

What are the Curriculum Plans for Remote Learning?

([Teacher Resource Page](#) - Instructional Resources can be found here by subject)

Grades 5 & 6			Grades 7 & 8		
Content	Expectations		Content	Expectations	
Reading	5th	Units of Study - Poetry (2 weeks); Informational Text (2 weeks); Reading Fiction (3 weeks) (<i>At least 30 minutes daily</i>)	Independent Reading	7th & 8th - Read books, watch books read aloud, listen to a book At least 20 minutes daily (could be about science, social studies, etc)	
	6th	Units of Study - Poetry (2 weeks); Informational Reading (2 weeks); Reading Narratives (3 weeks)			
Writing	5th	Units of Study - Poetry (2 weeks); Informational Writing (3 weeks); Fictional Narratives (3 weeks) (<i>20-30 minutes daily</i>)	ELA	7th	Units of Study - Poetry (2 weeks), Memoir (3 weeks), Fiction & Narratives (3 weeks) (<i>45 minutes daily</i>)
	6th	Unit of Study - Poetry (2 weeks); Informational Writing (3 weeks); Writing Narratives (3 weeks) (<i>20-30 minutes daily</i>)		8th	Units of Study - Poetry (2 weeks), Memoir (3 weeks), Fiction & Narratives (3 weeks) (<i>45 minutes daily</i>)
Math	5th	Unit of Study - (<i>45 minutes daily</i>) *Being Updated based on new DESE guidance	Math	7th	Unit of Study - (<i>45 minutes daily</i>) *Being Updated based on new DESE guidance
	6th	Unit of Study - (<i>45 minutes daily</i>) *Being Updated based on new DESE guidance		8th	Unit of Study - (<i>45 minutes daily</i>) *Being Updated based on new DESE guidance
Science	5th	Unit of Study - Ecosystems (<i>25 minutes daily</i>)	Science	7th	Unit of Study - Populations & Ecosystems (<i>45 minutes daily</i>)
	6th	Units of Study - Waves & Earth History (<i>25 minutes daily</i>)		8th	Unit of Study - Planetary Science (supported by Gravity and Kinetic Energy) (<i>45 minutes daily</i>)
Social Studies	5th	Unit of Study - The American Revolution a Growing Nation (<i>25 minutes daily</i>)	Social Studies	7th	Unit of Study - Ancient Greece & Ancient Rome (<i>45 minutes daily</i>)
	6th	Unit of Study - Asia & Australia (<i>25 minutes daily</i>)		8th	FALL GC SCHOOLS - Unit of Study - Constitution, Bill of Rights, Intro to Supreme Court Cases (<i>45 minutes daily</i>) SPRING GC SCHOOLS - Unit of Study - Important Amendments and Supreme Court Cases **Pause GC (<i>45 minutes daily</i>)
Allied Arts	5th & 6th - 30 minutes daily (could be multiple assignments or a larger project broken out over days)		Allied Arts	7th & 8th - 30 minutes daily - (could be multiple assignments or a larger project broken out over days)	

How do We Record Students' Work During Remote Learning?

- For the 19-20 school year, we are working collaboratively to create an equitable framework that thoughtfully accounts for the differences in student experiences and access to resources during remote learning. The following framework applies to students who are **able to access remote learning**. Remote learning is not intended to replicate the traditional school day. Therefore, grading during this closure is not intended to replicate that of the traditional school day.
- As recommended in DESE's remote learning guidance, students will earn credit or no credit for their remote learning. Teachers can use the following rubric to issue a rating weekly, then at the end of the term, can **look holistically at the student, considering all the information available to make a determination**. To ensure equitable experiences for students, when students are not able to access learning, school based teams will use guiding principles to make decisions about students, as described in the following pages.

	Earning Credit		Incomplete
	Full	Partial	Limited
Evidence of Learning through Assignments	<p>Student completed all or most of the work with attention paid to meeting criteria and following directions.</p> <ul style="list-style-type: none"> All assignments show that the student attempts to meet the expectations/directions (<i>Ex. A student includes all of the evidence required in their writing</i>). 	<p>Student completed some of the work thoughtfully.</p> <ul style="list-style-type: none"> Most assignments show that the student attempts to meet the expectations described in the assignment (<i>Ex. If an assignment asked for students to show their work in math work the student did</i>). 	<p>Student completed a few assignments.</p>
Evidence of Engagement	<p>Student uses one or more of the following to effectively develop their skills and complete assignments:</p> <ul style="list-style-type: none"> Attend class meetings (Zoom, GoogleMeet, etc) Ask specific questions via email, google classroom, dojo, etc to ask - (<i>Ex. I'm not sure how to answer question 4, could you explain it in a new way for me?</i>). Use teacher resources to find answers to questions (<i>Ex. teacher videos, directions, etc</i>). Apply feedback from teachers to significantly improve the quality of their work. 	<p>Student uses one more of the following to complete assignments:</p> <ul style="list-style-type: none"> Attend class meetings (Zoom or GoogleMeet) Ask general questions via email & google classroom (<i>ex. What do I do for this assignment?</i>). Use teacher resources to find answers to questions when prompted by the teacher. (<i>Ex. Student watches video after teacher resends</i>). Attempt to apply feedback from their teacher to improve their work. 	<p>Students engage periodically by submitting assignments and/or reaching out/responding to outreach from the teacher, school, or district.</p>

How do We Address Grading & Reporting with an Equity Lens?

Educators across Lowell are working diligently, to reach out to and support families in a variety of ways. As we move through this time together, we will use our collective wisdom and commitment to support students to guide our decision making. The teams working in schools will work in partnership with relevant stakeholders to make determinations for students. If a student does not complete any assigned work during closure despite emotional readiness, access to the technology and appropriate support for the work, they may receive a “no credit” designation. A school’s determination of “no credit” will not be made without ample evidence that the school afforded the student considerable flexibility with respect to whether the student had equitable access to learning opportunities during this closure, taking into account technology, health, disability, and language challenges that may have adversely impacted academic performance.

Creating Final Report Cards

Assessing Learning

- Students will receive a final numerical grade based on the average of Quarters 1 and 2.
- Quarter 3 and Quarter 4 will represent work assigned during remote learning. Teachers will work with their teams to rate the evidence of engagement and learning collected during remote learning. If a student is rated in the “limited category,” school teams will use their knowledge of the situation and partnership with stakeholders to determine whether the student will earn credit or receive no credit.

Making Determinations about Promotion for 19-20

- In their updated guidance, our Department of Elementary and Secondary Education continues to recommend that “With the extension of remote learning through the end of the school year, we want to expand on this recommendation to encourage districts and schools to promote students to the next grade level, an action supported by research.”
- All decisions about student promotion should be based on students’ experiences and school-based conversations prior to the school closure on March 13th, in partnership with relevant stakeholders.

Considering the Needs of Our Community

Given that the needs of students and families will be changing overtime, school teams will work in partnership with families to provide support and reasonable goals.

- Example - Students who do not have access to technology, and are completing packets:
 - Families and students can demonstrate that they are having students complete remote learning packet in the following ways:
 - Taking a photo of the packet, sending a message to the school, or another method agreed upon between the families and the school.
- Example - Students whose families reach out with concern about ability to engage in remote learning.
 - When a student or family member reaches out with a concern about being able to access remote learning, a school-based team including administrators and other relevant stakeholders should create a goal and modified plan.
 - Ex - If a family has several children, with one or two devices to access online learning, a team could set a goal for which/how many assignments a student should complete and in what ways.