSON PLANS

Instructional Example:

_____ is the greatest _____ in _____.

Competencies Addressed:
SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Student choice and voice
- Making a claim and supporting it with evidence
- Quality research from multiple sources
- Creation of a public product to share findings
- Defining what makes something the "greatest"

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Effective Time Management
- Understand Behavioral Choices Impact Success
- Active Listening and Respectful Communication Skill
- Problem Solving Processes
- Analyze factors that lead to achievements
- Respect and Empathy for Others

Elements of Collaboration
This assignment could be used across the curriculum by limiting the scope of the fill in the blanks. You could limit it to something related to science, agriculture, mathematics, music, etc. You could also collaborate across the curriculum by including math in the process of figuring out a rating system or formula to aggregate the various aspects of the definition of greatest.

Who might be your collaboration partners?
ELA, HGSS, Science, Math, CTE, Music, Fine Arts, or visual arts depending on the scope of the assignment and the product medium that is chosen.

Workflow *(Milestones of Learning)*
- Selecting a topic or subject (examples):
  - Michael Jordan is the greatest basketball player of all time.
  - Thomas Edison is the greatest inventor in history.
  - The printing press is the most influential invention of all time.
  - Country music is the greatest music genre in America.
  - The Ford Mustang is the most influential car in history.
- Defining "greatest" (Jordan example):
  - Stats?
  - Championships?
  - Impact on the game?
  - Legacy?
  - Money made playing? Endorsements?
  - Poll/survey of classmates/community/online/etc.
- Reflection on original hypothesis:
  - Did my original theory hold with my definition of greatest?
  - Do I need to alter my theory?
  - What evidence supports/counters my original theory
  - Support claim with the evidence I collected based on my definition of greatest
- Creation of public product
  - How will I create a persuasive public product to support my claim using

evidence?
  - What is the best format/medium to make my claim (video, audio, presentation, etc.)

Showcase of Student Learning *(End Product)*
End product could include any of the following (depending on the subject chosen): presentation, debate: if another student wanted to argue a different side, speech, video, multimedia project, slideshow, newscast, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

For the on-site learning environment, you could allow students to form teams if you want them to choose either side of an issue. You could pose the question in an either or fashion and allow students to pick which is the "greatest" in their opinion and then proceed through the assignment. You could then have students debate the greatest in person in front of a teacher, another group of students, or other stakeholders and see who has the most convincing argument for who, or what, is the greatest. This level of collaboration would be more difficult to manage during a hybrid or remote learning environment.

Hybrid Learning Environment Considerations

For this activity during hybrid learning you could have teams formed that meet on certain days or at certain times and have them take one side of the debate of who or what is the greatest. During their meeting times they could work on the activity and then present either remotely, or record their presentation and submit it to the "panel" of judges to see whose argument is the most compelling. During the times when students are working remotely, they could be doing the research that they have assigned to themselves as part of the group.

Remote Learning Environment Considerations

For remote learning, hybrid learning or on-site learning you could also have students work independently on their own who/what is the greatest proposal. It would be necessary to have off-line resources available that would provide the basis for the research if the student didn't have access to the internet. This form of the activity would allow for the most student voice and choice in the project, but they wouldn't be getting the teamwork and collaboration aspects that are possible in the on-site or hybrid learning environments. Their presentation or products could then be shared with others in the class so they are preparing their products for an audience other than the teacher only.

MATH LESSON PLANS

Instructional Example:
Novel Study

Competencies Addressed:
ELA.MS 1.1, ELA.MS 1.2, ELA.MS 1.4, ELA.MS 1.5,
ELA.MS 2.1, ELA.MS 3.4, ELA.MS 4.2
SCI.MS 6.1, SCI.MS 6.2, SCI.MS 6.3, SCI.MS 6.4
HGSS.MS 3.6, HGSS.MS 4.5
ENG.MS 1.1
FCS.MS 1.1, FCS.MS 3.1, FCS.MS 5.1, SECD.MS 1,
SECD.MS 2, SECD. MS 3, SECD.MS 4, SECD.MS 6

Elements of High Quality Instruction

Model and practice discussion skills

- Pre-assess to determine what reading skills students need to work on
- Model and practice reading skills using mini-lessons while reading the novel (summarizing, theme, perspective, etc.)
- Give students choice in how they read (listen to audio, teacher read aloud, read in small groups, read independently)
- Pre-teach vital background knowledge and vocabulary
- Minimize teaching and assignments while reading the novel
- Technology Integration

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Relationships with Others
- Active Listening
- Effective Communication
- Apply Empathy and Understanding to others perspectives
- Recognize strengths/weaknesses in self
- Conflict management skills
- Effective Time Management

Elements of Collaboration
- Novel can be chosen based on collaborative partners
- HGSS: select historical fiction novels to complement HGSS topics. Students can also look at HGSS standards through the lens of literature. Topics could include how the author shows aspects of identity and differences in identity, comparing history and fictional events in a historical fiction novel. Teachers could cover reading skills instruction in ELA and historical background and connections in HGSS.
- Science/STEM: Novel Engineering projects. Students use engineering designs to define a problem in the novel, develop solutions, optimize those solutions, and think about how those solutions would affect the outcome of the story. Teachers could cover reading skills instruction in ELA and scientific background and connections in Science.
- FCS: working in groups as students read the novel and discuss touches on FCS competencies. Students can also investigate the interconnectivity of the world through literature: how does the literature we read connect us to others? How does it help us understand others? Students can also investigate problems in the novels that they read and look at solutions that have been tried as well as brainstorm and carry out new solutions to the problems.

Who might be your collaboration partners?
- Science Teacher
- STEM Teacher
- HGSS Teacher
- Media Specialist
- Technology Integration Specialist
- Technology Teacher
- FCS Teacher
- SPED Teacher
- EL Teacher

Workflow *(Milestones of Learning)*
- Pre-assess to determine what reading skills students need to work on.
- Select one or two reading skills to focus on for the novel.
- Model and practice discussion skills
- Introduce vital background knowledge and vocabulary.
- Teach occasional mini lessons on reading skills as students read the text and practice the skills.
- Students discuss the novel as they read and participate in cross-curricular activities.
- Students demonstrate learning with a showcase.

Showcase of Student Learning *(End Product)*
- Choice board projects to demonstrate understanding of understanding and key skills
- Presentation over one aspect of the novel
- Summary of the novel
- Illustrations for events in the novel
- Sketch Notes
- Novel engineering project
- Interdisciplinary project that demonstrates understanding of FCS competencies

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare

them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

Considerations:
- Use audiobooks for students to listen while they follow along.
- Before beginning, determine what skill or skills to focus on for the duration of the novel study.
- Consider using different novels over the same theme or by the same author.
- Provide short mini lessons and focus on the shared experience of reading and connecting reading to students' lives.
- Give students in choice in how they read (listen to audio, teacher read aloud, read in small groups, read independently).

Hybrid Learning Environment Considerations

On-site:
- Model and practice, read together if time allows, discuss reading in small groups or as a class.

Remote:
- Students read and practice skills independently, provide audiobook access if possible.

Remote Learning Environment Considerations

Instruction:
- Modeling can be:
  ◦ Filmed and uploaded to a shared platform.
  ◦ Demonstrated during a live virtual lesson.

Practice:
- Students continue to read and practice skills by finishing a chapter or section of the text.

Demonstration of Mastery:
- Practice reading skills and enjoy the novel independently and demonstrate understanding through showcase of student learning.
- For remote learning, students could complete an independent novel study, implementing the same skills over a book they have not read.

MATH LESSON PLANS

Instructional Example:

Text Clubs

Competencies Addressed:
ELA.MS 1.1, ELA.MS 1.2, ELA.MS 1.3, ELA.MS 1.4,
ELA.MS 1.5, ELA.MS 1.6, ELA.MS 1.7, ELA.MS 1.8,
ELA.MS 1.9, ELA.MS 2.1, ELA.MS2.3, ELA.MS2.4,
ELA.MS 2.5, ELA.MS 4.2, ELA.MS 4.4, ELA.MS
5.2, ELA.MS 5.4
HGSS.MS 1.1, HGSS.MS 1.2, HGSS.MS 1.4, HGSS.
MS 2.1, HGSS.MS 2.2, HGSS.MS 2.4, HGSS.MS
2.6, HGSS.MS 3.1, HGSS.MS 3.2, HGSS.MS 3.4,
HGSS.MS 3.5, HGSS.MS 4.1, HGSS.MS 4.2, HGSS.
MS 4.4, HGSS.MS 4.5, HGSS.MS 4.6, HGSS.MS
5.1, HGSS.MS 5.2, HGSS.MS 5.4, HGSS.MS 5.6
SCI.MS 4.1, SCI.MS 6.3, SCI.MS 9.1, SCI.MS 10.2,
SCI.MS 11.1, SCI.MS 15.3
VA.MS 4.1, VA.MS 4.2, VA.MS 4.3, VA.MS 5.1,
VA.MS 5.2
MUS.MS 3.1, MUS.MS 3.4, MUS.MS 4.1
SECD.MS 1, SECD.MS 2, SECD. MS 3, SECD.MS 4,
SECD.MS 6

Elements of High Quality Instruction
- Select high-quality texts (can be long: novel: or short: article or poem)
- Provide instruction on a particular reading, writing, or speaking skill that is to be used with the texts
- Model skills for students and practice as a class
- Provide instruction on and practice in good discussion
- Provide instruction on and practice writing and asking discussion questions
- Focus on discussion and social skills when talking about texts

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Relationships with Others
- Active Listening
- Effective Communication
- Apply Empathy and Understanding to others perspectives
- Recognize strengths/weaknesses in self
- Conflict management skills
- Effective Time Management

Elements of Collaboration
- Texts can be chosen based on collaborative partners
  ◦ **HGSS:** Students can meet in text clubs to read and analyze content-related texts, or analyze and compare primary and secondary sources.
  ◦ **SCI:** Students can meet in text clubs to read and analyze data together, work on identifying evidence and using it to explain cause/effect relationships, conclusions, patterns, and observations.
  ◦ **FCS:** Students can read about interconnectivity in the world and other cultures and lifestyles, then discuss or compare and contrast.
  ◦ **Art:** Students could examine artwork as their text and analyze, interpret, and discuss different pieces of artwork.
  ◦ **Music:** student texts could be pieces of music that students listen to, then respond to them with discussion or reflection.

Who might be your collaboration partners?
- Science Teacher
- STEM Teacher
- HGSS Teacher
- Art Teacher
- Media Specialist
- Technology Integration Specialist
- Technology Teacher
- FCS Teacher
- SPED Teacher
- EL Teacher

Workflow *(Milestones of Learning)*
1. Determine reading skills to be taught through the set of text clubs. Utilize pre-assessment or knowledge of students and competencies.
2. Select high-quality texts based on skills and content to cover.
3. Teach social and discussion skills needed.
4. Teach lesson on reading skill to practice
5. Students read and practice skills.
6. Students meet with their text club to discuss reading.
7. Students reflect on their reading and text club meeting/discussion.

Showcase of Student Learning *(End Product)*
- Discussion with text club
- Present text club conclusions with class
- Students' written discussion questions

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

MATH LESSON PLANS

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Consider: what level of independence and what amount of challenge do you want students to have and how does the text selected allow that level? Determine what skill or skills students will practice using the text.
- Should student groups be homogeneous or heterogeneous? What size of group is the best for this particular text and class?
- Groups of students could practice different skills with the same text or the same skills with different texts (differentiate by ability or by interest).

Hybrid Learning Environment Considerations
- What length of texts will work best for students to read independently?
- Can audio texts be provided to students?

On-site:
- Discussion with text clubs groups

Remote:
- Record mini lessons (flipped classroom model), students read and practice skills at home.

Remote Learning Environment Considerations
- How do students access texts?
- Are texts available to all students?
- Will shorter texts (not novels) work better for remote learning?
- What is the appropriate balance of challenge and independent ability?

Instruction:
Modeling can be:

1. Filmed and uploaded to a shared platform.
2. Demonstrated during a live virtual lesson.

Practice:
- Students continue to read and practice skills independently.

Demonstration of Mastery:
- Facilitate discussions online:
- Threaded discussion board, Zoom or Google Meet with adult monitoring, Flipgrid videos for student response.

MATH LESSON PLANS

Instructional Example:
Gallery Walk

Competencies Addressed:
ELA.MS 1.3, ELA.MS 1.7, ELA.MS 1.8, ELA.MS 2.1,
ELA.MS 2.4, ELA.MS 2.5, ELA.MS 5.2
SECD.MS 1, SECD.MS 2, SECD. MS 3, SECD.MS 4
SECD.MS 5, SECD.MS 6
HGSS.MS 1.1, HGSS.MS 1.2, HGSS.MS 1.4, HGSS.
MS 2.1, HGSS.MS 2.2, HGSS.MS 2.4, HGSS.
MS 3.1, HGSS.MS 3.2, HGSS.MS 3.4, HGSS.MS
4.1, HGSS.MS 4.2, HGSS.MS 4.4, HGSS.MS 4.6,
HGSS.MS 5.1, HGSS.MS 5.2, HGSS.MS 5.4, HGSS.
MS 5.6
SCI.MS 2.1, SCI.MS 6.2, SCI.MS 6.3, SCI.MS 11.1
FCS.MS 3.1
AFNR.MS 4.1
MUS.MS 3.1, MUS.MS 3.4, MUS.MS 4.1
VA.MS 4.1, VA.MS 4.2, VA.MS 4.3, VA.MS 5.1,
VA.MS 5.2

Elements of High Quality Instruction
- Select images relevant to content being studied.
- Utilize primary sources.
- Instruction on primary sources and how to analyze them.
- Instruction on analyzing artwork.
- Instruction on using artwork as a text.
- Primary source analysis can be done as a gallery walk, as well as in many other formats and instructional strategies.
-

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Relationships with Others
- Active Listening
- Effective Communication
- Apply Empathy and Understanding to others perspectives
- Recognize strengths/weaknesses in self
- Conflict management skills
- Growth Mindset to integrate diverse points of view
- Effective Time Management

Elements of Collaboration
- **HGSS:** Students can analyze images or primary sources from different periods in history or different perspectives on the same period. Depending on teacher expectations, this can cover many HGSS standards.
- **SCI:** The gallery can be data for students to analyze or design solutions for students to evaluate. Students can write down their analysis and thoughts and then have time for discussion.
- **FCS:** Students can view images of different cultures and lifestyles and analyze the connections they can make from the images.
- **AFNR:** Students can view images of stewardship of natural resources and identify how well the resources are being managed, critique the stewardship seen in different examples.
- **Library Media Specialist:** LMS can assist in finding images, setting up the gallery walk, instruction on primary sources and analysis.
- **Music:** students could complete a listening walk and listen to different musical pieces, then respond to them with discussion or reflection.
- **Art:** students can view different pieces of artwork and analyze them as they move from spot to spot.

Who might be your collaboration partners?
- HGSS Teacher
- Science Teacher
- FCS Teacher
- Art Teacher
- Agriculture Teacher
- Library Media Specialist
- Music Teacher
- SPED Teacher
- EL Teacher

Workflow *(Milestones of Learning)*
1. Review or teach about primary sources.
2. Model how to analyze a primary source or piece of artwork.
3. Students walk around the room (on-site) and view one image at a time. Students complete a reflection page as they view images.
4. Once students finish viewing images, time is allowed for discussion as a class or in small groups.
5. Students could complete a Showcase of Learning

Showcase of Student Learning *(End Product)*
- Analysis document with notes
- Discussion in small groups
- Written reflection
- Presentation on analysis or reflection

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Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Considerations: images selected, level of student independence, location for gallery walk.

Hybrid Learning Environment Considerations

On-site:
• Instruction and practice in analyzing images.

Off-Site:
• Students can have a Google Slideshow with the images and their analysis/reflections side-by-side on the slides. Students who need it could be provided with a printed copy of the images.

Remote Learning Environment Considerations

Instruction:
Lessons can be:
1. Filmed and uploaded to a shared platform.
2. Demonstrated during a live virtual lesson.

Student work:
• Students can have a Google Slideshow with the images and their analysis/reflections side-by-side on the slides.

MATH LESSON PLANS

Instructional Example:
Close Reading

Competencies Addressed:
ELA.MS 1.1, ELA. MS 1.2, ELA.MS 1.5, ELA.MS 1.6, ELA.MS 1.9; ELA.MS 3.3, ELA.MS 3.4; HGSS. MS 1.1, 1.2; HGSS.MS 2.1, 2.2; HGSS.MS 3.1,3.2; HGSS.MS.4.1,4.2; HGSS.MS 5.1, 5.2, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6,

Elements of High Quality Instruction
- Model effective close reading strategies (for example: what is the author's purpose? Key supporting details? What is the tone? What vocabulary is essential for comprehension?)
- Students practice close reading strategies: Independently or in small groups
- Students apply close reading skills to an activity to showcase their ability to be critical readers and evaluators of information.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
- ELA and HGSS:
  ◦ Excerpts from articles, textbooks, magazines, newspapers, etc.
  ◦ Reading of primary documents, key laws, etc.
- ELA and Science:
  ◦ Excerpts from articles, textbook, magazine, newspaper, etc.
  ◦ Scientific discovery

Who might be your collaboration partners?
- HGSS teachers
- Science teachers
- SPED
- EL
- Media Center

Workflow *(Milestones of Learning)*
1. Practice close reading skills for chosen text-type
2. Demonstrate close reading skills on chosen text
3. Apply knowledge gained from close reading

Showcase of Student Learning *(End Product)*
In-Class:
- Annotate text, compare/contrast two author's approaches to the same event/genre/etc, participate in Socratic Seminar, create a mindmap

Digital:
- Respond to short-answer questions, complete FlipGrid response, complete discussion board post

Accommodation/Modification Considerations *(per KSDE guidance)*
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To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
As students engage with texts independently, it is important students are practicing with material that is appropriate to their reading level. Consider: content reading that is still on topic, has access to an audio component, or contains visuals is helpful to ensure all students achieve optimal success.

Hybrid Learning Environment Considerations
In-Class:
- Text selection (length, format)

Digital:
- What piece will students read independently (self-select piece or piece chosen for them?). How will they demonstrate their learning?
- Independent reading selection should be appropriate to a child's reading level to

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ensure optimal success.

Remote Learning Environment Considerations

Instruction:
• Modeling of instruction (1) filmed and uploaded to a shared platform 2) demonstrated during a live virtual lesson.) Will you complete an entire piece together? Shorten the work so they have more practice?

Practice:
• What piece will students read independently (self-select piece or piece chosen for them?). How will they demonstrate their learning?

Demonstration of Mastery:
• How will they show mastery (will they engage in a discussion (on a program such as Zoom or Google Hangout), create a visual representation of their learning, video their annotation process, etc.)

*Independent practice needs to be reading material that is on topic, but level appropriate.

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Instructional Example:

Compare/Contrast Textual Analysis

Competencies Addressed:
ELA.MS 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9; ELA.MS. 3.3, 3.4; HGSS.MS. 1.1, 1.2, 1.3, 1.4, 1.5; HGSS 2.1, 2.2; HGSS 3.1, 3.2, 3.5; HGSS.MS. 4.1, 4.2 , 4.5, 4.6; HGSS.MS. 5.1, 5.2, 5.6; SCI.MS. 6.1, SCI. MS. 9.1, SCI.MS. 10.2, SCI.MS. 16.1, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6,

Elements of High Quality Instruction

Select high-quality texts on:
1. Same topic from different authors.
2. Same topic written in different formats (ex: narrative and expository).
3. Same genre from different authors.
4. Build essential background knowledge to understand text (time period, key events, locations, etc.)
5. Teach how to approach each text type to derive meaningful information

*Texts need to remain short (no novels) so they can be read multiple times and in a singular setting. Best options: newspaper/ magazine articles, speeches, poems.

- Set clear objectives for reading. Have students pull relevant and meaningful information in order to obtain those objectives.
- Have students demonstrate their learning in a meaningful way

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
- **ELA and HGSS:**
  - Historical Event, Leaders, Social Justice, Laws/Government
    - Ex: Speeches from world leaders during a significant event (WWII, global pandemic, etc.).
    - Civil Rights Movement of the 1960's to what is happening today.
    - How different newspapers reported a significant event (Assassination of Lincoln, D-Day, 9/11, etc.).
- **ELA and Science:**
  - Scientific methods, advances in technology, medicine, environmental studies, etc.
    - Ex: How different publications respond to a scientific study, How leaders approach scientific events (climate change, vaccines, etc.), How different scientists tackle the same issue
- **ELA, HGSS and Science:**
  - Ex: How different countries have implemented laws based on a scientific discovery (climate change/endangered animals/genetic testing/vaccine/etc.)

- **ELA, Science, STEM and Math:**
  - How different designers approach a structure (skyscraper, bridge, etc.).

Who might be your collaboration partners?
- HGSS teachers
- Science teachers
- SPED (modification or extension)
- EL
- Media Center (selection of articles)
- Math
- Engineering/Tech
- Theater/Debate

Workflow *(Milestones of Learning)*
- Comprehension of text: Students annotate text, discuss text, etc.
- Students find how the text is similar: syntax, author's purpose, information presented, etc.
- Students find how the texts differ: syntax, author's purpose, information presented, etc.
- Showcase their understanding through an activity: individual or group.

Showcase of Student Learning *(End Product)*
- Paper: Venn Diagram, Annotated texts, Oral Presentation, Socratic Seminar, Written response (prompt), Mind Map, etc.
- Digital: Asynchronous discussion board, Video response, Digital written response (prompt via Google Docs), Presentation, Canva, etc.
- Other: Design a structure, write your own law, write a persuasive letter to your school board, local library, local business, etc.

MATH LESSON PLANS

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

What relevant background knowledge do they need? Are resources being provided digitally or printed off? What is their purpose for reading (what are they looking for?) What skills need to be modeled for students? Are you working collaboratively or independently? Is this a component of a larger lesson or a lesson on its own?

Hybrid Learning Environment Considerations

In-class:
Provide background knowledge and resources. What skills do students need in order to be successful independently? What are the reading objectives?

Digital:
Students annotate texts and produce final product independently. Consider how you want them to demonstrate their mastery of learning (ex: discussion, Venn diagram, mini presentation, etc.)

Remote Learning Environment Considerations

Instruction:
- How will students learn key background knowledge?
- How will students obtain reading materials?
- What are the reading objectives?

Practice:
- How will students share their practice (Zoom or Google Hangout meetings? Pictures of document? Answering key questions? Digital annotations? Video summary?)

Demonstration of Mastery:
- How will they show what they've learned (ex: visual using Canva, film a discussion via FlipGrid, create an iMovie trailer, respond to a written prompt via learning platform, or participate in a discussion on Zoom or on an online discussion board)?

(2-3) Resources:

Materials:
Highlighters, pens/pencil, copies of at least two text (paper) on a singular topic.

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Instructional Example:
Research Project

Competencies Addressed:
ELA.MS 2.2, 2.3, 2.4, 2.5,2.6, 2.7,2.8; ELA.MS 3 (all), ELA.MS. 5 (all); HGSS.MS 4.6, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6,

Elements of High Quality Instruction
- Quality sources/credible source
- Research writing: Note taking and organization
- MLA formatting
- Work Cited page

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
Students can research any topic, time period, person, etc.

Who might be your collaboration partners?
- Science
- HGSS
- Computers
- SPED
- EL
- Engineering
- Art

Workflow *(Milestones of Learning)*

Writing process:
1. Brainstorm creation
2. Evaluation of sources
3. Completed research (concept flow chart or notes)
4. Outline/section creations
5. First draft
6. Peer editing
7. Revise
8. Finalize and submit

Showcase of Student Learning *(End Product)*

Digital:
- Google Slides
- PPT
- Prezi
- Zoom
- Google Tour
- Website, etc.)

By hand:
- Brochure
- Tri-Fold
- Comic
- Physical model/representation)

Video Creation:
Using Various platforms

- iMovie
- FlipGrid
- YouTube, etc.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations

- Access to sources (teacher or student selected)
- Type of sources (text, video, teacher)
- Modeling research process (evaluating resources, note taking, outlining, drafting, revising, etc.)
- Student access to computers and printers (if needed)
- Flexibility with interruptions and technology issues
- Sharing checked out resources with fellow students
- Time for final presentations

Hybrid Learning Environment Considerations

In-class:
- Provide access to resources (text, technology, etc.)
- Collaboration (peers, support staff), and guidance (feedback, guiding questions, deadlines, etc.) they cannot get from home.

Home/Digital:
- Students should complete research, outline, and revision outside the classroom.
- Invite parents to online final presentations. Parents can also help with the editing process (with guidance).

Remote Learning Environment Considerations

Instructional Consideration:
- How will key content get to students? One way is through mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons). How will students access resources? (gather resources into a singular spot by using a platform such as Symbaloo)

Writing Process:
- Handouts/resources are digital (such as Google Docs). Provide clear check-ins/deadlines.
- Provide guidance for parental editing and project suggestions
- Invite parents to online final presentations.

MATH LESSON PLANS

Instructional Example:
Break-out/Escape Room

Competencies Addressed:
ELA.MS 2.1, ELA.MS 4.1, ELA.MS .2, ELA.MS 4.3,
ELA.MS 4.5, ELA.MS 5.1, ELA.MS 5.2, SECD.MS 1,
SECD.MS 2, SECD. MS 3, SECD.MS 4, SECD.MS 6

Elements of High Quality Instruction
• Critical thinking
• Problem-solving
• Opportunity to practice skills and information
• Collaboration

Students work in small groups to solve a series of puzzles, based on content area, to "escape" from class or other goal/solution to be reached

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
• Active Listening
• Effective Communication
• Apply Empathy and Understanding to others perspectives
• Recognize strengths/weaknesses of self
• Effective Time Management
• Active Listening and respectful communication skills
• Self-confidence in personal opinions and research

Elements of Collaboration
Any/All content information and classwork may be utilized to create the goal or puzzles to be solved.

Who might be your collaboration partners?
Any

Workflow *(Milestones of Learning)*
Pre-planning is key to success and can be modified to encourage students to create puzzles to be solved by peers.

1. Determine scope of information to be presented/reviewed (this may include content, notes, general knowledge, short articles, passages, for example) and goal of students

2. Determine groups of students and review expectations of working together

3. Students work in groups to complete provided puzzle and obtain a "key" to move onto the next puzzle (the number of puzzles may vary)

4. Provide assistance for groups that may need additional information to solve a puzzle

5. Students should reflect on contributions from self and others in group

Showcase of Student Learning *(End Product)*
Students engage in learning and/or reviewing information to come to the end of the puzzles, "escaping" the class or obtaining the goal

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Student groups can be provided puzzles to be solved in envelopes or (if available) electronically (utilizing QR codes/phones/Google Classroom).

Reference materials (such as notes or other sources of information) should be available for groups to access

Paper/pencil tasks should include multiple copies to provide opportunity for all students to have an opportunity to contribute to the solution of the puzzles.

Puzzles may have a variety of types:
• Series of true/false statements
• Identify missing information
• Cryptography
• Put items in order
• Multiple choice
• Cloze Passages
• Diagrams
• Maps
• Physical items in room/school to be located

Incorporate a variety of "keys" that may be physical or virtual

Hybrid Learning Environment Considerations

Are students permitted to work in small groups in a physical setting? Do all students have the necessary support and resources to be successful if working more independently?

Puzzles may have a variety of types:

- Series of true/false statements
- Identify missing information
- Cryptography
- Put items in order
- Multiple choice
- Cloze Passages
- Diagrams
- Maps
- Physical items in room/school to be located

In class:
- Provide opportunities for peer collaboration and gathering of physical resources
- Provide instructions and a physical copy of puzzles to be solved

Home/Digital:
- Allow students to work independently on a small number of puzzles and share information online or when in classroom
- Record goal and instructions for students to access

Remote Learning Environment Considerations

Information needed to be used must be available to every student.

The puzzles and keys can all be accessed online (Google Classroom)

Puzzles may have a variety of types:

- Series of true/false statements
- Identify missing information
- Cryptography
- Put items in order
- Multiple choice
- Cloze Passages
- Diagrams
- Maps

Instructions/Goals/Troubleshooting may be completed during live video conferencing.

Students work independently (or set up in groups) to solve puzzles but need to have access to teacher if questions arise.

COUNSELING LESSON PLANS

Instructional Example:

Memorial Plaque/Wanted Poster

Competencies Addressed:
HGSS.MS 1, HGSS.MS 3, ELA.MS 2, ELA.MS 4, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6,

Elements of High Quality Instruction
- Quality sources/credible source
- Note taking and organization
- Developing and defending an argument

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate use of media/technology.
- Effective time management.
- Positive classroom behavior.
- Recognize strengths/weaknesses in self.
- Effective communication.
- Demonstrate empathy in a variety of settings and situations.
- Respect and empathy for others.
- Active listening and respectful communication skills.
- Self-confidence in personal opinions and research.

Elements of Collaboration
- **ELA:** Research and writing process
- **CTE:** Creating digital products

Who might be your collaboration partners?
- CTE (for digital products)
- Media Center
- ELA
- SPED
- EL

Workflow *(Milestones of Learning)*
1. Instruction/research about event/person in history.
2. Students determine their point of view (effective/positive or ineffective/negative).
3. Determine appropriate pieces of evidence to support point of view.
4. Plan layout of final product (text and visuals).
5. Edit and revise as needed.
6. Finalize and submit.

Showcase of Student Learning *(End Product)*

Digital:
- Pages/Canva, etc.

By hand:
- Piece of paper
- Physical plaque
- Poster board

Accommodation/Modification Considerations *(per KSDE guidance)*

Speech-to-text:
- Google Docs

Text reader:
- Applications to read text/articles to students
- Reduced work:
- Focus on less sources or pre-selected sources by instructor
- Extended time
- Sources in native language
- Translation applications and software

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations
- Access to sources (teacher or student selected)
- Type of sources (text, video, teacher)
- Student access to computers and printers (if needed)
- Flexibility with interruptions and technology issues
- Sharing checked out resources with fellow students
- Time for final presentations

Hybrid Learning Environment Considerations

In-class:
- Teach note taking skills, determine understanding of materials, check-ins to assess progress, instruct how to organize research/notes and create a rough plan.

Home/Digital:
- Students should complete research/notes, rough plan, and revisions outside the classroom.
- Invite parents to final presentations (through online platform). Parents can also help with the editing process (with guidance).

Remote Learning Environment Considerations

Instructional Consideration:
- Mini-lessons (pre-recorded videos or Zoom/Google Hangout lessons)

Student Practice:
- Handouts/resources are digital (such as Google Docs, video links)
- Provide guidance for parental editing and project suggestions
- Invite parents to online final presentations
- Have frequent student check-ins for progress. This can be done through office hours and/or submission of work completed.

COUNSELING LESSON PLANS

COUNSELING LESSON PLANS

Instructional Example:
Group Work

Competencies Addressed:
ELA.MS. 1 ELA.MS.2 ELA.MS.3 ELA.MS.4 ELA.MS.5, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Establish and Model expectations for collaboration
- Students participate in collaborative work with peers
- Students access complex texts, websites, scholarly articles, primary sources
- Students have clear tasks
- Students have access to progression towards mastery rubric

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
- ELA and HGSS: Write advertisements for products developed in a time period, "sell it" using persuasive techniques, e.g. The cotton Gin, Industrial Revolution
- ELA and Science: Analyze and synthesize experimental data into a news article, or other type of student report

Who might be your collaboration partners?
- HGSS
- Special Education Team
- Science
- Special Education Team
- Community Members, e.g. museum curator, local lab employee, newspaper editor or Advertising agency for real examples.

Workflow *(Milestones of Learning)*
- Establish groups, provide guiding questions, rubric, and timeline/task checklist.
- Discuss the purpose of open-ended, text-dependent questions in relation to topic.
- Analyze data/information and brainstorm ways to report.
- Students prove statements with supporting data.
- Apply knowledge gained from research and/or experiment to develop proof of learning product.

Showcase of Student Learning *(End Product)*
- Choice Boards, presentations, written summary, poster, speech, TV Commercial, model of item e.g. sewing machine made from cardboard

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
Media Center Access, Collaboration with Educational Peers, Student access to computers, Flexibility with interruptions and technology issues, sharing checked out resources with fellow students, time for final presentations. Provide voice and choice in product options.

Hybrid Learning Environment Considerations
In-class:
- Teach research skills, check-ins to assess progress, instruct how to structure research and create work cited pages.

Home/Digital:
- Students should complete research, designs, and projects outside the classroom.
- Invite parents to online final presentations. Parents can also help with the editing process (with guidance).

Remote Learning Environment Considerations

- Groups meet remotely, or revert to individual project if impossible
- Provide guidance for parental editing and project suggestions
- Invite parents to online final presentations
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.

COUNSELING LESSON PLANS

COUNSELING LESSON PLANS

Instructional Example:

Metaphor Visual

Competencies Addressed:
ELA.MS 2, ELA. MS 3, ELA.MS 4, ELA.MS 5, HGSS.
MS 1,HGSS.MS 2,HGSS.MS 3, HGSS. MS 4, HGSS.
MS 5, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.
MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Technology Integration
- Research and analysis skills
- Writing for a global audience
- Student Choice and Voice
- Creativity
- Celebration of student learning and success

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
- ELA (instruction on metaphors)
- Technology personnel
- ELA Teachers
- SPED Teachers
- ESOL Teachers

Workflow *(Milestones of Learning)*
1. Learning over a specific time period or event in History.
2. Background with what a metaphor is
3. Assign project
4. Develop a digital or physical visual to present to the class.

Showcase of Student Learning *(End Product)*
- Digital visual with rationales via Prezi, Google Slides, Power Point
- Poster visual with rationale
- Video explaining the metaphor

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
On-site considerations would include class time used for direct instruction (lecture), creation of the final products that show mastery digital or paper based. Could also include time for peer critique and feedback.

Hybrid Learning Environment Considerations
Hybrid considerations would include both class time and videos used for direct instruction (lecture),creation of the final products that show mastery could be digital or paper based. Peer critique and feedback could be given via shared documents via google drive.

Remote Learning Environment Considerations
Remote considerations would include video lectures, creation of the final products that show mastery must be completely digital. Peer critique and feedback could be given via shared documents via google drive.

Instructional Example:

Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood

Competencies Addressed:
PE.MS4.3, PE.MS4.5, PE.MS5.1, PE.MS5.2, PE.MS6.1, PE.MS6.2, PE.MS6.3, PE.MS6.4, PE.MS6.5, PE.MS6.6, PE.MS6.7, SECD.MS 2, SECD.MS 6

Elements of High Quality Instruction
- Establish Goals
- Share quality examples of good literature
- Support Students with chord progressions
- Support Student Struggle
- Allow for student voice and choice
- Active student engagement and collaboration

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- SECD.MS2.: Achievement of goals, Self Regulation, Resilience, Identifying sources of help
- SECD.MS6: Interpersonal skills

Elements of Collaboration

Who might be your collaboration partners?
The use of writing for reflections

Create a media advertisement for physical activity

ELA teachers

Media Arts Professional

Workflow *(Milestones of Learning)*
- Find information of benefits of physical activity
- Brainstorm different PA ideas
- Create discussion questions and/or topics
- Final Product

Showcase of Student Learning *(End Product)*
- Students can share the created product.
- Students can record the final product to share with the teacher/class.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
- Teach students how to use technology to prepare for hybrid or remote learning.
- Have clear due dates for milestones of learning to be completed.
- Show students how to utilize online resources while learning on-site so they will be prepared if switching to Hybrid or Remote learning occurs.
- Include families in the expectations for classes.

Hybrid Learning Environment Considerations
- Have clear due dates for milestones of learning to be completed.
- Provide opportunities for students to communicate with the teacher and other class members using a variety of online meeting sites.
- Include families/caretakers in the process.

Remote Learning Environment Considerations
- Have scheduled times with individuals to give timely feedback using a variety of online meeting sites.
- Provide extra time and support for students.
- Include families/caretakers in the process.

COUNSELING LESSON PLANS

COUNSELING LESSON PLANS

Instructional Example:
Playlist for Character Traits

Competencies Addressed:
ELA.MS 2, ELA. MS 3, ELA.MS 4, ELA.MS 5, HGSS. MS 3, HGSS. MS 4, HGSS.MS 5, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Technology Integration
- Research and analysis skills
- Writing for a global audience
- Student Choice and Voice
- Creativity
- Celebration of student learning and success

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Appropriate Use of Media/Technology
- Effective Time Management
- Positive Classroom Behavior
- Recognize strengths/weaknesses in self
- Effective Communication
- Demonstrate empathy in a variety of settings and situations
- Respect and Empathy for others
- Active Listening and respectful communication skills

Elements of Collaboration
- **ELA:** Teaching Characterization and analysis
- **Music/Band:** Help with songs

Who might be your collaboration partners?
- Music/Band instructors
- Technology personnel
- ELA Teachers
- History teachers
- SPED Teachers

- ESOL Teachers

Workflow *(Milestones of Learning)*
1. Teach a lesson on characterization and what that looks like in literature and real life, and a lesson on analysis.
2. Have students choose 3-5 characters from the event in History or 3-5 characters from the piece of literature.
3. Students pick 3-5 songs that match that character's progression through the novel or the event in History.
4. Students then create an analysis on why the song matches that given character trait at the given time in history/ literature.

Showcase of Student Learning *(End Product)*
- Digital playlist with rationales via Prezi, Google Slides, Power Point
- Typed copy of playlist with rationales

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment Considerations
On-site considerations would include class time used for direct instruction (lecture), creation of the final products that show mastery. Could also include time for peer critique and feedback.

Hybrid Learning Environment Considerations
Hybrid considerations would include both class time and videos used for direct instruction (lecture),creation of the final products that show mastery. Peer critique and feedback could be given via shared documents via google drive.

Remote Learning Environment Considerations
Remote considerations would include video lectures, creation of the final products that show mastery. Peer critique and feedback could be given via shared documents via google drive.

Instructional Example:
Create a Meal Plan

Create a meal plan (day, week, month) including a menu, pricing, caloric values, marketing strategy (complete with promotional material: posters, jingles, commercials, etc.) and budget. Investigate the difference between a personal (family) meal plan and a restaurant (business)

Competencies Addressed:
FCS.MS 1.1, FCS.MS 1.2, FCS.MS 1.3, FCS.MS 2.1, BC.MS 3.1, BC.MS 3.2, BC.MS 2.1, IT.MS 1.1, IT.MS 1.2, MUS.MS 1.1, MUS.MS 1.5, MATH.MS 1.1 PE.MS ??, VA.MS ??, SECD.MS 1, SECD.MS 2, SECD.MS 3, SECD.MS 4, SECD.MS 5, SECD.MS 6

Elements of High Quality Instruction
- Thorough research and exploration of topics
- Quality sources/credible source
- Note taking and organization
- Collaboration
- Use of Technology

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Good Character Expectations
- Understand Behavioral Choices Impact Success
- Conflict Management Skills
- Identify the Role/Needs of Self/Others when Managing and Solving Conflict
- Active Listening and Respectful Communication Skills
- Appropriate Use of Media/Technology
- Relationships with Others
- Respect and Empathy for Others
- Identify Range of Emotions

Elements of Collaboration
- CTE and Math: Analyze costs of products versus menu price, percent markup, inventory, expenses
- CTE and Physical Education: Explore the caloric values of food and determine the health aspects of different foods, set up a exercise routine to burn the calories consumed for different meals
- CTE and Music: Create a jingle/music/theme for the restaurant. Create musical themes and ideas that grab attention of the consumers. Incorporate band and orchestra in addition to vocal
- CTE and Visual and Media Art: Create a menu and marking strategy: designs, posters, commercials, coupons, flyers to help market and sell the products and business

Who might be your collaboration partners?
- Community Partnerships:
- Local grocery stores, restaurants, marketing agencies, Local Chamber of Commerce
- In School:
  ◦ Tech Instructors (videos or presentations)
  ◦ Media Center
  ◦ Content area teachers
  ◦ SPED
  ◦ Music
  ◦ Art

Workflow *(Milestones of Learning)*
- Research modes of prices of items: begin with a family food plan and evolve on a larger scale
- Brainstorm/research foods and nutritious value

- Look specifically at local examples
- Sketch an outline/blueprints to a menu with items and prices
- Determine a marketing strategy: incorporate arts, music, media and a target group to sell the product to
- Analyze profit

Showcase of Student Learning *(End Product)*
- Meal preparation night: cook for a class, community, fundraiser
- Create a picture board, virtual story for social media, or commercial for advertisement: post on social media
- Showcase night, BOE presentation,

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptionalities some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Towards Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression towards mastery with the levels of learning (1, 2, 3, 4)

ART LESSON PLANS

Learning Environment Considerations

On-Site Learning Environment Considerations

- Utilize the library, media centers, and webquests.
- Interview (phone/face to face/email/zoom/ etc.) business owners: (fast food, grocery store, sit down diner) present over the interviews.
- Create menus, shopping lists, and prepare food.
- Create a business model, a health guide, and commercials.
- Collaborate with Art, Music, and PE to be comprehensive in a marketing strategy, health plan and promotional goal

Hybrid Learning Environment Considerations

On-Site:

- Ensure students have resources and/or software to use remotely.
- Allow for individual and small group collaboration.: Menu creation, pricing, shopping lists
- Provide lesson and content support to the group in order to reach content standards.
- Provide individual lessons and content support for each student to reach content standards.

Remote:

- Provide support to students via Zoom or email as they independently work on projects.
- Provide students time to facilitate with each other via apps, zoom, or other online components.

- Provide extra time and support for students who need it.
- Provide opportunities for students to Zoom, in classes, with other stakeholders or project contributors.
- Guest speakers via zoom
- Online research of items, phone calls to local businesses

Remote Learning Environment Considerations

Instructional Consideration:

- Mini-lessons (pre-recorded videos or Digital/online/virtual Meeting lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Invite parents/stakeholders to online final presentations
- Have weekly students check in for progress. This can be done through office hours and/or submission of homework.
- Guest speakers via zoom