



Warren Consolidated Schools

Continuity of Learning and COVID-19 Response Plan (“Plan”)

April – June 2020



Warren Consolidated Schools

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MISSION

In partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

VISION

We're creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

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Continuity of Learning and COVID-19 Response Plan (“Plan”)

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline



Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections.

Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.



Assurances

Date Submitted: **April 20, 2020**

Name of District: **Warren Consolidated Schools**

Address of District: **31300 Anita Drive, Warren, MI 48093**

District Code Number: **50230**

Email Address of the District: livernois@wcskids.net

Name of Intermediate School District: **Macomb Intermediate School District**

Name of Authorizing Body (if applicable): **N/A**

This Assurance document needs to be returned to your Intermediate School District or, for Public

School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with



alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: **April 20, 2020**

Name of District: **Warren Consolidated Schools**

Address of District: **31300 Anita Drive, Warren, MI 48093**

District Code Number: **50230**

Email Address of the District Superintendent: livernois@wskids.net

Name of Intermediate School District: **Macomb Intermediate School District**

Name of Authorizing Body (if applicable): **N/A**



Alternative Modes of Instruction

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

Our district recognizes that a variety of alternative modes of instruction, other than in person delivery, needs to be provided to meet the diverse needs of our students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, Macomb Community College, use of vendors, use of online learning, telephone communications, email, virtual instruction, learning management systems, videos, slideshows, project-based learning, use of printed instructional “grab and go” packets, or a combination to meet diverse student needs. Examples of the various vendors our district works with to provide instructional materials can be found, by grade level, at:

<http://www.wcskids.net/Departments/Curriculum/LearningAtHome/index.html>.

The alternative modes of instruction will be clearly communicated by the district in our “Parents Guide to At-Home Learning” and available to students and parents so they can select the option(s) that best meets the students’ needs and their individual situation at home. Please see Appendix A.

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. To gauge access in our community, the district sent out a survey on April 7. A copy of the survey and the results can be found in Appendix B.



For those students who have internet access and indicated they prefer online learning, teachers will support them using a variety of platforms such as WebEx (video conferencing software), Bloomz, Class Dojo, Remind (all three are communication platforms regularly used in our schools with teachers and parents), and Schoology (a learning management system that allows teachers to create content/resources, and connect with students). To support implementation of Schoology, which is the only tool that may be new to some families in our district, our team provided teacher training, as well as parent support documents, a sample of which can be found in Appendix C. It is expected that the teacher will provide the initial support necessary for students to engage online given the technology used is based on teacher preference. Students without internet access will have access to instructional materials through a weekly instructional packet. If a family does not have access to basic supplies such as paper, pencils, or crayons, the district will provide them. All students will have access to grade-level/course materials to complete work assigned by our teachers. To ensure access, schools are closely monitoring student contacts and participation. An example, with student names removed is found below:

Staff Student Communication Log [Read-Only] - Excel							
Page Layout	Formulas	Data	Review	View	Tell me what you want to do...		
Font		Alignment		Number		Styles	
Conditional Formatting		Table		Normal		Bad	
Neutral		Calculation		Check C			
ame	Packet Requested	Saw through Electronic Communication	Completed Work	Responded by Phone or Email	Date Contact Attempted but not returned	Date Contact Attempted but not returned	Contacted by member of Title Team/Spec Ed Team (put teacher initials)
		X	X	X			
		X	X	X			
n	X	X	X	X			
	X			X			
	X	X		X			
y	X	X	X	X			
	X	X	X	X			
		X		X			
n		X	X	X			
l		X	X	X			
	X			X	4/15/20 *comments on website but doesn't respond to replies		
		X	X	X			
		X	X	X			
a		X	X	X			
	X		X	X			
	X			X			
	X	X	X	X			
	X	X		X			
i	X	X		X			
	X	X	X	X			
		X	X	X			
a	X	X	X	X			



As important as our modes of instruction are the standards our curricular materials are based on. Staff from the Office of Curriculum and Instruction collaborated on Essential Standards documents for core subject areas. The essential standards were selected based on the district pacing guides for each course with additional considerations using vertical alignment to future courses. Our team also used the “Readiness, Endurance, Assessed, and Leveraged (REAL) criteria” researched and developed by Solution Tree, Surveys of Enacted Curriculum documents of most commonly-assessed skills developed by the Council of Chief State School Officers, and coherence maps by Achieve the Core. Our essential standards documents, as well as the research they are based on can be found in Appendix D.

Also, important to note is the distinction between class assignments and instructional delivery/teachers connecting with students online. Many students who lack internet access or a device for schoolwork have access to a smart phone. Schoology, WebEx, Zoom, and YouTube, where teachers post content for students to view or interact with students, are all accessible via a smart phone.

Pupil Centered Educational Activities

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

A central tenet to our District Improvement Plan for the past several years has been our “Student Support Network.” Our vision of focusing on the whole child, ensuring students feel safe, supported, and connected to our schools has been a central focus for our entire district. In this time of pandemic, our top priority is connection and maintaining relationships with students and families. Currently, the emotional needs of people are enormous, and educators have a key role in supporting children through these times. We will never completely replicate the academic setting our schools provide – that is a key reason brick and mortar schools are still better than cyberschools. Key work for our staff during this period will be maintaining positive relationships. We are focused on making sure we do not lose the most important component for student success – positive mindset/positive relationship with their school.

On a practical level, teachers will track student participation in our At-Home learning work. Principals will collect this information from teachers and work with support staff (Counselors, Family Resource Assistants, and Social Workers) to reach out to families who may not be participating to find out if there are any access issues and what the school can do to reach every student. Every other week, a representative from Central Office will talk with principals about participation to troubleshoot issues and offer district level supports where necessary.



Content Delivery

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

As a district using a mixed method strategy for our Continuity of Learning Plan, we will use varied approaches to best meet the needs of our diverse populations. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be mailed to the student. For those students with technology, content will be delivered through an online platform.

Beginning the week of April 14, our teachers will contact their students, at minimum one time per week, to check in and offer some academic activities. This weekly contact will continue through the end of the school year in June. "Contact" is meant as a broad term. It could be hosting a meeting on Webex or Zoom, interacting through Schoology, Remind, Bloomz, or ClassDoJo, or simply sending something via the US Mail. During that "contact," teachers will provide 5 days of academic activities for their students. After reviewing the plans of various states such as Kansas, Illinois, and Ohio, what our Governor and Department of Education has stated, in talking with colleagues from around the state, and having had the opportunity to consult with some educational leaders from Washington State, our guideline for instructional activities is:

- a. For Pre-K students – activities that will take 30 minutes per day
- b. For Grades K-1 – activities that should take 45 minutes per day
- c. For Grades 2-3 – activities that should take 60 minutes per day
- d. For Grades 4-5 – activities that should take 90 minutes per day
- e. For Grades 6-12 – activities that should take 30 minutes per day, per teacher.

In addition, to ensure we support students with disabilities and remain in compliance with IEPs, a student's service providers will also be in contact based on IEPs. This contact will be focused on IEP goals and will be documented.

Learning Management and Monitoring

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.



In keeping with our core value of high expectations, we will not penalize students for not participating, but we will keep track of which students we have made contact with and will expect all students to be involved. Individual buildings have developed strategies to monitor student participation with the expectation of reaching out to students who are not online or are not responding to the paper packets we are mailing home. While our community survey did help, monitoring which students are participating will give us much better information on how to best provide equity.

Teachers are using rosters to keep track of who they have contact with. These rosters feed into a spreadsheet, kept at the building level to analyze trends of students who are and are not participating to further refine our offerings to families. An example of a shared spreadsheet from one of our high schools (without student names) is below:

Student Contacts - Saved								
Data Review View Help Open in Desktop App Tell me what you want to do Editing								
B [Grid] [Color] [Text] [List] [Merge] [Currency] [Percentage] [Grid] [Print]								
	D	E	F	G	H	I	J	K
Contact								
Swanteck- sent email to WIN Class	Enck - Posted an Update with introductory information and a copy of Livernois' letter in all classes on Schoology.	Swanteck (4/10-4/14) sent messages through schoology to introduce assignments and started discussion posts to catch up	Swanteck 4/16 David responded to discussion post and I responded back to him.	Swanteck Week of 4/20: Sent message to Spanish 1 (through schoology) to update students about new	Swanteck Week of 4/20: Sent message to English 10 Students detailing what had been added to schoology and what work students should			
Dave - introductory email to all English 12 students using district accounts	Dave - Posted Livernois letter on Schoology; attached & sent letter to district email							
Dave - introductory email to all Amer Govt students using district accounts	Dave - Posted Livernois letter on Schoology; attached & sent letter to district email	Rob Otto called Zoom meeting for all WF students. 12 responded...Dave & Mansour	Mansour texted Mena to let her know that she needs to work on her missing assignments for	Demaris sent her work.				
Mansour- communicated with him through text.								
Dave - introductory email to all Amer Govt students using district accounts	Dave - Posted Livernois letter on Schoology; attached & sent letter to district email accounts	Haffey- sent email to WIN class	Enck - Posted an Update with introductory information and a copy of Livernois' letter in all classes on	Swanteck (4/10-4/14) sent messages through schoology to introduce assignments and	Swanteck 4/15 Ali responded to the discussion post and I responded back to him.	Swanteck Week of 4/20: Sent message to English 10 Students detailing what had been added to	Swanteck 4/22 Ali submitted Anticipation Guide Assignment; I gave feedback and asked him to explain his	
Dave - introductory Schoology email to all WIN students	Dave - Posted Livernois letter on Schoology	Glenn 4.13.2020 Sent text to 586.422.7380 Yousif is not currently passing Algebra 2 quarter 3 - I will send assignments to his	Enck - Posted an Update with introductory information and a copy of Livernois' letter in all classes on Schoology.	Glenn 4.13.2020 Sent assignment to student email account to gain credit for quarter 3	Yousif has send a couple emails regarding his third hour grade for which he is failing. CAVALIER	Mansour texted Yousif to offer assistance and support. 4-19-2020		

Since the initial closure of school by the Governor, how students are graded and awarded credit and are promoted to the next grade has led to many questions. After a review of the Governor’s order, recommendations from the Michigan Department of Education, consultation with districts from around Macomb County, and a careful analysis of our Board of Education Policies around grading. A two-page document was developed through a collaborative process involving district administrators, building



administrators, and representatives from our teacher's union, and can be found in Appendix E. This document was shared with families in our district on April 21, 2020.

Budget Outline

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

General

- Increased use of disinfecting supplies including wipes, hand sanitizer and solution for Clorox 360 machines
- Potential for increased medical/benefit related costs
- Potential for increased Unemployment costs (although some may be waived for employer)

Food Distribution

- Increased use and volume of prepackaged shelf stable foods
- Bags and container supplies to distribute food
- Rental of refrigeration units to store increased volume of milk and other perishables
- Transportation costs to deliver food to feeding stations
- Potential for some of the salary costs related to Nutrition Services to be absorbed by the general fund (for those currently not working)

Instruction

- Potential increased technology for Students and Staff
- Increased on-line fees due to increased volume
- Additional copier costs related to provision of hard copy instructional materials
- Mailing costs of delivering materials

Outreach

- Increased cost of postage and supplies for increased number of mailings
- Additional copier costs associated with increased mailings
- Increased Mental Health supports for both Students and Staff

Sources of Revenue

- CARES Act Funding (ie. MDE - Elementary and Secondary School Emergency Relief Fund – April 13, 2020)
- Redeploy existing Grant resources (ie. MDE – Flexibility in Title Funds for Technology – March 27, 2020)
- Additional grant opportunities including United Way and No Kid Hungry
- General Fund – fund balance
- Food Service – fund balance



- **Bond Fund – funds where appropriate (ie. Clorox 360 machines)**
- **General Fund Savings – fuel, certain substitutes, various supplies, utilities, overtime and other areas that will not be realized during the 2020 school year due to the closure**

Plan Development Collaboration

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

In response to the Governor’s directive to establish this plan, district central administration sought input, feedback, and discussion with the Warren Education Association, representing teachers and other certificated professional staff and the Warren Administrator’s Association, representing instructional and non-instructional administrators. Coupled with a correlative review by the district’s Board of Education, this plan represents a truly collaborative effort.

Notification of Pupils and Parents/Guardians

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

In addition to publishing this document on our website after approval from the MISD, WCS published “A Parent’s Guide to Learning at Home” and the “WCS Guide to Grading,” which will provide a helpful overview to students and parents about our Continuity of Learning Plan.

Our district will maintain a steady flow of communication, through letters from our Superintendent, use of our social media platforms, and our website. A link to our Coronavirus Page, where we warehouse all district level information is:

<http://www.wcskids.net/District/CommunityResources/Coronavirus/index.html>

Our schools will work strategically between administrators, support staff, core teachers, and elective teachers to provide consistent communication to their families. A sample schedule, developed by teachers at Harwood Elementary, is below:



Grade Level	Who is meeting?	Purpose	Time and Date(s)
Kindergarten	KDG Team/TK	Check In/Plan	Monday 11 am
	Del Greco/Walters	Fun Friday/Read	Friday 11 am
	<u>Pelshaw</u>	Fun Friday	Friday 11 am
	<u>Tralka</u> Levering		Tuesday 11:00
1 st Grade	1 st Grade Team	Grade Level Check In	Thursday's 11 a.m.
	<u>Trandell's Class</u>	Weekly Check In	Friday's 1:00 pm
	Soriano's Class	Weekly Check In	Wednesday 11:30 a.m.
2 nd Grade	Entire 2 nd Grade with students	Grade Level Check in	Every Friday at 2 PM
	2 nd Grade Team	Planning/Check In with Team	2pm Wednesdays
3 rd Grade	3 rd Grade Team and Students	Read Aloud to Students and outline the week.	Every Monday at 2:30
4 th Grade	Entire 4 th Grade	Snack and a Story	1 PM every Tuesday and Thursday
	4 th Grade Families	Learning at Home	12 PM Every Day
5 th Grade	5 th Grade Team	Planning/Check In with Team	2 PM Wednesdays
	<u>Gaitan's Class</u>	Check In/Read to students	1 PM Fridays
	<u>Cusmano's Class</u>	Check in/Read to Students	2 PM Thursdays

School websites serve as an important hub for families to access specific information. Assignments, as well as times to log in to online class meetings will be found on school sites. An example for second graders from Cromie Elementary School can be found here: <https://cromie2.weebly.com/>.

A significant portion of our families speak languages other than English. As a support for teachers to communicate with all families, our Office of Curriculum and Instruction developed “WCS Remote Learning Guidance – EL Considerations,” a document which can be found in Appendix F.

Plan Implementation Date

- Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

Our plan will begin with a letter to the community from our Superintendent on April 13, 2020. Building principals will follow up with a message on April 14, 2020, as will our teachers.



Post-Secondary and Career Technical Education Assistance

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 250 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

A review of our enrollment indicated that all 69 dual enrollment students and 94 Early College of Macomb students from our district are taking classes through Macomb Community College. These courses are being facilitated via on-line instruction. Counselors and administrators have been in contact with the MISD and Macomb Community College to determine how these students are progressing with their classes and assist in problem solving any issues that have arisen with teachers at the college level. In addition, Early College students continue to participate in college classes online and are receiving ongoing virtual support from the Early College Counselors.

For our students in dual enrollment courses we will continue to work with the providers. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. When needed, the district will ensure the student has the necessary resources.

In addition, the district CTE director has been in regular communication with the MISD, has reviewed materials from the MDE, and has been in regular contact with all of our CTE teachers. While there are still issues around certifications to be resolved, our district works closely with the MISD and will keep our students and parents informed.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the opportunity to complete these courses. When needed, the district will ensure the student has the necessary resources.

Food Distribution Plan

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

Our district will continue to offer food assistance through our Nutrition Service Department, and through our ongoing partnership with Gleaners Food Bank. Meal distribution will occur in a “drive-through” style pickup line.

Weekly distribution schedules are posted to our website. An example for one week is:



WCS Food Distribution Plan, Week of March 16, 2020				
Date	Time	Location	Distributing:	Distributed By:
March 17, 2020	9:30am – 10:30am	Pearl Lean Elementary	Food for 100 families	Gleaners Food Bank
March 18, 2020	11:00am – 1:00pm	Beer Middle School	10 meals (5 breakfast, 5 lunch) per student	Warren Consolidated Schools
March 18, 2020	11:00am – 1:00pm	Carter Middle School	10 meals (5 breakfast, 5 lunch) per student	Warren Consolidated Schools
March 18, 2020	11:00am – 1:00pm	Grissom Middle School	10 meals (5 breakfast, 5 lunch) per student	Warren Consolidated Schools
March 19, 2020	9:00am – 12:00pm	Carter Middle School	Food for 300 families	Gleaners Food Bank
March 20, 2020	8:45am – 9:45am	Beer Middle School	Food for 200 families	Gleaners Food Bank

On average, the WCS Food Service Department distributes 39,000 meals per week on Wednesday. As noted, Gleaners Food Bank distributes meals on a “per family” basis. On average, they estimate each family will receive 30-40 pounds of food (smaller families slightly less, larger families slightly more).

During the week of April 6, to offer a week of relief to members of our staff, our district engaged 3 faith-based community partners, Faith Lutheran Church (Troy), First United Methodist Church (Warren), and Woodside Bible Church (Warren) to distribute food to the community on our behalf. Using food from our Nutrition Service Department and from our Blessings in a Backpack program, these churches distributed roughly 5,000 meals to members of our community.

In distributing meals to so many families at these sites, our police liaison officers from Sterling Heights and Warren, along with our Security and Crisis Management staff have been vital to traffic control and helping minimize traffic in our neighborhoods.

Staff Redeployment and Compensation

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The District continues to pay school employees and has re-assigned/re-deployed all WCS employees to one of the following categories during this time: remote work; reduced-report schedules; or an on-call basis. This has been done in consultation with the appropriate association leadership, across all employee groups and is done in such a



way as to minimize any time spent on-site, as well as strict adherence to measures of prevention while on-site.

Evaluation of Pupil Participation

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

Since the initial closure of school by the Governor, how students are graded and awarded credit, and are promoted to the next grade, has led to many questions. After a review of the Governor’s order, recommendations from the Michigan Department of Education, consultation with districts from around Macomb County, a review of the limited research that exists on grading during this time of pandemic from the Association of Supervision and Curriculum Development (ASCD), and a careful analysis of our Board of Education Policies around grading. A two-page document was developed through a collaborative process involving district administrators, building administrators, and representatives from our teacher’s union, and can be found, along with the research document in Appendix E.

The Governor’s order that students who were “on pace when school was closed” prohibits us from penalizing students for not participating in these activities. While formal grading is not an option at this time, students can expect to receive feedback from their teachers about their progress with their learning. If students send completed work to teachers, they will review it and will offer a response.

Mental Health Supports

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

To maintain connection to existing supports that were in place prior to the closure of school buildings, districts will create a path for families to connect with professional, certified staff who provide support services to families at the school level.

Our district has moved counseling offices online, offering a virtual space for students to get access to information, resources, and to connect with their school counselors. Counselors and School Psychologists are offering “office hours,” as well as opportunities to email and set up appointments to talk with a member of our staff. One example of the virtual counseling space for high school students at Warren Mott can be found by accessing this link: <http://wmhscounseling.weebly.com/contact-us.html>. A middle school example, from Carter Middle School, can be found at this link: <https://cartermcounseling.weebly.com/covid---19-resources.html>. Our School Psychologist page can be found at: <https://wscovidcopingsupport.weebly.com/>.

Our district, through our website, will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for



Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD). An overarching concern that districts should be mindful of is the mental health and well-being of students and make deliberate attempts to support students and families. A resource for families looking for outside support can be found at this link: <http://www.wcskids.net/Departments/Curriculum/LearningAtHome/SpecialEducation/docs/MentalHealthResources.pdf>.

Lastly, as outlined above, our district maintains positive working relationships with community partners. In addition to the church/civic organizations and Gleaners Food Bank mentioned in question number 10, we are proud to work with other partners. The MISD has supported our work through guidance documents, as well as information to Special Education staff and our homeless liaison. CARE of Southeastern Michigan has provided us helpful links to help parents support their children during this time. St. John's/Ascension Hospital operates a clinic from Warren Mott High School, to provide virtual medical and mental health services to students from 10 am to 3 pm Monday through Friday. The medical services available are as follows: (COVID-19 symptoms, follow up visits, medication refills, rash, acne, allergies/ sinusitis/upper respiratory infections, asthma, eye complaints, fever, influenza, pediatric gastroenteritis, headache, insect bites, nose bleeds, ear and skin infections, and health education sessions). The mental health services provided are treatments for anxiety, trauma, grief, behavioral/mental health education, psychoeducation, mindfulness, coping skills, and depression. Families can access the service by calling (586) 558-8765. The Chaldean Community Foundation has supported outreach to families, particularly families in crisis. These partners do not replace our support staff but serve as an important supplement for our families. Our ongoing tracking of student participation at the classroom/building level will better assist us in providing access and support to our families, where we will engage our community partners as appropriate.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follow it.

District/PSA Response:

See Appendix G for a guidance document provided to us by the Macomb Intermediate School District.



Name of District Leader Submitting Application: **Robert D. Livernois, Ph.D., Superintendent**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

Warren Consolidated Schools



A Parent's Guide to Learning at Home

April—June 2020



WCSKIDS.NET

Introduction

In these unprecedented times, brought to us by the Covid-19 pandemic, many businesses and service organizations are working hard to respond to the demands of this crisis. A recent news story highlighted Ford Motor Company's use of fans from their popular F-150s in their production of ventilators to support sick patients. Grocery stores have altered checkout procedures to limit the spread of germs. Churches have transitioned to live streaming services.

Governor Whitmer's decision to close school for three weeks beginning in March was followed by her Executive Order, issued on April 2, which brought an end to in-person instruction for the school year. These decisions, made by the Governor to ensure the safety of children in our state, has required our district to be flexible and respond to the demands of the current crisis, caused by the largest pandemic our area has seen in the last 100 years. While kids cannot come to our buildings, education can, and should continue. Working together, the staff of Warren Consolidated Schools is committed to keeping in contact with you and supporting your child.

We will never completely replicate the academic setting our schools provide. However, we can offer learning opportunities, connections, and support. This parent's guide is meant to offer you information, suggestions, and communication protocols as you partner with our district to continue your child's education.

Please know that we miss all of our WCS students and families, and we look forward to the day when we can open our doors and welcome your children back to school.

This document is the next step in a journey that began in our community on March 12 with the Governor's initial announcement to close schools for 3 weeks. Many questions remain unanswered, such as when students will clean out lockers, summer learning opportunities, commencement, and other important events. While we await the next steps from the state once the stay in place order is lifted, our focus is on helping students academically over the next two months.



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Core Principles of this Plan

While these are unprecedented times, and our district is functioning in a way that is much different from our traditional day-to-day operations, some of the core values of our district remain in place:

Relationships

Our top priority is connecting and maintaining relationships with students and families. A key component of what we must strive for is the collective well-being of our community. Currently, the emotional needs of people are enormous, and educators have a key role in supporting children through these times. Part of our work will simply look like your teacher “checking in,” letting your child know he/she is thinking about him/her. Key work for our staff during this period will be maintaining positive relationships. We’re focused on making sure we don’t lose the most important component for student success – positive mindset/positive relationship with their school.

High Expectations

Structure is key for students. Having a routine and set schedule, supported by materials from our teachers will help you as a parent provide key structures for students to continue learning. Our district recommendation is for students to read, write, complete some math practice, do something creative, and be active every day.

Focus on Learning

Beginning the week of April 14th, parents should expect to receive weekly academic activities directly from their teachers using a variety of methods to connect with students. Our Curriculum Team has worked to develop documents with the most important state standards for our students to cover between now and June, which will drive the curriculum our teachers offer. Your support in ensuring your child maintains a daily routine with the work teachers send you will go a long way to ensuring student learning continues.

District Calendar

We will be adhering to the traditional calendar during this remote learning time, so you may not hear from teachers, or have activities for these days:

- **April 14**—Classes resume
- **May 22**—K-12 half day
- **May 25**—NO SCHOOL; Memorial Day
- **May 26**—Classes resume
- **May 29**—Last day for Seniors
- **June 11**—Last day of school for students and staff

Communication is Key

Much like our core values, the communication practices of our district remain intact during this unprecedented time.

You can count on our district to keep you informed of what is happening at the state level and how it impacts our schools. Through our normal communication channels, such as letters, our district website www.wcskids.net, and our social media platforms, we will continue to stay in touch.

Your child's school is your hub for this plan. Direct questions to your child's teacher and/or principal. Teachers know best where to continue the education of your children. To that end, you will receive regular communication from your principal and your teachers about day to day learning activities and offerings from your school.

As always, if you have questions or concerns, start with your child's teacher. Teacher contact information is available through our "staff directory" on each school's website, and through Power School.

If you have a concern that you have not heard from your child's teacher, please contact your principal. On the next page, you will see a breakdown, by level, of their contact information.



School Contact Information

ELEMENTARY SCHOOLS			
School	Administrator Name	Email Address	Office Number
Black Elementary School	Khris Nedam	knedam@wcskids.net	586-825-2840
Cromie Elementary School	Jack Stanton	jstanton@wcskids.net	586-574-3160
Green Acres Elementary School	Stacey Leavell	sleavell@wcskids.net	586-825-2890
Harwood Elementary School	Jason Clark	Clark@wcskids.net	586-825-2650
Holden Elementary School	Cheryl Priemer	Priemer@wcskids.net	586-825-2670
Jefferson Elementary School	Keith Karpinski	Kkarpinski@wcskids.net	586-825-2680
Lean Elementary School	Kerry Keener	Kkeener@wcskids.net	586-574-3230
Siersma Elementary School	Corey Tremmel	Ctremmel@wcskids.net	586-574-3174
Susick Elementary School	Michele Babbish	Mbabbish@wcskids.net	586-825-2665
Wilde Elementary School	Matt Guinn	Mguinn@wcskids.net	586-294-8490
Wilkerson Elementary School	Anthony Viviano	aviviano@wcskids.net	586-825-2550
Willow Woods Elementary School	Vera Ivezaj	Vivezaj@wcskids.net	586-825-2850
MIDDLE SCHOOLS			
School	Administrator Name	Email Address	Office Number
Beer Middle School	Robin Stanton	Rstanton@wcskids.net	586-574-3175
Carleton Middle School	Eric Kausch	ekausch@wcskids.net	586-828-2590
Carter Middle School	Amy Hendry	Hendrya@wcskids.net	586-825-2620
Grissom Middle School	Elizabeth Iljoski	Eljoski@wcskids.net	586-825-2560
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
HIGH SCHOOLS			
School	Administrator Name	Email Address	Office Number
Cousino High School	Brad Perkins	Bperkins@wcskids.net	586-574-3100
Sterling Heights High School	Craig Miller	cmiller@wcskids.net	586-825-2700
Warren Mott High School	Dave Meengs	meengs@wcskids.net	586-574-3250
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
Career Prep Center	Carlie McClenathan	CMcClenathan@wcskids.net	586-825-2800
Community High School	Cathy West	cwest@wcskids.net	586-825-2900

What will Instruction look like between now and June?

Beginning the week of April 14th, parents should expect to receive weekly academic activities directly from their teachers. Teachers will use a variety of methods to connect with students on a weekly basis.

Time:

After reviewing Remote Learning plans from Illinois, Kansas, and Ohio, along with consultation from school leaders in the state of Washington, and based on recommendations from the Michigan Association of Intermediate School Administrators Association, the approximate amount of time we are recommending students should spend on academic daily activities is:

Elementary School:

- Pre-K: 30 minutes
- K-1st: 45 minutes
- 2nd-3rd: 60 minutes
- 4th-5th: 90 minutes

Middle School:

- 6th-8th: 30 minutes, per teacher

High School:

- 9th-12th: 30 minutes, per teacher

Grading:

The Governor's order that students who were "on pace when school was closed" prohibits us from penalizing students for not participating in these activities. While formal grading is not an option at this time, you can expect to receive feedback from your teacher. If students sent completed work to teachers, they will review it, and will offer a response.

The timing of the closure of school, in the midst of a quarter/trimester, has created many questions for parents and students about grading, particularly at the high school level. We're awaiting further guidance from the state, the Macomb Intermediate School District, and the Macomb County Principal's Association on these issues. Our goal is to both be flexible and fair with all students, and we will have further information soon.

What will Instruction look like between now and June?

Language Acquisition Education:

Warren Consolidated Schools provides English as a Second Language (ESL) supports from our Language Acquisition Department. Students receiving ESL support will receive contact from their Language Acquisition Teacher. This contact will provide additional encouragement and support activities to practice language and literacy skills based on student needs.

Title I Support:

Title I teachers will work with building staff to find the best ways to continue to support the students they have been working with. This includes: reaching out to students with encouragement, support and enrichment activities, working with grade level teachers to provide appropriate enrichment activities, and providing feedback to students as they work on math, reading and writing activities.

Special Education:

Our Special Education Department was in contact with families to give an outline of the supports during the initial closure of school. More information will be forthcoming, but, in the meantime, families should expect to hear from student's service providers about how to best make progress toward a child's IEP goals.



What about School Supports?

Technology Access:

- Access for our community is a key component to our plan. To that end, a community survey was sent on April 9 to help us determine how to best support our families.
- The Children’s Internet Protection Act requires that if the district assigns laptops for student home use, the device must have internet safe filtering purchased and installed. District devices are compliant when on the WCS network, however, we cannot currently control URL filtering on private home networks. We are continuing to research options for future home use student devices.
- In some cases, we recognize that some families may prefer a paper packet to electronic resources for schoolwork. We will work hard to provide these resources directly to you. Please contact your child’s teacher/principal to find out more details about how to receive a packet.

Counseling Support:

- School counselors are available to provide resources and support to students and families during this challenging time. Visit your school’s website to find the email address for your child’s counselor.

Nutrition Services:

- Our district will continue to offer food assistance through our Nutrition Service Department, and in partnership with Gleaners Food Bank. Meal distribution will occur in a “drive-through” style pickup line. Weekly distribution dates are posted on our website.

As a parent, what can I do?

Warren Consolidated Schools is committed to serving your student via remote learning. Our caring and committed staff will communicate regularly. Parents can assist staff and support student learning as follows:

- Engage in the weekly contact with the teacher
- Participate in the daily activities with your child
- Read daily with your child, or ensure your child is reading daily
- Establish a daily routine (be sure to include meals, snacks, and quiet time)
- Encourage your child to practice writing
- Encourage your child to stay active

As a parent, you know your child best. If you need help or support, please contact us and let us know how we can help.

While the materials you receive from your teachers should be more than sufficient, if you find yourself looking for additional activities to fill up time during the day, our district “Learn at Home” links will continue to offer resources. These links may be found at www.wcskids.net/LearnAtHome.



Frequently Asked Questions

Why did the Governor close schools across the state?

- The Governor stated she closed schools across the state through the end of the school year “To take the necessary steps to protect our kids, our families, and our overall public health.”
- This is an attempt to slow the spread of the Covid-19 virus.

What about Extra Curricular Activities?

- Sports, performances, clubs, and school sponsored activities are all canceled/postponed at this time.

Now that school is closed, how will my child get their possessions?

- Currently, the Governor’s “Stay Home, Stay Safe” order is still in place. Once that is lifted, we will communicate a plan for students to come and pick up their belongings.

My child’s medication is still at school and we need it, what can we do?

- If your child still has medication that is still at school, and you need to pick it up, please email your principal directly.

My son/daughter has an IEP, how does all of this impact him/her?

- Families were sent letters with an update and contact information during the week of March 23. If you did not receive your letter, please email Info@wcskids.net.

My child is a senior in high school, how will this impact him/her? When will we know about the prom? What about Senior Lawn Signs?

- Our district recognizes how important senior milestones such as prom, convocation, and graduation are for students and their families. As has been our practice, we will continue to follow the Governor’s executive orders regarding future activities and CDC/Health Department recommendations and will continue to monitor/communicate with families about events.
- As soon as we know the state’s recommendations for events with crowds occurring in late May, we will make determinations about prom and convocation and notify the community. We will follow a similar practice for graduation, which is scheduled for June 2 (Community High School) and June 6 (Cousino, Sterling Heights, and Warren Mott).

Frequently Asked Questions

- We're also aware of the desire for students to pick up yearbooks, caps and gowns, as well as other items for seniors. We have not forgotten, are working on solutions, and will communicate them once we know the state's recommendations on crowd size.

Can the district issue laptops to families?

- Not at this time. The Children's Internet Protection Act requires that if the district assigns laptops for student home use, the device must have internet safe filtering purchased and installed. District devices are compliant when on the WCS network, however, we cannot currently control URL filtering on private home networks. We are researching options for future home use student devices.

Is registration being accepted during this time?

- Effective Tuesday, March 16, at 4:30 pm, the Administration Building will be closed to the public. No registrations will be accepted at this time. If you need registration information or have questions, please contact our Director of Pupil Accounting, Kelly Dumas, at kdumas@wcskids.net, or at (586) 698-4193. Please keep an eye on our website for further information.

My child was scheduled to be tested to help us determine if Transitional Kindergarten was the right place for him/her. Is this still going to happen?

- Our goal is to resume testing for TK as soon as the Governor allows us to resume operations. We will communicate this information as soon as we are able to.

My child is in 8th/5th grade, and I was going to apply to have them attend a high/middle school other than the one we are assigned. How can I do this?

- Open Enrollment forms are available [at this link](#). Please note that the staff who generally handles these requests are not in due to the "Stay Home, Stay Safe" order from the Governor, so processing these requests will take some time.

My child is a junior in high school, what about the SAT?

The SAT scheduled for April has been canceled. We are working on a plan now to offer the SAT exam in our schools for current juniors next fall when school reopens.

Frequently Asked Questions

My child was scheduled to take an AP exam, what do I do?

- The College Board has released the revised testing schedule and some important updates for students who were planning to test this spring. You can find that information here: https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update?SFMC_cid=EM288604-&rid=47701167
- Email your child's teacher or principal if you have additional questions or wish to request a refund by April 30, 2020 if your child no longer wants to take the exam.

My child is a high school student, how will this impact his/her grade point average?

- Our district is working on a plan to respond to the guidance provided by the Governor's Executive Order.

Will my child be promoted to the next grade level?

- The Governor's order does not allow students to be penalized for not participating in on-going learning activities from their school during this time. Per the order, students who were "on pace" to be promoted when school was closed will be promoted.

I'm concerned my child is not receiving daily work from teachers, while children in other districts are taking tests and quizzes to keep up on their school work.

- We continue to encourage students to visit our available resources. Please watch for an announcement from Dr. Livernois about our additional plans, which will roll out the week of April 14, 2020.

Are other resources also available?

- Many schools sent home practice activities for students to continue learning. In addition, our district is maintaining a website: <http://www.wcskids.net/Departments/Curriculum/LearningAtHome/index.html> with many options for all students PreK-12.

Are these learning activities, sent home by my child's school or available on this website mandatory?

- No, these are not mandatory activities, they are only options for students to continue their learning while schools are closed.

Frequently Asked Questions

My child was in the process of applying for NHS or another student organization/honor society when schools were closed. Will that resume?

- Yes. When we open schools, we will resume operations, including things that were going on prior to our closure.

When does school resume?

- We will continue to monitor Executive Orders from the Governor which will determine when school can resume.

During the lockdown will schools be installing 5G? This is rumored and very disturbing.

- This is only a rumor. WCS is not currently installing 5g in any buildings. Additionally, the district does not have any current plans to do so.

What should I be doing at home to keep my child safe?

- Maintaining germ prevention strategies with your child, such as:
- Frequent and proper hand washing.
- Encouraging coughing and sneezing into a tissue or, if a tissue isn't available, onto their sleeve.
- Discourage your child from covering their mouth with their hands while coughing or sneezing because this will leave germs on their hands that can be spread by touching other people or objects.

What should I do if my child is sick?

- Stay calm.
- Call your doctor. Your doctor knows your child's medical history and will know if your child has any special health risks. The doctor will ask how your child is doing and if they've been around someone with coronavirus. Your doctor's office will tell you what to do next and whether you need an in-person visit.

What is happening in my child's building while school is not in session?

- While schools are not in session WCS custodians will remain in each building to perform a deep clean of the school. No activities will be permitted within the buildings during this time and outside visitors will be allowed only for special circumstances (mainly necessary contractors).

Frequently Asked Questions

How will refunds/ongoing payments for things such as student activities and field trips work?

- The best person to assist you with information about student trip rescheduling/ cancelations, payments, and refunds is your trip sponsor/building principal. Please contact them via email to get the information you need.
- Should you send an email and not get a response, please contact Info@wcskids.net

What does “deep cleaning a school” entail?

- Custodians will disinfect surfaces including desktops, counters and tables. The team will also disinfect areas that are frequently touched including door handles, sink faucets, drinking fountains and light switches. All bathrooms, floors, kitchens will be thoroughly cleaned and disinfected.

Should the district elect to use a spray-type disinfectant throughout the district, what considerations, if any, will be given to asthmatic students who may be susceptible to irritation caused by airborne cleaning particulates?

- Most cleaning products used by the district are identical to off the shelf cleaning products found in most homes. The district has compiled a list of all potential irritants, which may be found at <http://wcs.mi.safeschoolssds.com/>. Please consult with your child’s physician regarding concerns related to exposure of chemicals.

My child rides the bus, what is happening with district transportation when school is not in session?

- The WCS Transportation Department is using disinfectant wipes on all bus seats and handrails. An electrostatic disinfectant spray will be used on selected areas as needed to sanitize school busses.

Will any nutrition services programs be available to my child while school is closed?

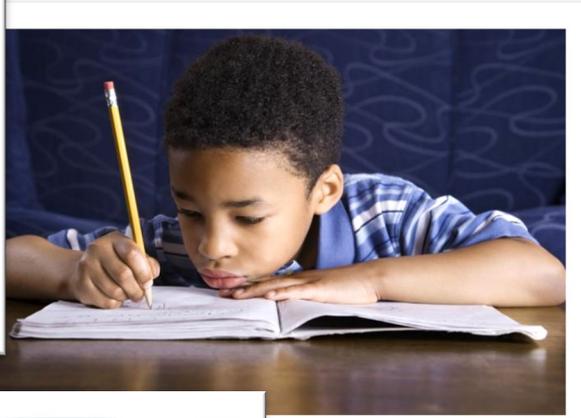
- Our district will continue to offer food assistance through our Nutrition Service Department, and in partnership with Gleaners Food Bank. Meal distribution will occur in a “drive-through” style pickup line. Weekly distribution dates are posted on our website.

Warren Consolidated Schools



دليل الوالدين
للتعلم في المنزل

نيسان-حزيران 2020



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المقدمة

في هذه الأوقات غير المسبوقة ، التي جلبها لنا وباء Covid-19 ، تعمل العديد من الشركات ومنظمات الخدمات بجد للاستجابة لمتطلبات هذه الأزمة. أبرزت قصة إخبارية حديثة استخدام شركة Ford Motor Company للمراوح من طراز F-150s الشهير في إنتاجها لأجهزة التهوية لدعم المرضى. غيرت محلات البقالة إجراءات الخروج للحد من انتشار الجراثيم. انتقلت الكنائس إلى خدمات البث المباشر.

وأعقب قرار المحافظ ويتمان إغلاق المدرسة لمدة ثلاثة أسابيع تبدأ في مارس بأمرها التنفيذي الصادر في 2 أبريل، والذي أدى إلى إنهاء التعليم الشخصي للسنة الدراسية. هذه القرارات، التي اتخذها الحاكم لضمان سلامة الأطفال في ولايتنا، تتطلب من منطقتنا أن تكون مرنة وتستجيب لمطالب الأزمة الحالية، التي سببتها أكبر جائحة شهدته منطقتنا في المائة عام الماضية. بينما لا يستطيع الأطفال القدوم إلى مبانينا، يمكن للتعليم، ويجب أن يستمر. بالعمل معًا، يلتزم موظفو مدارس Warren Consolidated Schools بالبقاء على اتصال بك ودعم طفلك. لن نكرر تمامًا الإعداد الأكاديمي الذي توفره مدارسنا. ومع ذلك، يمكننا تقديم فرص التعلم والاتصالات والدعم. يهدف دليل الوالدين هذا إلى تزويدك بالمعلومات والاقتراحات وبروتوكولات الاتصال عندما تكون شريكًا مع منطقتنا لمواصلة تعليم طفلك.

يرجى العلم أننا نفتقد جميع طلاب وعائلات WCS ، ونتطلع إلى اليوم الذي يمكننا فيه فتح أبوابنا ونرحب بأطفالك مرة أخرى إلى المدرسة. هذه الوثيقة هي الخطوة التالية في رحلة بدأت في مجتمعنا في 12 مارس بإعلان أولي من المحافظ لإغلاق المدارس لمدة 3 أسابيع. تبقى العديد من الأسئلة دون إجاب ، مثل متى سيقوم الطلاب بتنظيف الخزائن وفرص التعلم الصيفية والبدء وأحداث مهمة أخرى. بينما ننتظر الخطوات التالية من الولاية بمجرد رفع ترتيب البقاء في مكاننا، ينصب تركيزنا على مساعدة الطلاب أكاديميًا على مدار الشهرين القادمين.

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التعليمات 8-9

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المبادئ الأساسية لهذه الخطة

في حين أن هذه أوقات غير مسبوقه، وتعمل منطقتنا بطريقة تختلف كثيرًا عن عملياتنا اليومية التقليدية، إلا أن بعض القيم الأساسية لمنطقتنا لا تزال في مكانها:

العلاقات

أولويتنا القصوى هي التواصل والحفاظ على العلاقات مع الطلاب والأسر. إن المكون الأساسي لما يجب أن نسعى إليه هو الرفاهية الجماعية لمجتمعنا. حاليًا، الاحتياجات العاطفية للناس هائلة، وللمعلمين دور رئيسي في دعم الأطفال خلال هذه الأوقات. سيبدو جزء من عملنا ببساطة وكأن معلمك "يسجل"، ويخبر طفلك أنه يفكر فيه. سيكون العمل الأساسي لموظفينا خلال هذه الفترة هو الحفاظ على علاقات إيجابية. نحن نركز على التأكد من أننا لا نفقد أهم عنصر لنجاح الطالب - العقلية الإيجابية/العلاقة الإيجابية مع مدرّستهم.

توقعات عالية

الهيكل هو المفتاح للطلاب. سيساعدك وجود جدول زمني محدد وروتيني، مدعوم بمواد من مدرسينا، بصفتك أحد الوالدين، على توفير الهياكل الرئيسية للطلاب لمواصلة التعلم. توصيتنا في المنطقة هي أن يقرأ الطلاب ويكتبوا ويكملوا بعض ممارسات الرياضيات ويفعلوا شيئًا مبدعًا وأن يكونوا نشطين كل يوم.

ركز على التعلم

بداية من أسبوع 14 أبريل، يجب أن يتوقع الآباء تلقي الأنشطة الأكاديمية الأسبوعية مباشرة من معلمهم باستخدام مجموعة متنوعة من الأساليب للتواصل مع الطلاب. لقد عمل فريق المناهج الدراسية لدينا على تطوير المستندات بأهم معايير الولاية التي سيغطيها طلابنا من الآن وحتى يونيو، والتي ستقود المناهج الدراسية التي يقدمها معلمونا. دعمك في ضمان أن طفلك يحافظ على روتين يومي مع العمل الذي يرسله إليك المعلمون سيقطع شوطًا طويلًا لضمان استمرار تعلم الطلاب.

تقويم المنطقة

سنلتزم بالتقويم التقليدي خلال وقت التعلم عن بعد هذا، لذا قد لا تسمع من المعلمين، أو لديك أنشطة لهذه الأيام:

14 أبريل - استئناف الدروس

22 مايو - K-12 نصف يوم

25 مايو - يوم عطلة من المدرسة؛ يوم ذكرى الشهداء

26 مايو - استئناف الدروس

29 مايو - آخر يوم لطلاب الصف الثاني عشر

11 يونيو - آخر يوم دراسي للطلاب والموظفين

التواصل هو المفتاح

مثل قيمنا الأساسية، تظل ممارسات التواصل في منطقتنا سليمة خلال هذا الوقت غير المسبوق.

يمكنك الاعتماد على منطقتنا لإبقائك على علم بما يحدث على مستوى الولاية وكيف يؤثر على مدارسنا. من خلال قنوات الاتصال العادية لدينا، مثل الرسائل، وموقع منطقتنا على شبكة الإنترنت www.wcskids.net، ومنصات التواصل الاجتماعي الخاصة بنا، سنستمر في البقاء على اتصال. مدرسة طفلك هي محور هذه الخطة. أسئلة مباشرة إلى معلم طفلك و/أو مدير المدرسة. يعرف المعلمون أفضل مكان لمواصلة تعليم أطفالك. ولهذه الغاية، ستلقى اتصالات منتظمة من مديرك ومعلميك حول أنشطة التعلم اليومية والعروض المقدمة من مدرستك.

كما هو الحال دائماً، إذا كانت لديك أسئلة أو استفسارات، فابدأ بمعلم طفلك. تتوفر معلومات الاتصال بالمدرس من خلال "دليل الموظفين" على موقع الويب الخاص بكل مدرسة، ومن خلال Power School. إذا كانت لديك مخاوف أنك لم تسمع من معلم طفلك، يرجى الاتصال بمدير المدرسة. في الصفحة التالية، سترى تحليلاً، حسب المستوى، لمعلومات الاتصال الخاصة بهم.



School Contact Information

ELEMENTARY SCHOOLS			
School	Administrator Name	Email Address	Office Number
Black Elementary School	Khris Nedam	knedam@wcskids.net	586-825-2840
Cromie Elementary School	Jack Stanton	jstanton@wcskids.net	586-574-3160
Green Acres Elementary School	Stacey Leavell	sleavell@wcskids.net	586-825-2890
Harwood Elementary School	Jason Clark	Clark@wcskids.net	586-825-2650
Holden Elementary School	Cheryl Priemer	Priemer@wcskids.net	586-825-2670
Jefferson Elementary School	Keith Karpinski	Kkarpinski@wcskids.net	586-825-2680
Lean Elementary School	Kerry Keener	Kkeener@wcskids.net	586-574-3230
Siersma Elementary School	Corey Tremmel	Ctremmel@wcskids.net	586-574-3174
Susick Elementary School	Michele Tremmel	Mbabbish@wcskids.net	586-825-2665
Wilde Elementary School	Matt Guinn	Mguinn@wcskids.net	586-294-8490
Wilkerson Elementary School	Anthony Viviano	aviviano@wcskids.net	586-825-2550
Willow Woods Elementary School	Vera Ivezaj	Vivezaj@wcskids.net	586-825-2850
MIDDLE SCHOOLS			
School	Administrator Name	Email Address	Office Number
Beer Middle School	Robin Stanton	Rstanton@wcskids.net	586-574-3175
Carleton Middle School	Eric Kausch	ekausch@wcskids.net	586-828-2590
Carter Middle School	Amy Hendry	Hendrya@wcskids.net	586-825-2620
Grissom Middle School	Elizabeth Iljoski	Eljoski@wcskids.net	586-825-2560
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
HIGH SCHOOLS			
School	Administrator Name	Email Address	Office Number
Cousino High School	Brad Perkins	Bperkins@wcskids.net	586-574-3100
Sterling Heights High School	Craig Miller	cmiller@wcskids.net	586-825-2700
Warren Mott High School	Dave Meengs	meengs@wcskids.net	586-574-3250
Butcher Educational Center	Catherine Neuhoff	Cfealaneuhoff@wcskids.net	586-574-3171
Career Prep Center	Carlie McClenathan	CMcClenathan@wcskids.net	586-825-2800
Community High School	Cathy West	cwest@wcskids.net	586-825-2900

كيف ستبدو الدراسة من الآن وحتى يونيو؟

بداية من أسبوع 14 أبريل ، يجب أن يتوقع الآباء تلقي الأنشطة الأكاديمية الأسبوعية مباشرة من معلمهم. سيستخدم المعلمون مجموعة متنوعة من الأساليب للتواصل مع الطلاب أسبوعيًا.

الوقت:

بعد مراجعة خطط التعلم عن بعد من إلينوي وكنساس وأوهايو ، جنبًا إلى جنب مع استشارة قادة المدارس في ولاية واشنطن ، واستنادًا إلى توصيات من جمعية ميشيغان لجمعية مديري المدارس المتوسطة ، فإن الوقت التقريبي الذي نوصي الطلاب بقضاءه في الأنشطة اليومية الأكاديمية هي:

مدرسة ابتدائية:

ما قبل الروضة: 30 دقيقة

الروضة-الأول إبتدائي: 45 دقيقة

الثاني والثالث: 60 دقيقة

الرابع والخامس: 90 دقيقة

المدرسة المتوسطة:

6 - 8: 30 دقيقة لكل معلم

المدرسة الثانوية:

9-12: 30 دقيقة لكل معلم

وضع العلامات:

يحظر أمر الحاكم بأن الطلاب الذين "كانوا في وتيرة إغلاق المدرسة" يمنعنا من معاقبة الطلاب لعدم مشاركتهم في هذه الأنشطة. في حين أن الدرجات الرسمية ليست خيارًا في الوقت الحالي ، يمكنك توقع تلقي ملاحظات من معلمك. إذا أرسل الطلاب عملاً مكتملاً إلى المعلمين ، فسيراجعونه وسيقدمون ردًا.

خلقت توقيت إغلاق المدرسة ، في منتصف ربع/الثث ، العديد من الأسئلة للآباء والطلاب حول الدرجات ، خاصة على مستوى المدرسة الثانوية. نحن في انتظار مزيد من التوجيه من الولاية ، ومنطقة مدرسة ماكومب المتوسطة ، وجمعية مديري مقاطعة ماكومب حول هذه القضايا. هدفنا هو أن نكون مرنين وعادلين مع جميع الطلاب، وسيكون لدينا المزيد من المعلومات قريبًا.

كيف ستبدو التعليمات من الآن وحتى يونيو؟

تعليم اكتساب اللغة:

تقدم مدارس Warren Consolidated Schools دعم اللغة الإنجليزية كلغة ثانية (ESL) من قسم اكتساب اللغة. سيتلقى الطلاب الذين يتلقون دعمًا للغة الإنجليزية كلغة ثانية (ESL) الاتصال من مدرس اكتساب اللغة الخاص بهم. ستوفر جهة الاتصال هذه المزيد من التشجيع وأنشطة الدعم لممارسة مهارات اللغة ومحو الأمية بناءً على احتياجات الطلاب.

دعم العنوان الأول:

سيعمل المدرسون I Title مع طاقم البناء للعثور على أفضل الطرق لمواصلة دعم الطلاب الذين عملوا معهم. وهذا يشمل: الوصول إلى الطلاب من خلال أنشطة التشجيع والدعم والإثراء، والعمل مع معلمي مستوى الصف لتوفير أنشطة الإثراء المناسبة، وتقديم التغذية الراجعة للطلاب أثناء عملهم في أنشطة الرياضيات والقراءة والكتابة.

التعليم الخاص:

كان قسم التعليم الخاص لدينا على اتصال بالعائلات لتقديم مخطط للدعم خلال الإغلاق الأولي للمدرسة. سيتم تقديم المزيد من المعلومات، ولكن في غضون ذلك، يجب أن تتوقع العائلات أن تسمع من مقدمي خدمات الطلاب حول أفضل طريقة لتحقيق التقدم نحو أهداف IEP الخاصة بالطفل.



ماذا عن دعم المدارس؟

توفر التكنولوجيا:

التواصل مع مجتمعنا هو عنصر رئيسي في خطتنا. ولتحقيق هذه الغاية، تم إرسال مسح مجتمعي في 9 أبريل لمساعدتنا في تحديد أفضل طريقة لدعم أسرنا.

يتطلب قانون حماية الإنترنت للأطفال أنه في حالة قيام المنطقة بتعيين أجهزة كمبيوتر محمولة للاستخدام المنزلي للطلاب، فيجب أن يكون الجهاز مزودًا بتصفية آمنة للإنترنت يتم شراؤها وتثبيتها. تتوافق أجهزة المقاطعة عندما تكون على شبكة WCS ، ومع ذلك، لا يمكننا التحكم حاليًا في تصفية عناوين URL على الشبكات المنزلية الخاصة. نحن مستمرين في البحث عن خيارات للأجهزة الطلابية للاستخدام المنزلي في المستقبل. في بعض الحالات، ندرك أن بعض العائلات قد تفضل حزمة ورقية على الموارد الإلكترونية للأعمال المدرسية. سنعمل جاهدين لتوفير هذه الموارد لك مباشرة. يرجى الاتصال بمعلم/مدير طفلك لمعرفة المزيد من التفاصيل حول كيفية تلقي الحزمة.

دعم المستشارين:

يتوفر مستشارو المدرسة لتوفير الموارد والدعم للطلاب والأسر خلال هذه الفترة الصعبة. قم بزيارة موقع الويب الخاص بمدرك للعثور على عنوان البريد الإلكتروني لمستشار طفلك.

خدمات التغذية:

ستستمر منطقتنا في تقديم المساعدة الغذائية من خلال إدارة خدمات التغذية لدينا، وبالشراكة مع بنك الغذاء جليبرز. سيحدث توزيع الوجبات في خط الاستلام من نمط "درايف ثرو". يتم نشر مواعيد التوزيع الأسبوعية على موقعنا.

ماذا يترتب علي عمله كولي امر ؟

ان إدارة مجارس وورن الموحدة حريصة جدا على خدمة الطالب في التعلم عن بعد. حرصا من قبل الكادر التعليمي و الذين سيقومون بالتواصل المستمر معكم لهذا الغرض. يمكن لاولياء الامور دعم الكادر التعليمي و اولادهم و ذلك باتباع الخطوات التالية:

- الاتصال الاسبوعي مع المعلمة
- مشاركة و مساعدة اولادكم في الفعاليات التعليمية يوميا
- القراءة مع اولادكم يوميا او التأكد من ان اولادكم يقرأون يوميا
- وضع روتين يومي لكل شئ(من ضمنها وجبات الطعام و الوجبة الخفيفة و وقت للهدوء)
- تشجيع اولادكم على الكتابة حول اي موضوع اي الانشاء
- تشجيع اولادكم على اداء الفعاليات البدنية و المحافظة على النشاط

بما إنك ولي الامر، فإنك تعرف اولادك افضل من اي شخص اخر، لذلك إذا كنتم بحاجة الى اي مساعدة، الرجاء الاتصال بنا لنتمكن من دعمكم .

إذا رغبتكم بالمزيد من المواد التعليمية لاشغال الطالب خلال اليوم، فسوف توفر لكم إدارة المدارس صفحة "learning at Home" اي التعليم في المنزل و ذلك بزيارة الموقع الالكتروني التالي:
www.wcskids.net/LearnAtHome، بالاضافة الى ما سترسله لكم المعلمة من مواد تعليمية و ذلك لاشغال الطالب خلال اليوم.



بعض الاسئلة الاكثر شيوعا

لماذا قررت حاكمة ولاية ميشيكان إغلاق كافة المدارس في الولاية؟

- لقد قررت الحاكمة إغلاق كافة المدارس في الولاية و حتى نهاية العام الدراسي الحالي " لاختذ التدابير اللازمة لحماية الاطفال، و عائلاتهم، و الصحة العامة."
- كما إنها تعتبر هذه التدابير هي لتأخير إنتشار فايروس كوفيد 19 اي فايروس كورونا.

ماذا حول الفعاليات الاخرى للطلبة؟

- حاليا لقد تم الغاء كافة الفعاليات الرياضية و النوادي و الفعاليات التي تشرف عليها المدارس.

كيف يمكن لاولادي اخذ ممتلكاتهم الخاصة من المدرسة إذا تم اغلاق المدارس كليا؟

- حاليا نحن نتبع قرار الحاكمة " البقاء في البيت، البقاء في امان" الساري المفعول. حالما ينتهي سريان هذا القرار، سوف نكون على إتصال لنضع خطة لحضور الطالب الى المدرسة لاختذها.

أدوية اولادي في المدرسة، كيف يمكنني الحصول عليها؟

- إذا كان لاولادكم ادوية في المدرسة و كنتم بحاجة اليها الان، الرجاء الاتصال مباشرة بمديرة اولادكم عن طريق الايميل.

لدى أبنني/ إبنتي جتماع حول التعليم الخاص، كيف سيكون تأثيره عليهم؟

- لقد تم إرسال رسائل الى كافة العوائل في هذا الخصوص و وسائل الاتصال اذا كان لديهم اي إستفسار في يوم 3/23. إذا لم تستلموا هذه الرسالة، الرجاء الاتصال بنا عن طريق الايميل على العنوان التالي: Info@wcskids.net

إبني/ إبنتي في صف الثاني عشر، كيف سيؤثر ذلك عليه/ عليها؟ كيف ستصلنا المعلومات حول حفلة المتخرجين البرام؟ و ماذا حول الحصول على لافتات التي توضع على الحديقة للمتخرجين؟

- حالما نعرف توصيات الولاية فيما يخص التجمع في أواخر شهر أيار، سوف نضع قراراتنا حول الحفلة الراقصة و مراسيم توزيع الشهادات و نبلغكم بذلك. كما سنعمل ذلك فيما يخص مراسيم التخرج و التي ستكون في 2/6 لمدرسة كميونتي هاي Community High و 6/6 لثانويات سترلنك هايتس و وورن مات و كازنو (Cousino, Sterling Heights, and Warren Mott).

- تدرك إدارة المدارس مدى أهمية فعاليات المتخرجين مثل الحفلة الراقصة و مراسيم توزيع الشهادات للطلبة و عوائلهم. كما ذكرنا سابقا نحن الان نتبع قرار حاكمة الولاية فيما يخص الفعاليات المستقبلية و التوصيات الصادرة من قبل مركز الوقاية و السيطرة على الامراض سوف نستمر بالتواصل معكم حول هذه الامور.

بعض الاسئلة الاكثر شيوعا

- حالما نعرف توصيات الولاية فيما يخص التجمع في أواخر شهر أيار، سوف نضع قراراتنا حول الحفلة الراقصة و مراسي توزيع الشهادات و نبلغكم بذلك. كما سنعمل ذلك فيما يخص مراسيم التخرج و التي ستكون في 2/6 لمدرسة كميونتي هاي و 6/6 لثانويات سترلنك هاييتس و وورن مات و كازنو (Cousino, Sterling Heights, and Warren Mott).
- كما إننا على علم برغبة الطلبة بالحصول على كتاب السنة و ملابس التخرج و الامور الاخرى الخاصة بالمتخرجين. نحن لم ننسى ذلك و إننا نبحث عن حلول لذلك و سنتصل بكم حلما نعرف توصيات و قرارات الولاية حول هذه الامور و عدد التجمع المسموح به.

هل يمكن لادارة المدارس إرسال كمبيوتر للعائلة؟

ليس في الوقت الحاضر. يتطلب قانون حماية الاطفال من الاستعمال الخاطي للانترنت بأن ينصب الجهاز على الكمبيوتر. ان الاجهزة التي لدينا حاليا تعمل على شبكة مدارس وورن فقط و لن يكون لدينا السيطرة على مسار الانترنت البيتية و لكننا نفكر في حلول مستقبلية لهذا الغرض

هل هناك تسجيل للطلبة حاليا؟

- ستغلق الادارة ابوابها نهائيا ابتداءا من 3/16 و لن نقبل اي تسجيل للطلبة في هذا الوقت. إذا كان لديكم اسئلة حول التسجيل، يرجى الاتصال بمديرة شؤون الطلبة السيدة كيلي داماس على kdumas@wcskids.net او الاتصال على: 698-4193 (586). الرجاء فتح الصفحة الالكترونية للمدرسة حول المزيد من المعلومات.

كان من المفروض امتحان ابني لمعرفة إذا كان التمهيدي الانتقالي مناسباً له/ لها. هل سيحصل ذلك؟

- حالما تسمح لنا الحاكمة، سوف نستأنف ذلك. سوف نقوم بالاتصال بكم حالما نتمكن من إختبارهم.

اولادي في صفوف 5 و 8 و كان لدي نية في تسجيلهم في المتوسطة او الثانوية غير التي هم تابعين لها اي من إختياري. كيف يمكنني فعل ذلك؟

- هذه الاستمارات موجودة على [at this link](#). الموظفين المسؤولين عن هذا الامر لازالوا يعملون و لا يمثلون لقرار الحاكمة " البقاء في البيت، البقاء بأمان"، لذلك سيأخذ بعض الوقت للعمل عليها بعد ان تقدموها.

إبني/ إبنتي هو في مرحلة جونيير، ماذا عن امتحان سات SAT ؟

- لقد تم الغاء الامتحان الذي كان مقررا في شهر نيسان. نحن نعمل على خطة حول كيفية إعطاء الطلبة هذا الامتحان في مدارسنا لطلبة الجونيير في الخريف القادم عندما تفتح المدارس للعام الدراسي القادم.

بعض الاسئلة الاكثر شيوعا

من المقرر ان يأخذ إبنني/ إبنتي امتحان AP و هي الدروس على مستوى الجامعة، ماذا علي ان افعل؟

- وضع مجلس الكليات بعض جداول الامتحانات لهذه الدروس للطلبة الذين كانوا سيمتحنون في هذا الربيع. يمكنكم إيجاد هذه التواريخ و المعلومات في زيارة:

https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update?SFMC_cid=EM288604-&rid=47701167

- إذا كان لديكم سؤال، الرجاء ارسال ايميل الى معلمة او مدير مدرسة اولادكم او اذا لا يرغب اولادكم بأخذ الامتحان يمكنكم اخذ المبالغ المدفوعة لهذا الغرض في يوم 4/30

إبنني/ إبنتي طالب في المرحلة الثانوية، كيف سيؤثر ذلك على معدله/ معدلها؟

- تعمل ادارة مدارسنا الان على وضع خطة للاجابة على التوجيهات المقرة من قبل حاكمة الولاية .

هل سيذهب ابني/ إبنتي للمرحلة الدراسية التالية في العام القادم؟

- ان قرار الحاكمة في اغلاق المدارس و التعليم لا يعاقب الطالب لعدم مشاركته في الفعاليات التعليمية من مدراسهم في هذا الوقت، لهذا فإن كافة الطلبة الذين كانوا على وتيرة ان يذهبوا الى المرحلة التالية عندما كانوا في المدرسة سيذهبوا الى المرحلة التالية عندما اغلقت المدارس.

إنني قلق من ناحية عدم إستلام واجب من المعلمات، بينما يستلم طلبة من إدارات مدارس اخرى إمتحانات و إختبارات قصيرة للتواصل مع الواجب المدرسي.

- إننا نستمر على تشجيع الطلبة على زيارة المواقع التعليمية المتاحة. الرجاء مراقبة ما سيعلنه المدير العام للمدارس الدكتور ليفرنوي حول خططنا الاضافية و التي ستبدأ في بداية اسبوع 2020/4/14.

هل هناك مصادر إضافية اخرى؟

- ارسلت العديد من المدارس فعاليات تعليمية للطلبة للاستمرار في التعليم. بالاضافة الى ذلك تقوم ادارة المدارس بأطلاق هذا الموقع: <http://www.wcskids.net/Departments/Curriculum/LearningAtHome/index.html> و الذي يحتوي على العديد من الخيارات للطلبة من التمهيدي-12.

هل ستقوم مدرسة اولادي بإرسال الفعاليات التعليمية الى بيتي ام انها موجودة على هذا الموقع فقط و هل هي إجبارية؟

- كلا، هذه الفعاليات ليست إجبارية و إنما إختيارية من أجل الاستمرار في التعليم بينما تبقى المدارس مغلقة.

بعض الاسئلة الاكثر شيوعا

كان إبني/ إبنتي يسعي في التقديم الى العديد من المساعدات المالية للكليات من ضمنها NHS عندما أغلقت المدارس، هل سيستمر ذلك؟

- نعم، حالما نفتح المدارس سنستمر بهذه الخدمات بضمنها التي كانت موجودة في هذا العام.

متى ستفتح المدارس؟

- إننا نراقب القرار التنفيذي من قبل حاكمة الولاية و الذي سيقدر موعد فتح المدارس.

هل تنوي المدارس خلال اغلاقها على تأسيس 5جي اي الجيل الخامس للانترنت؟ هذه إشاعات مغرضة .

- هذه إشاعات. لا تنوي مدارس وورن الموحدة بتأسيس 5جي في اي من بناياتها. بالاضافة الى ذلك، فإن ادارة المدرسة ليس لها أي خطط مستقبلية لذلك.

ماذا يمكنني ان افعل في البيت لابقى اطفالي بأمان؟

- التأكيد على استراتيجية منع إنتشار الجراثيم مع اولادكم مثل:
- الغسل المستمر و المناسب لليدين.
- التشجيع بالعطس و السعال في المناديل الورقية اما إذا لم تتوفر المناديل الورقية يمكن إستخدام كم أو ردن الملابس.
- عدم تشجيع الاطفال بوضع يدهم على فمهم خلال العطاس او السعال، لان ذلك سيترك جراثيم على ايديهم و التي ستنتشر حينما يلمسون شيئاً او شخصا اخر.

ماذا أفعل إذا مرض إبني/ إبنتي؟

- المحافظة الى الهدوء
- الاتصال بطبيب الاطفال. يعرف طبيب اولادكم تاريخهم الطبي و سيعرف إذا كان هناك اي تهديد لصحتهم. سيسالكم الطبيب كيف هي صحتهم و فيما إذا تقربوا من شخص مصاب بفايروس كورونا. كما سيرشدكم مكتب الطبيب الى الخطوة التالية و إذا كانتم بحاجة الى زيارة الطبيب بصورة شخصية.

ماذا يدور في مدارس اولادي بينما تبقى مغلقة امام الطلبة؟

- بينما تبقى المدارس مغلقة، يبقى فراشوا المدرسة فيها لغرض التنظيف الجيد لكافة اروققتها. يمنع منعاً باتاً اداء فعاليات مدرسية خارج او داخل المدرسة في هذا الوقت. نستقبل بعض الزوار و ذلك لغرض و اسباب خاصة فقط (بصورة رئيسية المتعاقدين لاداء ترميمات و تصليحات للبنية).

الاسئلة الاكثر شيوعا

كيف ستكون طريقة ارجاع المبالغ المدفوعة للفعاليات و السفرات؟

- إن أفضل شخص يمكنكم الاتصال به لهذا الغرض فيما يخص السفرات المدرسية و إرجاع المبالغ المدفوعة هو الشخص المسؤول عن السفرات في المدرسة او المدير. الرجاء الاتصال بهم عن طريق الايميل للحصول على المعلومات المطلوبة.

- أما إذا حاولتم الاتصال و لم تحصلوا على الجواب، الرجاء الاتصال على Info@wcskids.net

ماذا يعني التنظيف اللدقيق للمدارس؟

- سيقوم الفراشين في المدرسة بتطهير اسطح الكمبيوترات و الكاونترات و الطاومات. كما سيقوم الفريق العامل بالتطهير المستمر للاشياء التي يتم لمسها بكثرة مثل يدة الابواب و احواض الغسل و البواري و نافورة المياه و المفاتيح الكهربائية. ارضية الحمامات و الارض و المطابخ و التي سنقوم بتنظيفها و تعقيمها بصورة جيدة هي ايضا مشمولة في هذه الحملة.

هل من الممكن ان تختار إدارة المدارس المعقم و الذي يستخدم بعموم المدارس من النوع الذي لا يؤدي الطلبة الذين يعانون من مرض الازمة او الربو؟

- معظم مواد التعقيم و التطهير و التي نستخدمها في مدارسنا تشبه الى حد كبير تلك التي تباع في المحلات و توجد في البيوت. لقد وضعنا أصناف المعقمات و التي نستخدمها المدارس على <http://wcs.mi.safeschoolssds.com/> الرجاء اخذ رأي الطبيب اطفالكم بهذا الخصوص اذا تعرضوا لمثل هذه المعقمات.

إبني/ إبنتي تركب الباص المدرسي، ماذا يجري في وسائل النقل لادارة المدرسة عندما لا يوجد دوام مدرسي؟

- تستخدم دائرة النقل اي الباصات المناديل المعقمة لتطهير كافة الباصات بضمنها مقاعد الجلوس و عواميد إسناد الايدي. نستخدم المطهر الكهربائي لتعقيم و تطهير بعض الاماكن في الباصات المدرسية.

هل يتوفر هناك برنامج للتغذية لاولادي في فترة اغلاق المدارس؟

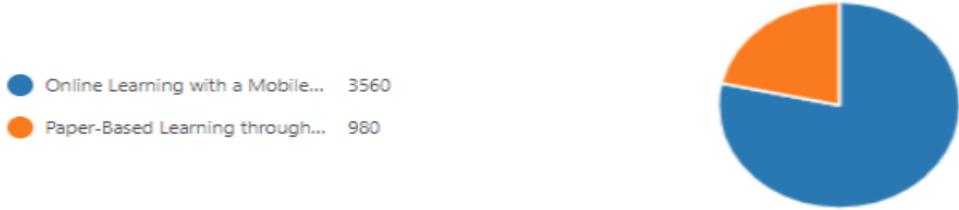
- تستمر ادارة مدارس وورن بتقديم الاغذية للطلبة كمساعدة غذائية من خلال قسم الاغذية و بالتعاون مع بنك كلينرز للاغذية. يتم توزيع الاغذية من خلال المرور في في ساحة المدرسة لاختذ الاغذية. توجد مواعيد توزيع هذه الاغذية على الصفحة الالكترونية للمدرسة.

April 2020

WCS Online Learning Accessibility Survey (Only one response per household)

Child #1 - School Attended		Child #2 - School Attended		Child #3 - School Attended		Child #4 - School Attended	
Black Elementary	141	Black Elementary	68	Black Elementary	29	Black Elementary	9
Cromie Elementary	145	Cromie Elementary	89	Cromie Elementary	38	Cromie Elementary	5
Green Acres Elementary	134	Green Acres Elementary	98	Green Acres Elementary	38	Green Acres Elementary	7
Harwood Elementary	106	Harwood Elementary	68	Harwood Elementary	41	Harwood Elementary	22
Holden Elementary	84	Holden Elementary	56	Holden Elementary	32	Holden Elementary	10
Jefferson Elementary	62	Jefferson Elementary	43	Jefferson Elementary	30	Jefferson Elementary	5
Lean Elementary	132	Lean Elementary	119	Lean Elementary	40	Lean Elementary	5
Siersma Elementary	160	Siersma Elementary	96	Siersma Elementary	39	Siersma Elementary	10
Susick Elementary	136	Susick Elementary	77	Susick Elementary	20	Susick Elementary	3
Wilde Elementary	224	Wilde Elementary	148	Wilde Elementary	32	Wilde Elementary	4
Wilkerson Elementary	159	Wilkerson Elementary	86	Wilkerson Elementary	51	Wilkerson Elementary	9
Willow Woods Elementary	59	Willow Woods Elementary	59	Willow Woods Elementary	23	Willow Woods Elementary	8
Beer Middle School	332	Beer Middle School	136	Beer Middle School	16	Beer Middle School	3
Carleton Middle School	222	Carleton Middle School	117	Carleton Middle School	38	Carleton Middle School	2
Carter Middle School	267	Carter Middle School	199	Carter Middle School	31	Carter Middle School	6
Grissom Middle School	191	Grissom Middle School	115	Grissom Middle School	35	Grissom Middle School	5
Cousino High School	725	Cousino High School	145	Cousino High School	21	Cousino High School	7
Sterling Heights High School	551	Sterling Heights High School	143	Sterling Heights High School	25	Sterling Heights High School	8
Warren Mott High School	531	Warren Mott High School	137	Warren Mott High School	25	Warren Mott High School	2
Community High School	34	Community High School	10	Community High School	3	Community High School	2
Butcher Educational Center	145	Butcher Educational Center	66	Butcher Educational Center	15	Butcher Educational Center	2

Would your household participate in Online Learning with a mobile device or receive Paper-Based Learning through the U.S. mail?





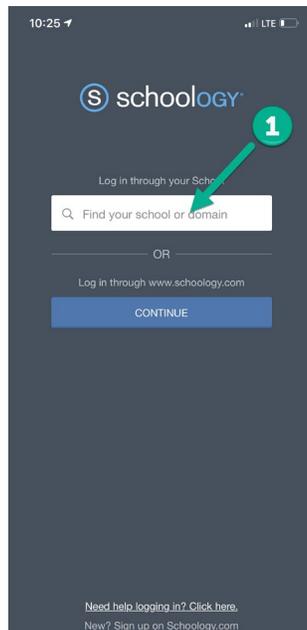
Warren Consolidated Schools Secondary Student Schoology App Login Directions



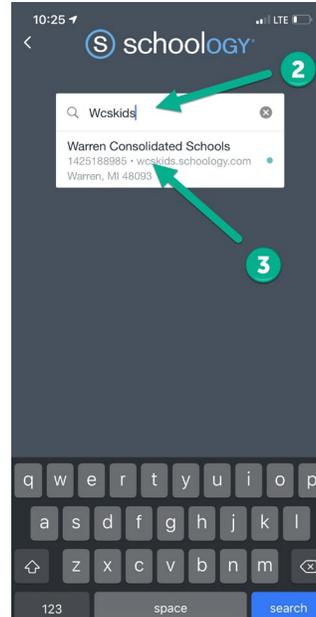
Download the Schoology App –



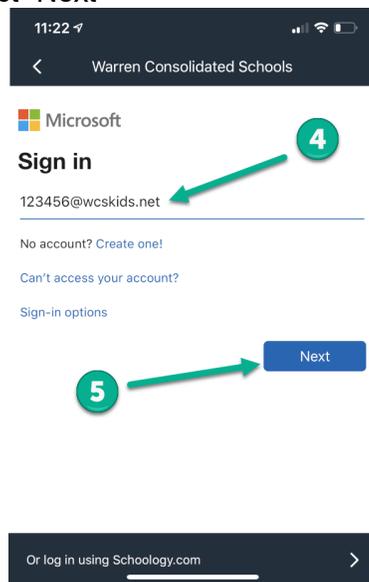
1. Click on “Find your school or domain”



2. Type in “Wcskids”
3. Select “Warren Consolidated Schools”



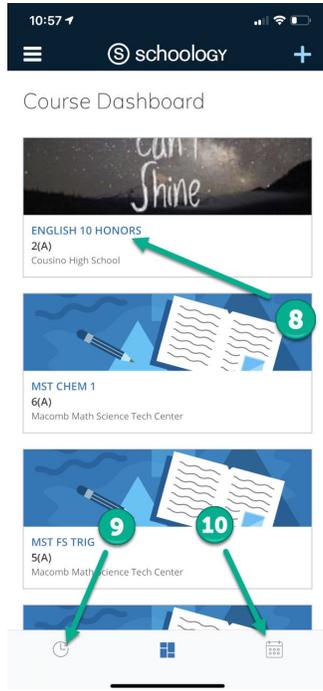
4. Type in your student ID number followed by @wcskids.net (ex. 123456@wcskids.net)
5. Select “Next”



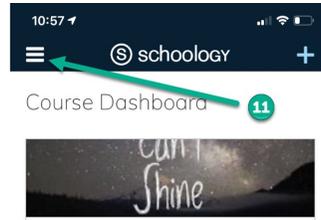
6. Enter your district-provided password in all CAPS (ex ABC123)
7. Select “Sign In”



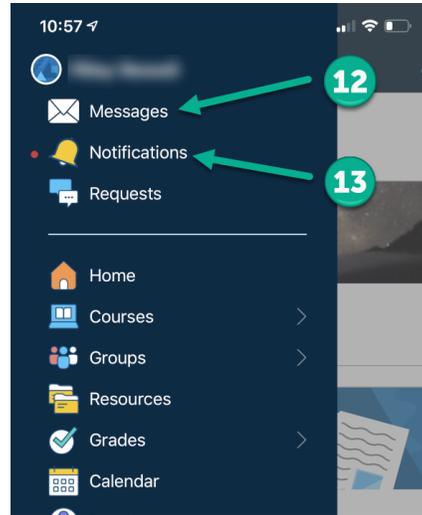
This will take you to your Schoology Dashboard. From the dashboard you can:
 8. Enter a "Course"
 9. View "Recent Activity"
 10. Look at "Calendar" to see upcoming events



11. Select the "Menu" for more options



12. Send or Receive "Messages"
 13. Check to see if you have any "Notifications"



App Icons



Folder – Select to see contents



Assignment – Select to see directions and complete



Assessment – Select to complete Assessment



Discussion – Select to participate in Discussion



Link – Select link and you will be directed to content



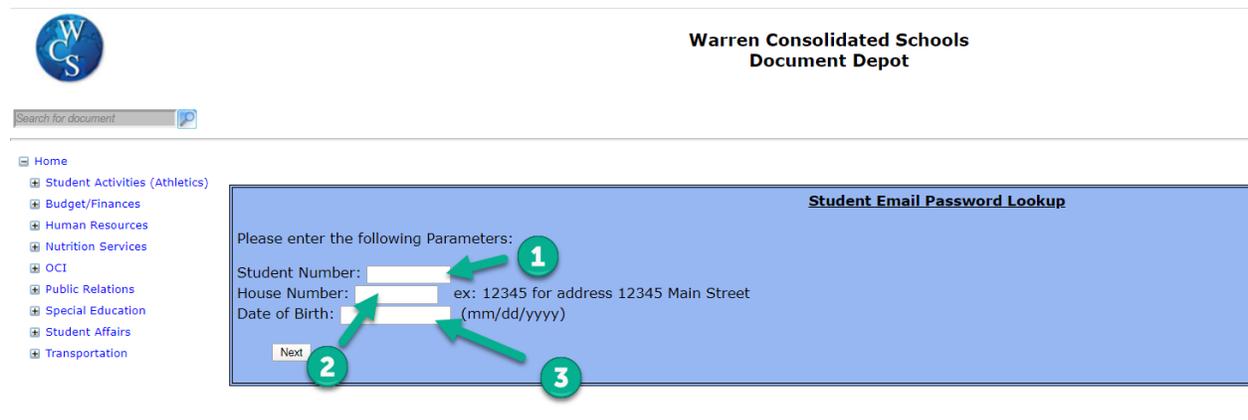
File – Select to view attached file

For additional support, visit - <https://support.schoology.com/hc/en-us/articles/360011805394-iOS-Mobile-App-Students->

Forgot your password?

Go to <https://www.wcs.k12.mi.us/documentdepot/se/forms/27/Lookup.aspx> and fill in the following fields:

1. Student ID # - 6 digits.
2. Your house number – just the numbers of your home address.
3. Student Date of Birth – must be in mm/dd/yyyy format (ex.12/31/2020).



 **Warren Consolidated Schools
Document Depot**

Search for document 

Home

- Student Activities (Athletics)
- Budget/Finances
- Human Resources
- Nutrition Services
- OCI
- Public Relations
- Special Education
- Student Affairs
- Transportation

Student Email Password Lookup

Please enter the following Parameters:

Student Number: **1**

House Number: ex: 12345 for address 12345 Main Street

Date of Birth: (mm/dd/yyyy) **3**

Next **2**



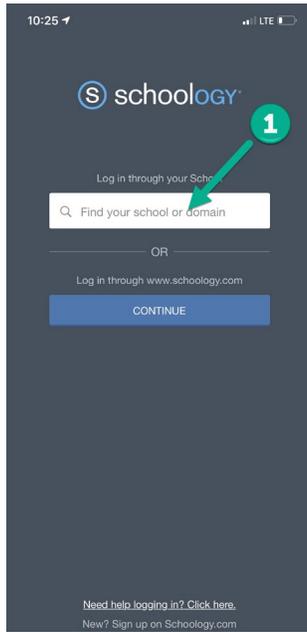
خطوات تحميل تطبيق سكولوجي لطلاب الصفوف الثانوية



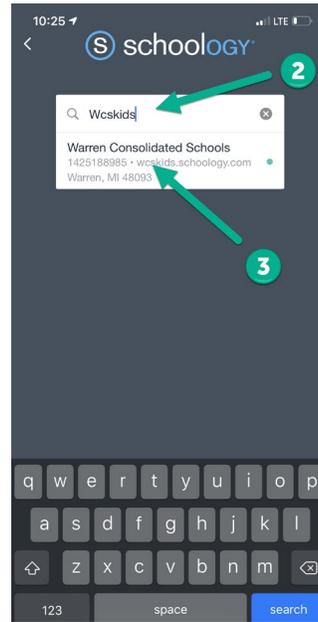
Schoology - قم بتنزيل تطبيق



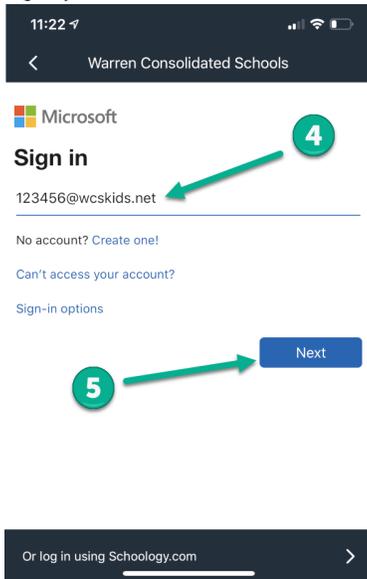
1. "Find your school or domain." اضغط على



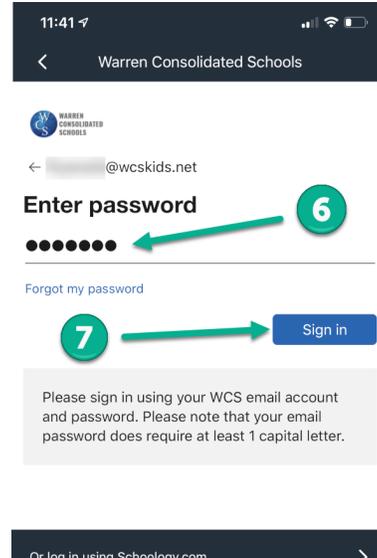
2. Type in "Wcskids." اكتب
3. "Warren Consolidated Schools." اِختار



4. انقر تعريفه الطالب متبوعه بالتالي: @wcskids.net (ex. 123456@wcskids.net).
5. "Next." اِختار



6. اِطبع الكلمة السرية التي وقّرتها المدرسة جميعها أحرف كبيرة
7. "Sign In." اِختار



هذه الخطوات تأخذك الى الداش بورد (صفحة مفاتيح) سكولوجي. هنا يمكنك أن:

8. إختار مادة معينة.

9. راجع أحدث معلومات "Recent Activity".

10. ألقى نظرة على الرزنامة لمعرفة الأحداث "Calendar".

النجمة الحمراء هي عبارة عن دروس إضافية لدعم الطلاب الذين يحتاجون خدمات خاصة أو خدمات تعلم اللغة الثانية.



رموز التطبيقات



الملف – Folder



الواجب – Assignment



إمتعان – Assessment



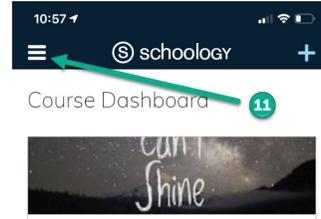
مناقشة – Discussion



رابط – Link

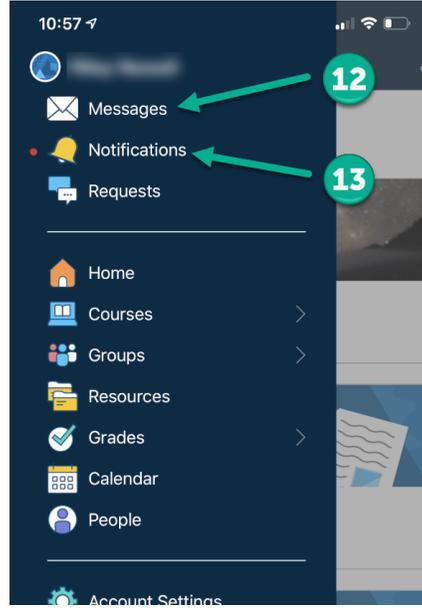
ملف متعلق – File

11. إختار "Menu" للمزيد من الخيارات.



12. "Messages." إستعملها لإرسال و إستقبال الرسائل.

13. "Notifications" معلومات.



For additional support, visit - <https://support.schoology.com/hc/en-us/articles/360011805394-iOS-Mobile-App-Students->

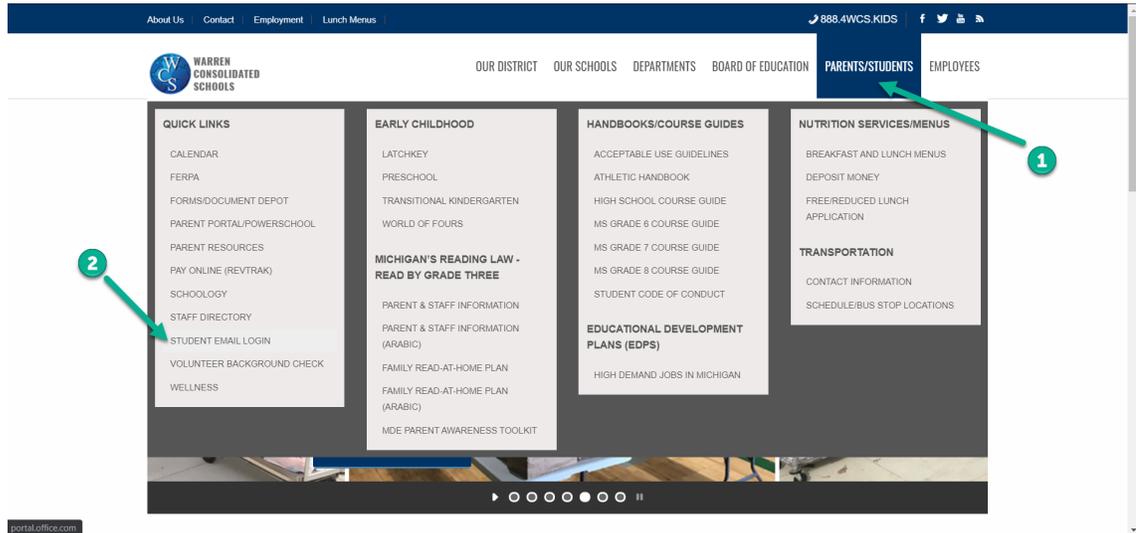


Warren Consolidated Schools Secondary Student Schology Login Directions

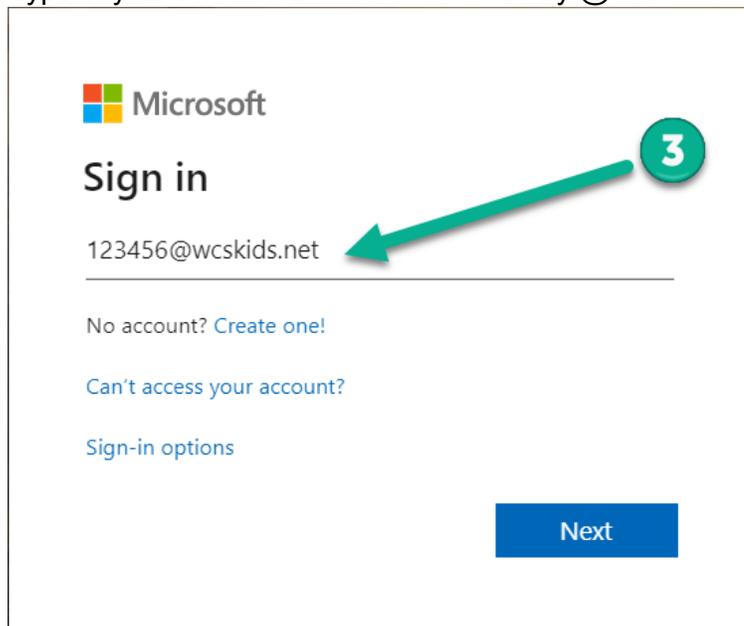


Begin at the WCSKIDS.net

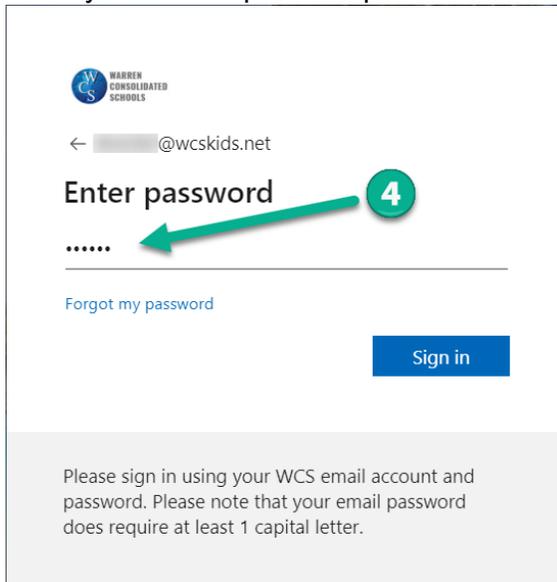
1. Select the PARENTS/STUDENTS tab at the top.
2. Select STUDENT EMAIL LOGIN.



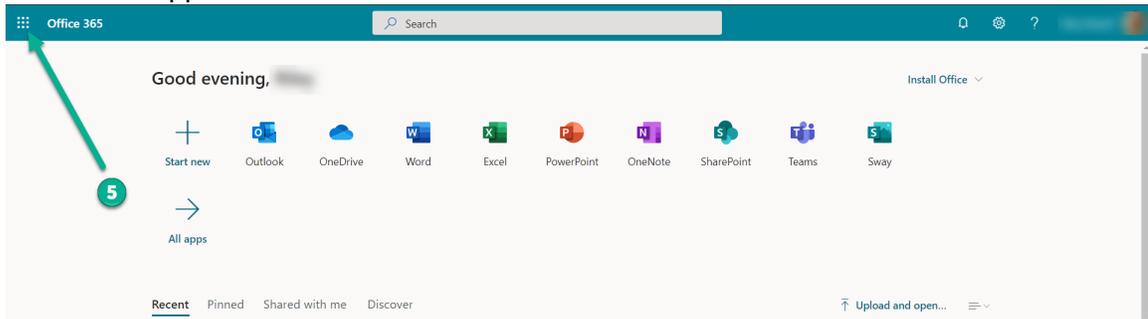
3. Type in your student ID number followed by @wcskids.net (ex. 123456@wcskids.net).



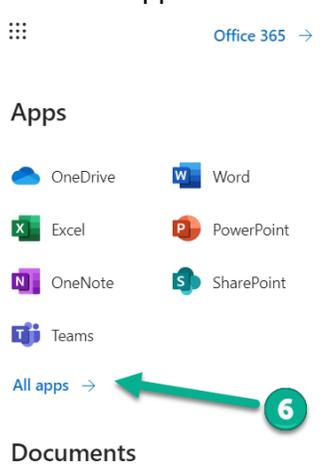
4. Enter your district-provided password in all CAPS (ex ABC123).



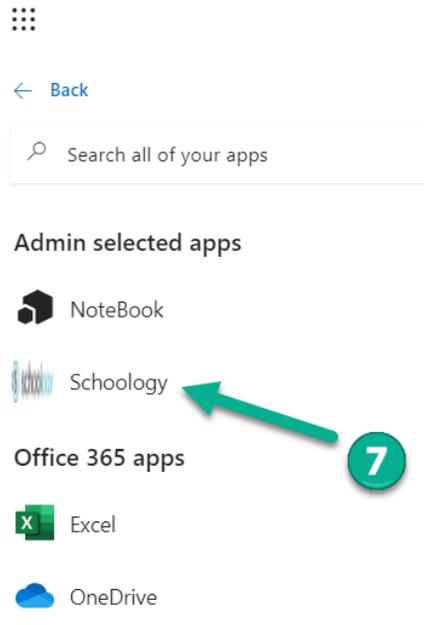
5. This will take you to your Office 365 dashboard. This dashboard contains many useful programs available to WCS students, including Outlook (email). In the upper left corner, select the "App Launcher" sometimes referred to as the "Waffle."



6. Select "All Apps."

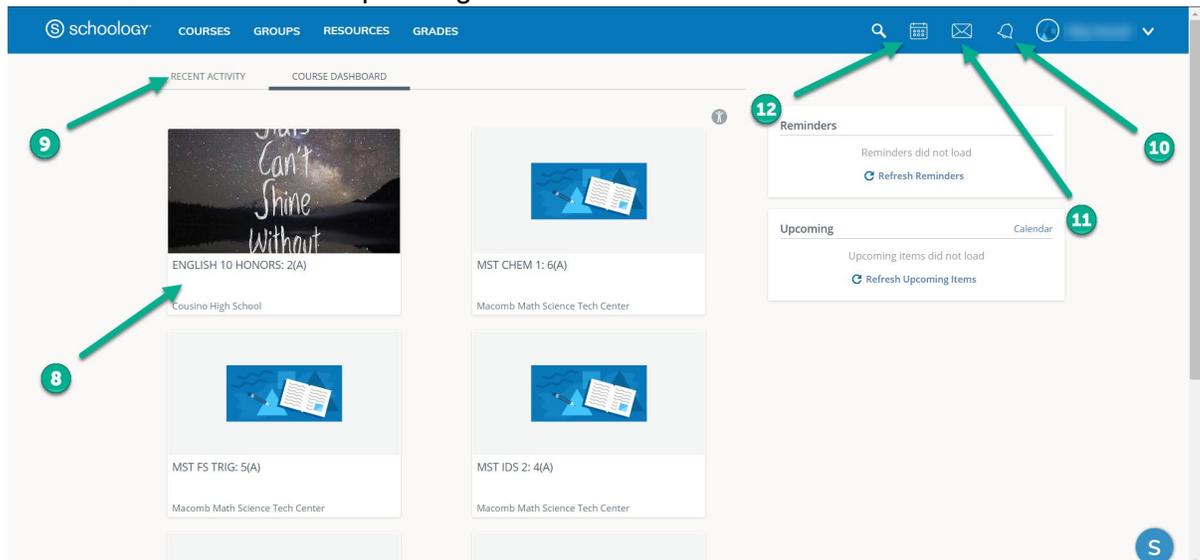


- Then select the Schoology icon. After the initial login, you will no longer need to go to "All Apps." Schoology Icon will appear on the "App Launcher" (refer to step 5).



This will take you to your Schoology Dashboard. From the dashboard you can:

- Enter a "Course"
- View "Recent Activity"
- Check to see if you have any "Notifications"
- Send or Receive "Messages"
- Look at "Calendar" to see upcoming events



If a student receives support services (ex. Resources Room, ELL, Title I), an additional (7th) class will be on the Course Dashboard.

Forgot your password?

Go to <https://www.wcs.k12.mi.us/documentdepot/se/forms/27/Lookup.aspx> and fill in the following fields:

1. Student ID # - 6 digits.
2. Your house number – just the numbers of your home address.
3. Student Date of Birth – must be in mm/dd/yyyy format (ex.12/31/2020).



Warren Consolidated Schools Document Depot

Search for document

- Home
- Student Activities (Athletics)
- Budget/Finances
- Human Resources
- Nutrition Services
- OCI
- Public Relations
- Special Education
- Student Affairs
- Transportation

Student Email Password Lookup

Please enter the following Parameters:

Student Number: **1**
House Number: ex: 12345 for address 12345 Main Street
Date of Birth: (mm/dd/yyyy) **3**

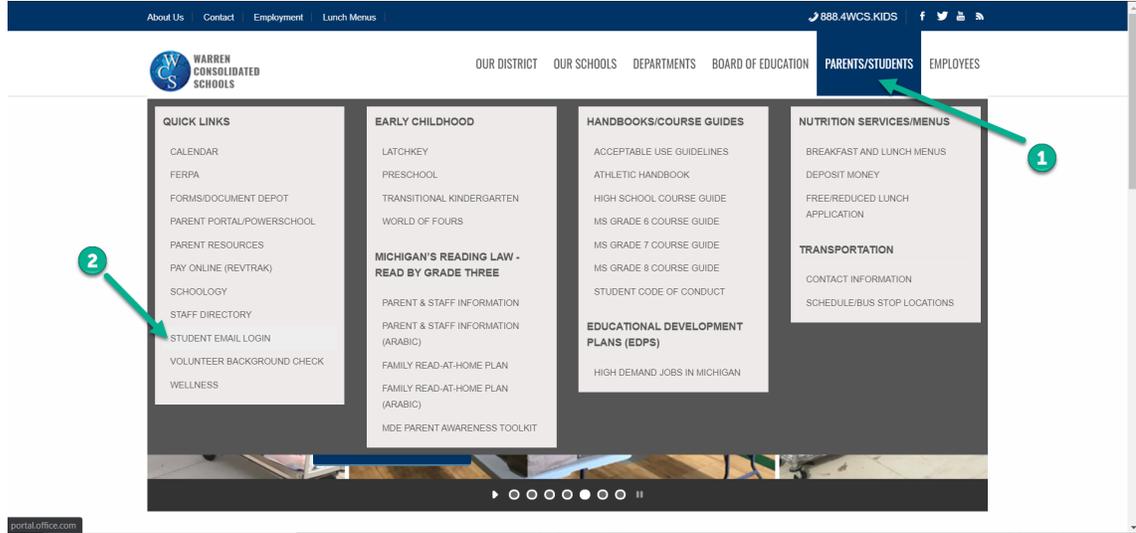
2



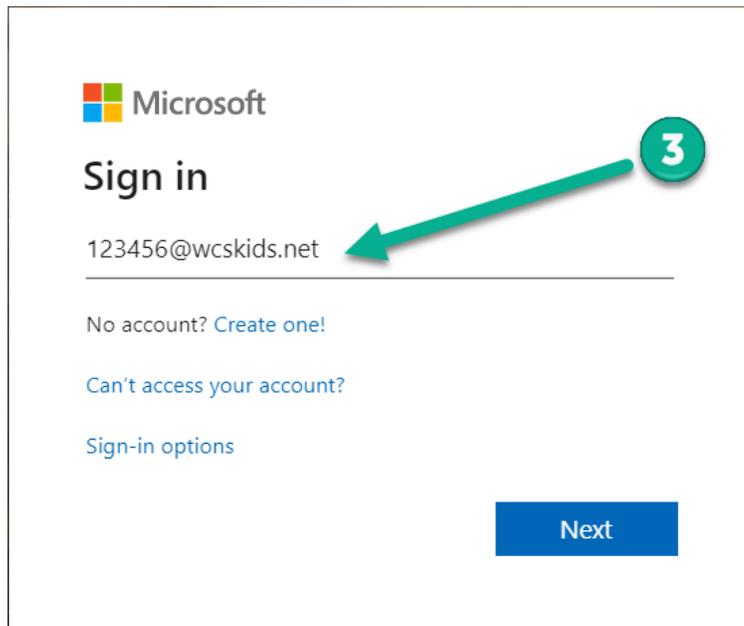
خطوات تسجيل حساب سكولوجي عبر الحاسوب لطلاب الصفوف الثانوية

إبدأ البحث و أدخل: WCSKIDS.net

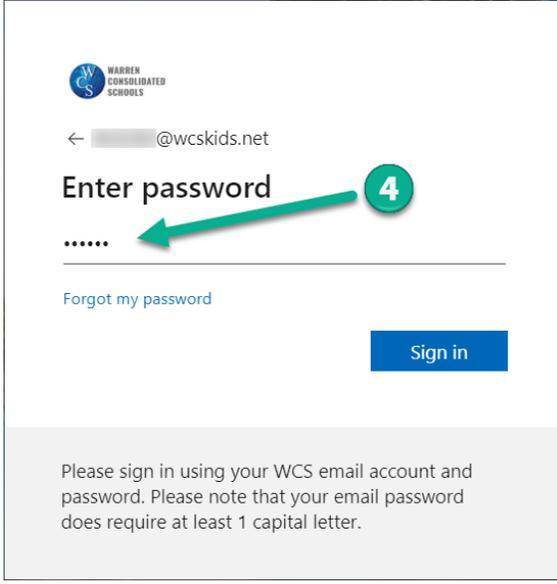
1. إختار PARENTS/STUDENTS في أعلى الصفحة
2. إختار STUDENT EMAIL LOGIN.



3. أنقر رقم الطالب والتالي @wcskids.net (مثلا: 123456@wcskids.net)



4. إطبغ الكلمة السرية التي وقرتها المدرسة جميعها أحرف كبيرة



WARREN CONSOLIDATED SCHOOLS

← @wcskids.net

Enter password 4

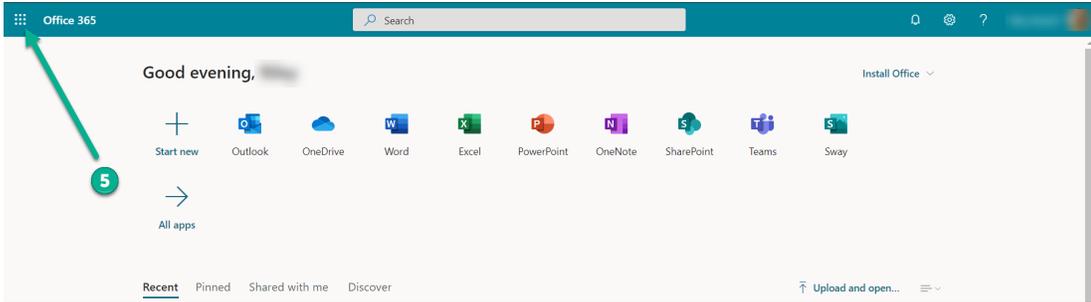
.....

[Forgot my password](#)

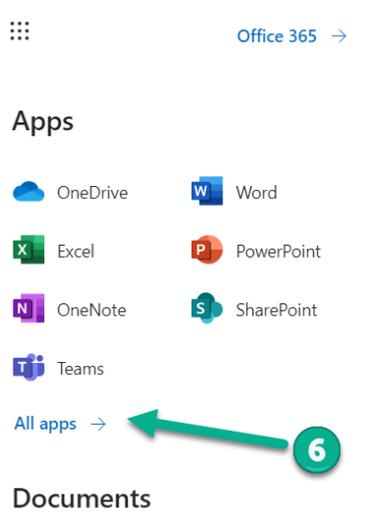
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Please sign in using your WCS email account and password. Please note that your email password does require at least 1 capital letter.

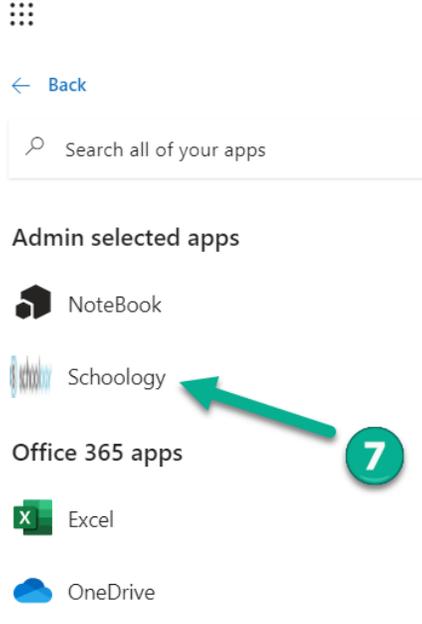
5. الخاصة بك. تحتوي لوحة التحكم هذه على العديد من Office 365 سينقلك هذا إلى لوحة تحكم App. في الزاوية العلوية اليسرى ، حدد "WCS" لطلاب 5. البرامج المفيدة المتاحة "Waffle." الذي يشار إليه أحيانًا باسم "Launcher."



6. إختار "All Apps."

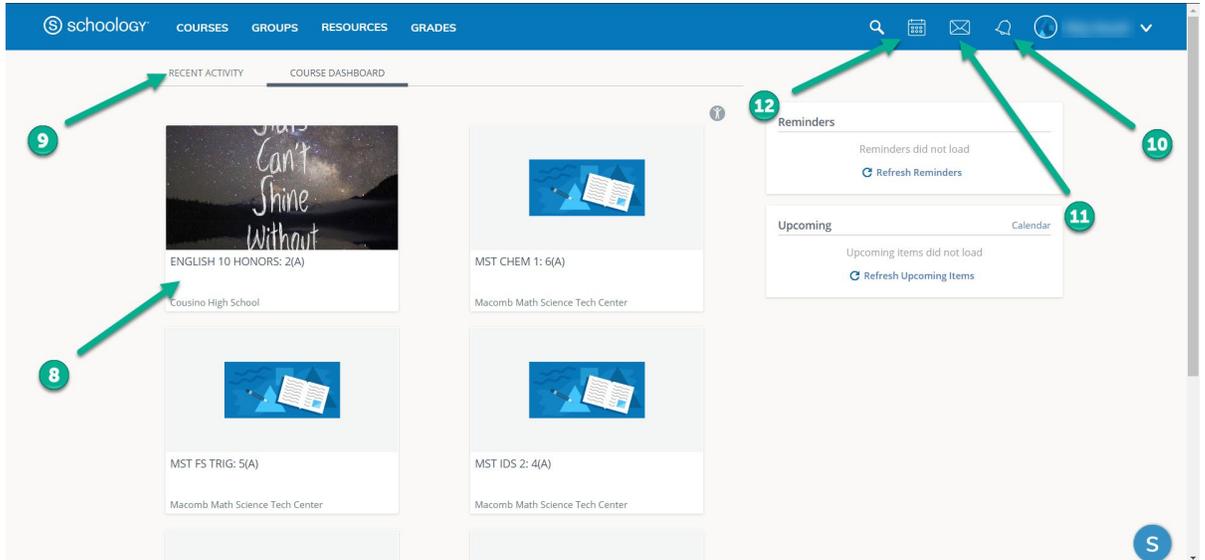


7. All Apps إختار أيقونة سكولوجي. من بعد تسجيل الدخول الأولي، لن تحتاج إلى أن تذهب إلى (راجع الخطوة الخامسة) "App Launcher" ستظهر أيقونة سكولوجي في



هذا سوف يأخذك إلى لوحة قيادة Schoology الخاص بك. من لوحة المعلومات يمكنك:

8. إختار مادة معينة
9. راجع اي نشاطات جديدة
10. راجع اي تنبيهات جديدة
11. قراءة و تبادل الرسائل
12. الرزنامة



إذا يتلقى الطالب خدمات إضافية ، سيكون هناك درس إضافي على لوحة القيادة.

EARLY CHILDHOOD ESSENTIAL STANDARDS	
TRIMESTER 3	
LITERACY	<ol style="list-style-type: none"> 1. Retell important events in books and stories 2. Identify letters and sounds (3's = letters in their names; 4's = 40 letters, 10-20 sounds; TK = 40-54 letters, all sounds) 3. Identify concepts of print: letters, words, spaces, upper/lowercase, punctuation, directionality 4. Phonemic Awareness: (3/4's = rhymes, initial sounds; TK = rhyming, onset and rime, syllables)
LANGUAGE	<ol style="list-style-type: none"> 1. Express themselves clearly and communicate with others 2. Sustain conversation with others 3. Grow capacity to use listening skills 4. Listens and understands complex language
SOCIAL EMOTIONAL	<ol style="list-style-type: none"> 1. Becomes increasingly more independent 2. Regulates own emotions and behaviors 3. Takes care of own needs 4. Demonstrates confidence in new skills

Essential Math Standards
Trimester 3

3 Year Old Preschool

Major Objective:

Uses number concepts and operations.

Supporting Objectives:

1. Verbally counts to 10.
2. Quantifies to a minimum of 5.
3. Connects numerals with their quantities (up to 5).

Essential Math Standards
Trimester 3

4 Year Old Preschool

Major Objective:

Uses number concepts and operations.

Supporting Objectives:

1. Verbally counts to 20.
2. Quantifies to and makes sets of 6-10.
3. Connects numerals with their quantities (up to 10).

Essential Math Standards
Trimester 3

World of Fours

Major Objective:

Uses number concepts and operations.

Supporting Objectives:

1. Verbally counts to 20.
2. Quantifies to and makes sets of 6-10.
3. Connects numerals with their quantities (up to 10).

Essential Math Standards
Trimester 3

Transitional Kindergarten

Unit 4: Growing Things - Transportation

Major Cluster:

CC.TK

Know number names and the count sequence.

Supporting Cluster:

CC.TK.1

Students will recite numbers to 50 in order by ones and tens with prompts as needed.

Major Cluster:

CC.TK

Count to tell the number of objects.

Supporting Cluster:

CC.TK.3

Identify, without counting, the number of objects in a collection of up to five objects.

Major Cluster:

OA.TK

Understand addition as adding to, and subtraction as taking from.

Supporting Cluster:

OA.TK.3

Solve simple addition and subtraction problems (up to 5) with or without objects.

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS LIFE SCIENCE TRIMESTER 3</p>
KINDERGARTEN	<p style="text-align: center;">PLANTS AND ANIMALS LIVE HERE</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p style="text-align: center;">TAKE A LOOK AROUND YOUR LOCAL COMMUNITY AND THINK ABOUT THE IMPACT THAT WE ARE HAVING ON OUR ENVIRONMENT DURING THIS PANDEMIC (e.g. the amount of trash we are generating, disposable gloves being discarded, the personal protective equipment that is being used daily in the hospitals, etc.)</p> <p>Students will...</p> <ul style="list-style-type: none"> • Describe how people affect the land, water, air, and/or other things in the local environment in positive and negative ways. • Communicate examples of things that people do to live comfortably and how those things can cause changes to the land, water, air, and/or living things in the local environment. • Communicate examples of choices that people can make to reduce negative impacts and the effect those choices have on the local environment in oral and written form. <p>CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers & adults in small & larger groups.</p>
1ST GRADE	<p style="text-align: center;">PLANT AND ANIMAL TRAITS</p> <p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p style="text-align: center;">THINK ABOUT THE FAMILY MEMBERS THAT LIVE WITH YOU, YOUR FAMILY PET OR TAKE A NATURE WALK TO MAKE OBSERVATIONS OF PLANTS AND ANIMALS. <i>How are you similar or different from your parents? What about your siblings? Do you have pets? A garden? How are those living things similar or different?</i></p> <p>Students will...</p> <ul style="list-style-type: none"> • Describe key differences between different types of plants and animals (e.g. features that distinguish dogs versus those that distinguish fish, oak trees vs. bean plants) using observations. • Describe how plants and animals of the same type have similar, but not identical features (e.g. size & shape of body parts, color, and/or type of hair, etc.) • Make connections that similarities and differences in features are evidence that although individuals of the same type of animal or plant are recognizable as similar, they can also vary in many ways using evidence. <p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS LIFE SCIENCE TRIMESTER 3</p>
2ND GRADE	<p style="text-align: center;">PLANT AND ANIMAL RELATIONSHIPS</p> <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p style="text-align: center;">TAKE A NATURE WALK AROUND YOUR NEIGHBORHOOD. THINK ABOUT DIFFERENT HABITATS IN LAND AND WATER AND THE LIVING THINGS FOUND IN THEM. <i>Is there a park nearby? What about a pond? Do you have a fish tank or an aquarium? How are the living things found in those habitats similar or different?</i></p> <p>Students will...</p> <ul style="list-style-type: none"> • Observe habitats in land and water. • Describe different types of plants and animals in habitats. • Compare different living things found in different habitats. <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g. record science observations).</p> <p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
3RD GRADE	<p style="text-align: center;">LIFE CYCLES AND SURVIVAL IN AN ECOSYSTEM</p> <p>3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.</p> <p style="text-align: center;">COMPARE AND CONTRAST YOUR TRAITS TO YOUR PARENTS AND YOUR SIBLINGS. ARE THERE TRAITS THAT YOU INHERITED FROM MOM? WHAT ABOUT DAD? WHAT TRAITS, IF ANY, DO YOU SHARE WITH YOUR SIBLINGS? (Think about physical traits such as your height, eye color, hair color, skin color, freckles, dimples, etc. For animals, think about their fur texture, eye color, body shape, etc.)</p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify and describe similarities and differences in traits of parents and offspring. • Identify and describe similarities and differences in traits among siblings. • Describe patterns in differences that that inherited traits can vary. <p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS</p> <p style="text-align: center;">LIFE SCIENCE</p> <p style="text-align: center;">TRIMESTER 3</p>
4TH GRADE	<p style="text-align: center;">STRUCTURE, FUNCTION AND INFORMATION PROCESSING</p> <p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p style="text-align: center;">TAKE A NATURE WALK AND LOOK FOR DIFFERENT KINDS OF PLANTS AND ANIMALS. MAKE OBSERVATIONS OF THEIR DIFFERENT STRUCTURES. HOW DO THOSE STRUCTURES FUNCTION TOGETHER TO SUPPORT THE LIVING ORGANISM?</p> <p>Students will...</p> <ul style="list-style-type: none"> • Describe internal and external structures of selected plants and/or animals. • Construct an argument that different structures work together to support survival, growth, behavior, and/or reproduction within plants. • Construct an argument that different structures work together to support survival, growth, behavior, and/or reproduction within animals. <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
5TH GRADE	<p style="text-align: center;">MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS</p> <p>5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p style="text-align: center;">OBSERVE POTTED PLANTS GROWING IN YOUR HOUSE, A VEGETABLE GARDEN IN YOUR YARD, THE LANDSCAPE OR TREES AROUND YOUR HOUSE OR TAKE A NATURE WALK AROUND YOUR NEIGHBORHOOD TO LOOK AT THE FLOWERS AND TREES BLOOMING. <i>What do plants need to grow? How do they get the nutrients required for survival?</i></p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify the idea that plants acquire materials for growth from air and water. • Describe evidence about a plant's inability to grow without air. • Describe evidence about a plant's inability to grow without water. <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS</p> <p style="text-align: center;">ELA</p> <p style="text-align: center;">TRIMESTER 3</p>
KINDERGARTEN	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>RW.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>
1ST GRADE	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

2ND GRADE	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
3RD GRADE	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

4TH GRADE	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
5TH GRADE	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS SOCIAL STUDIES TRIMESTER 3</p>
KINDERGARTEN	<p style="text-align: center;">CIVIC PARTICIPATION: Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</p> <p>K-C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Caring for a pet • Completing chores • Following household rules • Working with others • Taking turns <p>CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers & adults in small & larger groups.</p>
1ST GRADE	<p style="text-align: center;">CIVIC PARTICIPATION: Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</p> <p>1-C5.0.1 Describe some responsibilities people have at home and at school.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Taking care of oneself • Completing chores • Following household rules • Getting along with others • Respecting the rights of others <p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>

<p style="text-align: center;">2ND GRADE</p>	<p style="text-align: center;">CIVIC PARTICIPATION: Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</p> <p>2-C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Taking care of your dog • Recycling • Caring for family members • Getting along with others • Respecting the rights of others <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects</p> <p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
<p style="text-align: center;">3rd GRADE</p>	<p style="text-align: center;">CIVIC PARTICIPATION: Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</p> <p>3-C5.0.1 Identify and explain rights and responsibilities of citizenship.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Freedom of speech • Right to own property • Respecting the rights of others • Obeying laws • Voting <p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

4TH GRADE	<p>CIVIC PARTICIPATION: Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</p> <p>4-C5.0.1 Explain the responsibilities of members of American society.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Changing and voting on laws • Respecting the law • Paying taxes • Voting <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
5TH GRADE	<p style="text-align: center;">IDENTIFYING AND ANALYZING PUBLIC ISSUES</p> <p>5-P3.1.1 Identify contemporary public issues and their related factual, definitional, and ethical questions.</p> <p style="text-align: center;">READ ARTICLES OR WATCH NEWS OUTLETS ON CURRENT EVENTS HAPPENING AROUND THE STATE AND COUNTRY. DISCUSS EXAMPLES OF HOW PEOPLE MAY THINK DIFFERENTLY ABOUT THESE ISSUES. WHAT FACTS WOULD SUPPORT THEIR THINKING?</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • School closures • Social distancing • Washing hands • Canceling of sports events, concerts, etc. <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS</p> <p style="text-align: center;">MATH</p> <p style="text-align: center;">TRIMESTER 3</p>
KINDERGARTEN	<p>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>KCC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>
1ST GRADE	<p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
2ND GRADE	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>

GRADE LEVEL	<p style="text-align: center;">ELEMENTARY ESSENTIAL STANDARDS</p> <p style="text-align: center;">MATH</p> <p style="text-align: center;">TRIMESTER 3</p>
3RD GRADE	<p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>3.NF.A.2.B Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
4TH GRADE	<p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$.</p> <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>
5TH GRADE	<p>5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.B.7 Add, subtract, <u>multiply</u>, and <u>divide</u> decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2(8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p>

Course	Secondary Science Essential Standards for 4 th Quarter
Sixth Grade	<p>MS LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>
Seventh Grade	<p>MS ESS2-4 Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>MS ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (include Michigan and Great Lakes weather)</p> <p>MS ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p>
Eighth Grade	<p>MS PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>MS PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p>

<p style="text-align: center;">Biology</p>	<p>HS LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p> <p>HS LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>
<p style="text-align: center;">Chemistry</p>	<p>HS PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</p> <p>HS PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).</p>
<p style="text-align: center;">Physics</p>	<p>HS PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.</p> <p>HS PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>

<p style="text-align: center;">Earth Science</p>	<p>HS ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.</p> <p>HS ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p> <p>HS ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>HS ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>
<p style="text-align: center;">Physical Science Chemistry</p>	<p>HS PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p> <p>HS PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>
<p style="text-align: center;">Physical Science Physics</p>	<p>HS PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.</p> <p>HS PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>

Course	<p style="text-align: center;">Secondary Math Essential Standards For 4th Quarter</p>
Math Course 1	<p>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>
Math Course 2	<p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>7.EE.B.4.A Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p>
Math Course 3	<p>8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> <p>8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>

Course	<p style="text-align: center;">Secondary Math Essential Standards For 4th Quarter</p>
Algebra I	<p>HSA.APR.B.3 Identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>HSA.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>
Algebra II	<p>F.BF.A.1 Write a function that describes a relationship between two quantities.</p> <p>A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>S.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>

Geometry	<p>G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>G.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*</p> <p>G.C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p>G.GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p>
Trig/Stat/Geo	<p>S.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>S.MD.B.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>F.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>F.IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p>

<p style="text-align: center;">GRADE LEVEL</p>	<p style="text-align: center;">SECONDARY ESSENTIAL STANDARDS SOCIAL STUDIES END OF QUARTER 3 AND QUARTER 4</p> <p>*Note: Consider connecting suggested standards to the current COVID-19 pandemic. Work with kids to put the current situation in a Social Studies context (i.e. geography of the outbreak, impact of globalization, history of pandemics, economic impact, etc.)</p>
<p style="text-align: center;">SIXTH GRADE</p>	<p>6 – G6.1.1 Contemporary Investigations– Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>6-G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>RH6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p style="text-align: center;">SEVENTH GRADE</p>	<p>7-H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>7-W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7-W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>7-W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p> <p>7-W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>RH6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>

EIGHTH GRADE

8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)

8 – U5.1.4 Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Fugitive Slave Act
- the *Dred Scott v. Sandford* decision (1857)

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen’s Bureau (E2.2)
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

RH6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)

Public Act 451 (Section 380.168)—(1) Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.

8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p. 210)

8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v. Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p. 216)

8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965)
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (National Geography Standard 6, p. 195) (National Geography Standard 10, p. 203)

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)

6.2.1 Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)

6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206)
- describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212)

6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by

- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 210)

7.1.3 Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)

Public Act 451 (Section 380.168)—(1) Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.

7.2.1 World War I – Analyze the causes, characteristics, and long-term consequences of World War I by

- analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism
- analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)
- explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210)

7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by

- explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) (National Geography Standard 13, p. 210)
- explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203)
- analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219)
- explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (National Geography Standard 13, p. 210)
- analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p.195)
- describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p. 195)

8.1.2 Cold War Conflicts – Describe the major arenas of conflict, including

- the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
- ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
- the arms and space race (National Geography Standard 13, p. 210)

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA

3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.

3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.

3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.

3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)

3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).

C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).

5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.

5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.

C6 CITIZENSHIP IN ACTION

6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ECONOMICS

1.3 Prices, Supply, and Demand: Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.2 Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.

1.3.3 Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non- monetary) affect choices of households and economic organizations.

1.4.1 Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.

1.4.4 Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.

E2 THE NATIONAL ECONOMY OF THE UNITED STATES OF AMERICA

2.1.2 Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernment agencies in the economy of the United States

2.1.4 Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.

E3 THE INTERNATIONAL ECONOMY

3.1.5 Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (National Geography Standard 11, p. 206)

3.2.2 Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (National Geography Standard 11, p. 206)

E4 PERSONAL FINANCE

4.1.3 Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

GRADE LEVEL	SECONDARY ESSENTIAL STANDARDS ENGLISH LANGUAGE ARTS END OF QUARTER 3 AND QUARTER 4
SIXTH GRADE	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.</p> <p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to collaborate with others.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

SEVENTH GRADE

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

EIGHTH GRADE

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

NINTH GRADE + HONORS NINTH GRADE

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W9-10.1, W9-10.2, and W9-10.3.)

TENTH GRADE + HONORS TENTH GRADE

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W9-10.1, W9-10.2, and W9-10.3.)

ELEVENTH GRADE

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RL.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W11-12.1, W11-12.2, and W11-12.3.)

TWELFTH GRADE

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RL.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W11-12.1, W11-12.2, and W11-12.3.)

**Suggested End of 3rd Quarter & 4th Quarter
Essential Michigan World Language Standards**

Spanish A & B	<p>1.1.N.SL.b Answer and ask basic questions about weather, healthy/physical conditions, self, family and friends</p> <p>1.1.N.RW.a Exchange information by asking and answering questions in writing about the weather, health/physical conditions, self, family, and friends</p> <p>1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu</p> <p>4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)</p>
Spanish 1	<p>1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends</p> <p>1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life</p> <p>1.1.N.SL.i Ask and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services</p> <p>1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services</p> <p>1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)</p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories</p> <p>1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu</p> <p>2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken</p>
Spanish 2	<p>1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends</p> <p>1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits</p> <p>1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services</p> <p>1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases</p> <p>1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services</p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories</p> <p>1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task</p> <p>2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the target language is spoken</p> <p>2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken</p>

Spanish 3	<p>1.1.M.SL.c <i>Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply</i></p> <p>1.1.M.SL.f <i>Share a detailed description of places and things beyond their immediate environment or in the target culture</i></p> <p>1.1.M.RW.c <i>Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply</i></p> <p>1.1.M.RW.f <i>Share a written detailed description of places and things beyond the student's immediate environment or in the target culture</i></p> <p>1.2.M.L.d <i>Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)</i></p> <p>1.2.M.R.b <i>Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories</i></p> <p>1.3.M.W.a <i>Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task</i></p> <p>2.1.M.F.d <i>Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken</i></p> <p>2.2.M.G.a <i>Identify and describe regions and their distinctive characteristics within the countries where the language is spoken</i></p> <p>2.2.M.G.d <i>Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken</i></p>
Spanish 4	<p>1.1.A.SL.c <i>Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply</i></p> <p>1.1.M.SL.g <i>Exchange information in the target language about personal and social, community or current events</i></p> <p>1.1.M.RW.c <i>Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply</i></p> <p>1.1.M.RW.g <i>Exchange information in writing in the target language about personal and social, community, or current events</i></p> <p>1.2.M.R.b <i>Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories</i></p>

Prioritizing the Standards Using R.E.A.L. Criteria

“In the absence of an agreed-upon set of criteria for prioritizing the standards, educators will, out of necessity, make up their own.”

-Larry Ainsworth

Whether working in Texas, which has categorized the Essential Knowledge and Skills into readiness and supporting standards, or in the 46 states that adopted the Common Core, teachers routinely ask themselves the same questions: Are some standards more important than others? Which standards will students need in the next class, course or grade level? Will all the standards be tested?

During a recent team meeting teachers were given a sample unit plan and asked to ‘identify what was important for students to learn’ before an upcoming assessment. Teachers embraced the task but as they worked to identify the requisite standards for the upcoming unit, it became obvious that each individual was using their own unique criteria to prioritize what was essential for students to learn. The result was several different and competing sets of standards based on the contrasting views of individual teachers. Agreement on the unit’s essential outcomes remained an elusive goal.

Larry Ainsworth argues that this experience is not unique to a single district, school or team. He suggests that, “left to their own professional opinions when faced with the task of narrowing a voluminous number of student learning outcomes, educators naturally pick and choose those they know best, like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests.” Reaching consensus on a unit’s essential

outcomes is important but many teachers wonder where to begin the task of prioritizing an overwhelming number of standards.

Using the R.E.A.L. Criteria to Prioritize the Standards

In response to this dilemma, Ted Horrell and his colleagues in Shelby County, Tennessee have translated criteria first developed by Reeves and Ainsworth into an easy to remember acronym. Using the R.E.A.L. criteria (Readiness, Endurance, Assessed, and Leverage), teachers collaborate around whether a particular standard should be considered a priority. An example for each of the four categories is listed below.

Readiness: The ‘R’ stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level. Here is an example of a Readiness standard.

Algebra I Standard: Manipulate formulas and solve literal equations.

Student proficiency in this standard is necessary for success in subsequent math classes including Geometry and Algebra II. Students who cannot demonstrate these skills would not be ready to advance to the next level of instruction.

Endurance: The ‘E’ represents Endurance. This standard provides students with knowledge and skills that are useful beyond a single test or unit of study. Here is an example of an Endurance standard.

*English 9-10 Standard:
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

This standard, in particular the skill of providing an objective summary of written passages, will be required for future high school and col-



lege courses. It is also likely to be an essential skill in many professions and in everyday life. The standard has a high degree of endurance.

Assessed: The ‘A’ represents Assessed. This standard will be assessed on upcoming state and national exams. Here is an example of a standard reflecting the Assessed criteria.

Algebra I Standard: *Order and classify rational numbers.*

Although ordering numbers is a vital part of the math curriculum that most students master at an early age, classifying rational numbers is a skill that is not an essential building block for understanding future concepts, nor does it have much practical application outside of the math curriculum. However, there are questions on the ACT and PSAT that require students to use this specific skill—a fact that would have to be considered when prioritizing this standard.

Leverage: The ‘L’ corresponds to Leverage. This standard will provide students with the knowledge and skills that will be of value in multiple disciplines. Here is an example of a standard reflecting the Leverage criteria.

Physical Science Standard: *Choose, construct, and analyze appropriate graphical representations for a data set.*

Though it is part of the physical science curriculum, this standard has significant leverage. Students will be expected to apply these skills in future science classes as well as in other content areas such as social studies, career and technical education, and math.

Should Teachers Prioritize the Standards?

Educators on both sides of this question make passionate arguments for and against the idea of prioritizing standards. Whether we acknowledge it or not, the truth is teachers are prioritizing standards all the time and effective principals take advantage of the significant benefits the process has for their schools.

Collaboratively prioritizing the standards creates greater clarity around what teachers should teach and students should learn. Many teachers find the process of prioritizing standards allows them to see how one standard overlaps with other standards. Furthermore, prioritizing the standards sharpens the focus on what students should learn which promotes development of better assessments and helps identify which students will need more time and support. This kind of knowledge fosters more efficient planning and more efficient sharing of resources.

Prioritizing the standards also encourages teachers to embrace more effective instructional practices by reducing the pressure to simply cover the material. According to Ainsworth, “the consensus among educators nationwide is that in-depth instruction of ‘essential’ concepts and skills is more effective than superficially ‘covering’ every concept in the textbook.”

Perhaps the biggest argument in favor of prioritizing standards is the positive effect the process has on sharpening the pedagogy and deepening the content knowledge of teachers. Teams who prioritize the standards recognize that in many ways, the process is as important as the product. Carefully analyzing the standards, debating the merits of individual standards, and coming to consensus on the most essential standards helps everyone gain a more thorough understanding of what teachers should teach and students should learn.

If Everything is Important, Then Nothing is Important

To paraphrase the famous quote, “If everything is a priority, then nothing is a priority.” The question is not whether teachers will prioritize the standards but how will teachers prioritize the standards. Will teachers use a unique set of criteria formed by individuals working in isolation or will they prioritize the standards based upon a common and agreed upon set of criteria developed collaboratively while working as a team?

The answer is to embrace our collective responsibility, decide together what is most important for students to know and be able to do, and prioritize our teaching around the most important things. Insisting teams collaboratively prioritize the standards using R.E.A.L. criteria provides an important leverage point for principals. ■

.....

Dr. Tom Many is an author and consultant. His career in education spans more than 30 years.

Dr. Ted Horrell is a principal and member of the PLC Leadership Team for the Shelby County School District in Memphis, Tennessee.

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- Marzano, R., Yanoski, D., Hoegh, J. & Simms, J. (2013). *Using Common Core Standards To Enhance Classroom Instruction and Assessment*. Marzano Research Laboratory.
- Reeves, D. (2002). *Making Standards Work*. Advanced Learning Centers.

Read more from Dr. Many at <http://bit.ly/manyarchive>.
Email your thoughts and feedback to admin@tepsa.org.

Appendix

The Structure is the Standards

Essay by Phil Daro, William McCallum, and Jason Zimba, February 16, 2012¹⁹

You have just purchased an expensive Grecian urn and asked the dealer to ship it to your house. He picks up a hammer, shatters it into pieces, and explains that he will send one piece a day in an envelope for the next year. You object; he says “don’t worry, I’ll make sure that you get every single piece, and the markings are clear, so you’ll be able to glue them all back together. I’ve got it covered.” Absurd, no? But this is the way many school systems require teachers to deliver mathematics to their students; one piece (i.e. one standard) at a time. They promise their customers (the taxpayers) that by the end of the year they will have “covered” the standards.

In the Common Core State Standards, individual statements of what students are expected to understand and be able to do are embedded within domain headings and cluster headings designed to convey the structure of the subject. “The Standards” refers to all elements of the design—the wording of domain headings, cluster headings, and individual statements; the text of the grade level introductions and high school category descriptions; the placement of the standards for mathematical practice at each grade level.

The pieces are designed to fit together, and the standards document fits them together, presenting a coherent whole where the connections within grades and the flows of ideas across grades are as visible as the story depicted on the urn.

The analogy with the urn only goes so far; the Standards are a policy document, after all, not a work of art. In common with the urn, however, the Standards were crafted to reward study on multiple levels: from close inspection of details, to a coherent grasp of the whole. Specific phrases in specific standards are worth study and can carry important meaning; yet this meaning is also importantly shaped by the cluster heading in which the standard is found. At higher levels, domain headings give structure to the subject matter of the discipline, and the practices’ yearly refrain communicates the varieties of expertise which study of the discipline develops in an educated person.

Fragmenting the Standards into individual standards, or individual bits of standards, erases all these relationships and produces a sum of parts that is decidedly less than the whole. Arranging the Standards into new categories also breaks their structure. It constitutes a remixing of the Standards. There is meaning in the cluster headings and domain names that is not contained in the numbered statements beneath them. Remove or reword those headings and you have changed the meaning of the Standards; you now have different Standards; you have not adopted the Common Core.

Sometimes a remix is as good as or better than the original. Maybe there are 50 remixes, adapted to the preferences of each individual state (although we doubt there are 50 good ones). Be that as it may, a remix of a work is not the same as the original work, and with 50 remixes we would not have common standards; we would have the same situation we had before the Common Core.

Why is paying attention to the structure important? Here is why: The single most important flaw in United States mathematics instruction is that the curriculum is “a mile wide and an inch deep.” This finding comes from research comparing the U.S. curriculum to high performing countries, surveys of

¹⁹ <http://commoncoretools.me/2012/02/16/the-structure-is-the-standards/>.

college faculty and teachers, the National Math Panel, the Early Childhood Learning Report, and all the testimony the CCSS writers heard. The standards are meant to be a blueprint for math instruction that is more focused and coherent. The focus and coherence in this blueprint is largely in the way the standards progress from each other, coordinate with each other and most importantly cluster together into coherent bodies of knowledge. Crosswalks and alignments and pacing plans and such cannot be allowed to throw away the focus and coherence and regress to the mile-wide curriculum.

Another consequence of fragmenting the Standards is that it obscures the progressions in the standards. The standards were not so much assembled out of topics as woven out of progressions. Maintaining these progressions in the implementation of the standards will be important for helping all students learn mathematics at a higher level. Standards are a bit like the growth chart in a doctor's office: they provide a reference point, but no child follows the chart exactly. By the same token, standards provide a chart against which to measure growth in children's knowledge. Just as the growth chart moves ever upward, so standards are written as though students learned 100% of prior standards. In fact, all classrooms exhibit a wide variety of prior learning each day. For example, the properties of operations, learned first for simple whole numbers, then in later grades extended to fractions, play a central role in understanding operations with negative numbers, expressions with letters and later still the study of polynomials. As the application of the properties is extended over the grades, an understanding of how the properties of operations work together should deepen and develop into one of the most fundamental insights into algebra. The natural distribution of prior knowledge in classrooms should not prompt abandoning instruction in grade level content, but should prompt explicit attention to connecting grade level content to content from prior learning. To do this, instruction should reflect the progressions on which the CCSSM are built. For example, the development of fluency with division using the standard algorithm in grade 6 is the occasion to surface and deal with unfinished learning with respect to place value. Much unfinished learning from earlier grades can be managed best inside grade level work when the progressions are used to understand student thinking.

This is a basic condition of teaching and should not be ignored in the name of standards. Nearly every student has more to learn about the mathematics referenced by standards from earlier grades. Indeed, it is the nature of mathematics that much new learning is about extending knowledge from prior learning to new situations. For this reason, teachers need to understand the progressions in the standards so they can see where individual students and groups of students are coming from, and where they are heading. But progressions disappear when standards are torn out of context and taught as isolated events.

The Surveys of Enacted Curriculum are ...

Data analysis tools for examining the content of local mathematics, science and English Language Arts (K-12) curriculum

Content maps that enable state and district leaders analyze the content of state standards and state assessments.

Online, web-based teacher surveys that collect and report data on instructional practices and content that are being taught in classrooms through a process that provides anonymity.

Data that engage teachers, specialists and administrators in **collaborative dialogue** about content, practice, impact of professional development, equity and more...

Data reports that can be disaggregated by class size, amount of professional development, sub-group, achievement level, and more...

Data reports that are **immediately available** to survey respondents upon completion.



Lani Seikaly, SEC Consultant, facilitates data analysis discussion.

Current uses of the SEC include:

Curriculum Alignment of the intended curriculum (standards), the enacted curriculum (taught in the classroom) and the assessed curriculum (state assessments).

Evaluation of Programs and Initiatives (e.g., Reading 1st, Title I, professional development, etc.)

School Improvement Planning including **Causal analysis** for low student performance, as well as indicators for **monitoring progress** toward student learning goals.

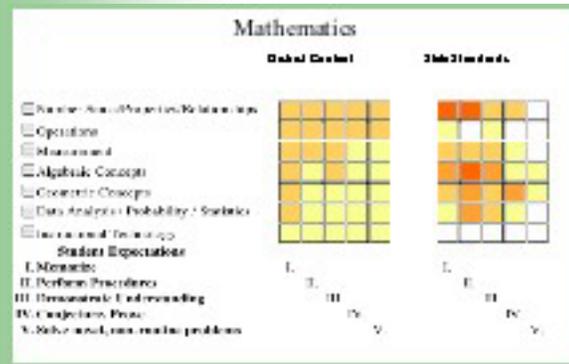
Engagement of teachers and content specialists in **high quality professional development**.

The research says* ...

....the alignment index on the SEC report shows a high correlation with impact on student achievement. (Gamoran, Porter, Smithson, and White. "Upgrading High School Mathematics Instruction," 1997.)

...that teachers engaging in SEC with accompanying long-range professional development, have classrooms that exhibit greater alignment to standards. (Smithson, February 2005.)

*For surveys, studies, research findings, presentations, and reports are available at www.SECsurvey.org in the products section.

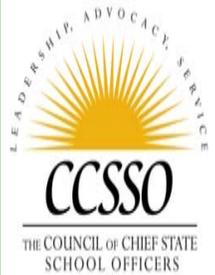


SEC users say...

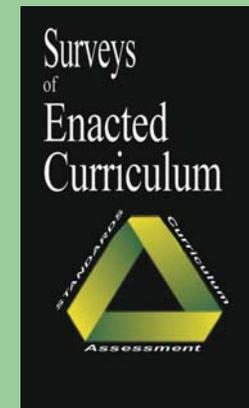
"Use of SEC math data has engaged our teachers in dialogue about opportunity to learn to the point where we had to 'untrack' our middle school." *Middle School Teacher*

"Looking at the charts and graphs allowed us to have conversations, not only what we were teaching, but also about what our expectations of our students were." *High School English Language Arts Teacher*

"We can't say that the SEC caused our 15% gain in student achievement on the math test, but the conversation we had enabled us to identify and put into place some strategies that did have impact." *SEC State Coordinator*



SURVEYS OF ENACTED CURRICULUM



Data tools for curriculum alignment to enable high student achievement.

Council of Chief State School Officers

Data from the Surveys of Enacted Curriculum assist state, district and school leaders...

“See” the content that is being taught in the classroom.

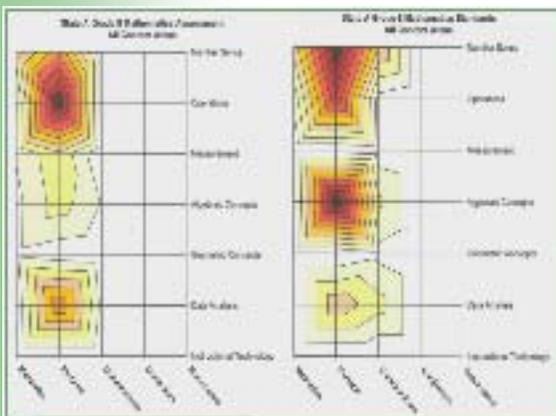
Explore the degree of alignment between what is taught and the state standards.

Better understand the instructional strategies that are being used in classrooms and examine how they align with best practice and research findings.

Provide focus for dialogue in professional learning communities.

Guide professional development efforts and monitor the impact on classroom practice.

Predict how students will perform on local or state assessments.



Initiated in 1998, Surveys of Enacted Curriculum have been used by hundreds of schools and districts across the country for nearly a decade.

A variety of workshops are available to help schools or districts begin using the Surveys of Enacted Curriculum.

Level I

At level I, Introduction and Overview Sessions provide information about the survey components, its history, research findings, reporting displays and potential applications for schools or districts. Orientation Sessions that prepare teachers to take the survey are also available at this level.

Level II

Workshop Sessions at Level II provide training on how to interpret the data displays and analyze survey data, as well as the alignment between district, school and/or state standards and assessments.



Arie van der Ploeg, Learning Point Associates, assists a state SEC coordinator during a planning session.

Level III

Workshop sessions at this level enable participants to engage school and district teams in dialogue about instructional practices, levels of cognitive demand, beliefs and values, and equity.

Technical Assistance & Support

Technical assistance and support are available from the SEC Collaborating Organizations. For further information and/or to discuss joining the SEC Collaborative, please call Rolf Blank at CCSO.

SEC Collaborating Organizations

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WCS Guide to Grading



Since the initial closure of school by the Governor, how students are graded, awarded credit, and promoted to the next grade, have led to many questions. After a review of the Governor's order, recommendations from the Michigan Department of Education, consultation with districts from around Macomb County, and a careful analysis of our Board of Education Policies, below you will find information about grading for all students in Warren Consolidated Schools.

Requirements for the Class of 2020

At the comprehensive high schools (Cousino, Sterling Heights, Warren Mott), those seniors who have 19.5 credits and have met the Michigan Merit Curriculum (MMC) requirements after Semester 1, and who are progressing toward the essential learning standards provided by the Office of Curriculum and Instruction, as determined by their teacher will receive "Credit (CR)" for their courses and fulfill the degree requirements set forth by the WCS Board of Education.

For our alternative high school (Community): Those seniors who have met the MMC requirements up to the end of Quarter 2, enrolled in the appropriate courses needed to complete the MMC requirements for Quarter 3 and Quarter 4, and who are progressing toward the essential learning standards as determined by their teachers, will receive "Credit (CR)" for their courses and fulfill the degree requirements set forth by the WCS Board of Education.

Seniors at both of the comprehensive and alternative high schools who are NOT on track to complete the MMC requirements will have until June 1, 2020, to finish any and all Credit Recovery classes needed to fulfill said requirements. They should also be progressing toward the essential learning standards as determined by their teachers. If both requirements are met, they would have then fulfilled the degree requirements set forth by the WCS Board of Education.

For our seniors, this unstructured learning time presents an opportunity to build the capacity to manage their workload and to build structure, two critical skills for college and career readiness.

Quarter 3 Progress Reports, Credit/Incomplete (CR/I) for Students in Grades 9-12, and 8th grade students currently taking classes for High School Credit

Teachers will have until April 24, 2020, to update any academic grades based on work/labs/assessments/etc. that were assigned prior to March 11, 2020, the date recognized by Governor Whitmer's Executive Order 2020-35 as the last official date of school due the Covid-19 pandemic. At that point, letter grades for Quarter 3 will ONLY serve as a show of progress for students and parents/guardians based on the essential learning standards previously set forth by WCS's Office of Curriculum and Instruction, as determined by their teacher(s).

The exception to this policy is for students enrolled in our alternative high school, the above would apply but “Credit (CR)” would be given in lieu of a letter grade.

Starting on April 14, 2020, “Credit (CR)” will be awarded for Second Semester to those students who are progressing toward the essential learning standards identified by our district, as determined by their teacher(s). In keeping with our Board Policy, “Incomplete (I)” would only be given to students provided there is documented evidence that multiple attempts were made to contact the student/family and lack of progression was not based on inability to obtain class content or other barriers to the student’s learning. Online Credit Recovery classes during the summer would be recommended for students who received an “Incomplete (I)” for Semester 2.

Students in Grades 6-8

Much like our high school students, teachers will have until April 24 to update grades as a show of progress for students and parents/guardians based on the essential learning standards previously set forth by the WCS Office of Curriculum and Instruction. Starting on April 14, 2020, “Credit (CR)” will be awarded for Second Semester to those students who are progressing toward the essential learning standards set forth by WCS as determined by their teacher(s).

Students in Grades PK-5

Our district has long held a belief and practice that elementary retention is a collaborative decision between principals, students, and parents. To that end, children who are candidates for retention were identified prior to the school closure. These families should expect communication from their principal/teacher on the next step in the process.

For other children at the elementary level, progressing toward the essential learning standards set forth by WCS will allow promotion to the next grade level as determined by their teacher(s).





وضع العلامات

منذ الإغلاق الأولي للمدرسة من قبل الحاكم، أدت كيفية تصنيف الطلاب ومنحهم الكريديت، وترقيتهم إلى الصف التالي، إلى العديد من الأسئلة. بعد مراجعة أمر الحاكم، وتوصيات وزارة التربية في ولاية ميشيغان، والتشاور مع المناطق من جميع أنحاء مقاطعة ماكومب، والتحليل الدقيق لسياسات مجلس التعليم حول الدرجات، ستجد أدناه معلومات حول التقدير لجميع الطلاب في مدارس وارن كونسوليديتد.

متطلبات خريجي 2020

في المدارس الثانوية الشاملة (كوزينو، سترلينغ هايتز، و وورن ماط)، طلاب السنة الأخيرة الذين لديهم 19.5 كريديت معتمد وقد استوفوا متطلبات الاستحقاق لميشيغان (MMC) بعد الفصل 1، والذين يتقدمون نحو معايير التعلم الأساسية التي يوفرها مكتب المناهج والتعليم، على النحو الذي يحدده معلمهم، سيحصل على "كريديت (CR)" لدوراتهم والوفاء بمتطلبات الدرجة المنصوص عليها من قبل مجلس التعليم WCS. بالنسبة لمدرستنا الثانوية البديلة (كوميونتي): طلاب السنة الأخيرة الذين استوفوا متطلبات MMC حتى نهاية الربع الثاني، مسجلين في الدورات المناسبة اللازمة لإكمال متطلبات MMC للربع الثالث والربع الرابع، والذين يتقدمون نحو أساسيات معايير التعلم كما يحددها معلموهم، ستحصل على "كريديت (CR)" لدوراتهم وتلبية متطلبات الدرجة المنصوص عليها من قبل مجلس التعليم WCS. سيكون لدى طلاب السنة الأخيرة في كل من المدارس الثانوية

الشاملة والبديلة الذين ليسوا على المسار الصحيح فرصة لإكمال متطلبات MMC حتى 1 حزيران 2020، لإنهاء أي وجميع الفصول اللازمة لتلبية المتطلبات المذكورة. يجب عليهم أيضاً التقدم نحو معايير التعلم الأساسية على النحو الذي يحدده معلموهم. إذا تم استيفاء كلا الشرطين، فسيكونا قد استوفينا متطلبات الدرجة المنصوص عليها من قبل مجلس التعليم WCS.

بالنسبة إلى طلاب السنة الأخيرة لدينا، يمثل وقت التعلم غير المنظم هذا فرصة لبناء القدرة على إدارة عبء عملهم والتنظيم، وهما مهارتان مهمتان للإستعداد للكلية والوظيفة.

تقارير التقدم للربع الثالث، كريديت/غير مكتمل (CR/I) للطلاب في الصفوف 9-12، وطلاب الصف الثامن الذين يتلقون حالياً صفوفًا للحصول على كريديت المدرسة الثانوية.

سيتاح للمعلمين حتى 24 أبريل 2020 لتحديث أي درجات أكاديمية بناءً على العمل/ الإختبرات/ التقييمات/ إلخ التي تم تعيينها قبل 11 مارس 2020، وهو التاريخ الذي حدده الأمر التنفيذي للحاكم ويتمان 2020-35 باعتباره آخر تاريخ رسمي للمدرسة بسبب جائحة Covid-19. عند هذه النقطة، ستعمل درجات الحروف للربع الثالث فقط كعرض للتقدم للطلاب وأولياء الأمور/الأوصياء استناداً إلى معايير التعلم الأساسية التي حددها سابقاً مكتب المناهج والتعليم في WCS، كما يحددها معلمهم (معلموهم).

الاستثناء من هذه السياسة هو للطلاب المسجلين في مدرستنا

الثانوية البديلة، سيتم تطبيق ما سبق ولكن سيتم منح "الكريديت (CR)" بدلاً من درجة الحروف.

اعتبارًا من 14 أبريل 2020، سيتم منح "الكريديت (CR)" للفصل الدراسي الثاني للطلاب الذين يتقدمون نحو معايير التعلم الأساسية التي تحددها منطقتنا، على النحو الذي يحدده معلمهم (معلموهم). تماشيا مع سياسة مجلسنا، لن يتم تقديم "غير مكتمل (I)" للطلاب إلا بشرط وجود أدلة موثقة على أنه تم إجراء محاولات متعددة للاتصال بالطالب/العائلة وعدم وجود تقدم وعدم القدرة على الحصول على محتوى الفصل أو غير ذلك الحواجز التي تحول دون تعلم الطالب. يوصى بفصول/دروس تعويض الكريديت عبر الإنترنت خلال فصل الصيف للطلاب الذين حصلوا على "غير مكتمل (I)" للفصل الدراسي الثاني.

الطلاب في الصفوف 6-8

تمامًا مثل طلاب المدارس الثانوية لدينا، سيكون أمام المعلمين حتى 24 أبريل لتحديث الدرجات كدليل تقدم للطلاب وأولياء الأمور/الأوصياء استنادًا إلى معايير التعلم الأساسية التي سبق أن وضعها مكتب WCS للمناهج والتعليم.

اعتبارًا من 14 أبريل 2020، سيتم منح "الكريديت (CR)" للفصل الدراسي الثاني للطلاب الذين يتقدمون نحو معايير التعلم الأساسية التي حددها WCS على النحو الذي يحدده معلمهم (معلموهم).

الطلاب في الصفوف PK-5

اعتقدت منطقتنا منذ فترة طويلة على اعتقاد وممارسة أن الاحتفاظ الأولي (إعادة السنة) هو قرار تعاوني بين المديرين والطلاب وأولياء الأمور. ولهذه الغاية، تم تحديد الأطفال المرشحين للاحتفاظ بهم قبل إغلاق المدرسة. يجب أن تتوقع هذه العائلات التواصل من مديرها/معلمها في الخطوة التالية في العملية.

بالنسبة للأطفال الآخرين في المرحلة الابتدائية، فإن التقدم نحو معايير التعلم الأساسية التي حدتها WCS سيسمح بالترقية إلى مستوى الصف التالي كما يحدده معلمهم (معلموهم).




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A New Reality: Getting Remote Learning Right Pages 43-46

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To Grade or Not to Grade?

Joe Feldman

How districts can enact fair and equitable grading policies during the coronavirus closures.

In the interests of protecting the health and safety of our communities from the coronavirus, schools are closing their doors, not only through the end of spring break, but beyond, some even until the end of this school year.

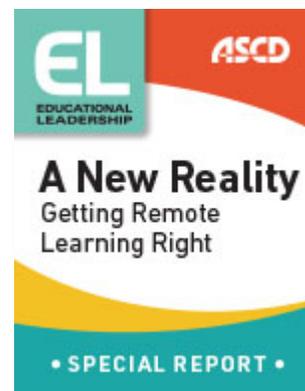
Among other issues, this brings up the question of grading. Because the grades students receive are used for many high-stakes decisions—course placement, graduation, scholarships, college admission, etc.—policymakers and district leaders are looking for expert guidance on whether, and how, to grade students during this very challenging time.

The grading recommendations provided below are grounded in research on effective evaluation, culturally responsive teaching and learning, and my organization's ([Crescendo Education Group](#)) work in multiple geographic and socioeconomic contexts. They also incorporate feedback from teachers and school and district leaders. These recommendations are based on three major factors:

1. Stress related to COVID-19 will negatively impact student academic performance. Everyone is affected by the stress of the global pandemic, and this stress is expected to grow as the number of people infected, and who become sick or die, increases. It will become more likely that each of us will know someone or have family members with the coronavirus. Plus, the economic impact of this crisis will become more severe, with more people out of work and requiring financial assistance. Not only has research directly linked parents' job losses to lower student performance, but economic strain within a family adds stress and anxiety, which creates [additional adverse consequences](#) such as increased domestic violence (Hoge, 2020).

While schools often provide some measure of mental health services, students are now unable to access them. Additionally, the health- and economic-related stress caused by the coronavirus will likely be disproportionately felt by students in lower-income families, who are more vulnerable to economic downturns and more likely to experience food and housing insecurity. We also know that grades themselves are a significant source of stress to students and will only exacerbate the pressure they already are experiencing.

Finally, stress and anxiety hampers cognition, particularly with higher-demand tasks involved in learning ([Vogel, 2020](#)). Students will be unable to process new material or demonstrate their knowledge and



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understanding of course content. Their performance on quizzes, tests, or other assessments will assuredly be compromised and will not accurately reflect their learning. This impact will be more acutely felt by lower-income students and those with special needs.

2. Student academic performance during school closures is more likely to reflect racial, economic, and resource differences. Many schools have entirely shifted to remote instruction, and never in the history of our country has a student's learning been so dependent on home technological resources—a situation that has exposed glaring inequities (Reilly, 2020; Sonali, 2020). Some students do not have consistent access to technology because of a lack of computers or internet access in their homes. In addition, families with several school-age children may require multiple computers and higher bandwidth.

We also know that parents who have a higher education background or who have more resources are able to provide more academic supports for their children, immediately and over the long haul. During school closures, parents (including teachers) have been asked to assume more responsibilities to support and even teach their children, which means that the capacity of parents to support remote instruction will now have a greater influence on students' learning.

And there is another complicating dynamic: Parents who are in the health or medical professions or who provide other "essential" products or services—including hourly employees in public transit, sanitation, grocery stores, and pharmacies—are less available to their children than parents in other professions during this critically important time.

Schools always strive to provide sufficient supports to students to compensate for differences in family resources and level the playing field. But in this new context, most schools are unable to do that as effectively, thereby exacerbating these disparities. The inequitable result is that students' academic performance will reflect their home environments more tightly than ever.

3. Most teachers have not been adequately prepared to provide high-quality instruction remotely. Even among our most dedicated teachers, most have received little, if any, preparation to provide distance-learning instruction. Effective online learning requires carefully tailored instructional design and planning, using a specialized model for design and development (Hodges et al., 2020). It is more than using online learning applications (which, for some teachers, pose a very steep learning curve), it's not simply having students progress through their school class schedule in virtual classes all day long, and it's not just posting worksheets and readings on a website. Yet these rudimentary translations of in-class teaching may be the best that most teachers can do, given that they themselves are also likely grappling with the significant stress and anxiety of physical distancing and the health and safety of their families.

Plus, with students doing all of their work outside the classroom, it is impossible for a teacher to ensure that any work submitted is entirely the student's; it could be the performance of an older sibling, a parent, or even a peer.

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Grading in a Time of Crisis

We are living in a difficult, unprecedented period, and educators are working hard each day to do the best for their students and provide learning in adaptive ways. Based on the three factors just described, my grading

recommendations for school districts in this time of crisis are as follows:

Summary Recommendation

Because grades describing student knowledge and understanding of course standards will assuredly be inaccurate during this time, *no grades should be awarded as of the date schools were closed due to the coronavirus*. This is especially important for lower ages (kindergarten through 9th grade), when grades have far less consequence.

Use Only Pass/Incomplete Grades

If grades do need to be awarded—such as at the high school and postsecondary levels—the only grades for the second semester of the school year should be either "Pass" or "Incomplete" instead of the traditional 0–100 percentages and A–F letter grades. Schools use percentages and letter grades primarily to distinguish among students and suggest precise distinctions of course content knowledge, but this specificity is impossible when such significant doubts exist about the integrity or fairness of student performance data. Letter and percentage grades also can add stress and anxiety to students, and Pass/Incomplete grades give students some relief during this extremely stressful time.

A student should receive a "Pass" for the second semester if, at the time her school was closed due to the coronavirus, she was meeting minimum standards in a course. Any student who was not meeting minimum standards in the course up to that point should have the opportunity to fulfill the requirements remotely and receive a "Pass" for the course. If a student is unable to meet the requirements for whatever reason, they should receive an "Incomplete" for the course and, when schools reopen, be provided sufficient opportunity to fulfill requirements. Yearlong courses in which semester grades are normally combined should be bifurcated into two separate reports—a letter grade for first semester and a Pass/Incomplete for second semester.

If Grades Are Necessary, Make Them Temporary

If the school or district context requires that an A–F letter grade must be assigned, schools should explicitly frame the grade as a *temporary description* of what a student has demonstrated based on incomplete information. The district should provide opportunities, once schools reopen, for a student to learn the course content and improve the grade assigned during the school closure period.

Don't Leave the Choice of Grading to the Student

Several universities and colleges are allowing students at the end of this semester to decide whether a course should be Pass/No Pass or graded A–F. This apparently reasonable compromise actually perpetuates inequities; it gives students with access to technology and resources the advantage of being able to earn a letter grade, while the less-resourced student cannot realistically exercise that choice.

Have Students Sign an Integrity Agreement

Districts and schools should ask students to sign a "remote academic integrity agreement" in which they promise that all work submitted was completed without any additional assistance, unless specified by the teacher. This agreement helps the school or district reaffirm its expectations for students and increases students' investment in their learning. It also builds teachers' confidence that the work students submit is their own. Of particular importance during this crisis is that educators consider and use these agreements not as "gotcha" traps to disqualify student work, but rather as a tool to build responsibility and trusting relationships.

Continue Providing Feedback on Performance

Teachers should continue to give detailed feedback to students on their performance, to support learning. Teacher feedback could be communicated through online meetings or web-based applications, and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow. Research supports the impact of nongraded feedback to focus students on learning rather than performance (Butler & Mordecai, 1986), and when the psychological and intellectual "load" on students and their families is so significant, it is important that schools lean on the side of support and learning rather than competition and high-stakes performance.

Students, Not Grades, Come First

Once a grading policy is decided on, districts and schools should issue a statement to families that explains the policy and how it aligns with their overarching beliefs about learning, equity, and children. Several policymakers and superintendents are already implementing these policies. For example, the superintendent of the School District of Philadelphia announced that because some children are not able to access technology or complete assignments, teachers cannot require or evaluate any remote work. Both Virginia and Kansas schools, which are physically closed for the remainder of the school year, have also stated that student work should not be graded during this time. If parents and others are concerned about whether or not awarding traditional grades will make their children less competitive or eligible for opportunities (e.g., scholarships and college admission), school leaders should reassure them that it is almost certain that institutions that make decisions based on grades—such as colleges and the NCAA—will make adjustments and allowances because of the global upheaval caused by COVID-19.

During this challenging and stressful time, it is important to act in the best interests of children. The only way schools can properly recognize the almost unimaginable stress and anxiety that the coronavirus has and will have our communities is to *not evaluate and assign grades for remote learning* during the remainder of the 2019–20 school year. In this way, we affirm that all grades must be accurate, that they must be equitable and, most of all, that they support learning.

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Joe Feldman has worked in education for more than 20 years as a teacher, principal, and district administrator, and is the founder and CEO of [Crescendo Education Group](#) and the Equitable Grading Project. He is the author of *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms* (Corwin, 2018). Follow him on [Twitter](#).

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Warren Consolidated Schools Remote Learning Guidance EL Considerations

English Learners in Warren Consolidated Schools:

Warren Consolidated Schools services over 3,600 (about 26%) English Learners (ELs) representing over 70 different languages. Additionally, over 15% of our population includes former or exited ELs. The strengths and needs of our students can be supported through remote learning by considering both the efforts we need for students access the core content (tier 1) curriculum as well as additional supports they may need for their language acquisition services. ELs will have a range of needs based on their WIDA levels ([WIDA Can-Do Descriptors](#)) and their academic language needs for content. This section aims to provide recommendations on how to incorporate students' English Language Development skills into their online learning environment while embracing our EL families' culturally and linguistically diverse backgrounds.

Communicating with Families

Warren Consolidated Schools offers Language Line support for communication with non-English speaking families. Additionally, we support online [communication tools](#) that embrace multi-lingual communication features. While families of ELs need the same access to information as their English counterparts, we recommend both translation support and other communication tools be considered. Some families will respond better with visuals, models, and simple explanations due to their comfort level with technology, literacy of their first language, and their given circumstances. MDE encourages educators to also consider a variety of other methods of communicating with families to ensure each family is engaged during this transition.

The following resources can be useful for creative thinking while engaging the community and using different media outlets:

- [Colorin Colorado: EL and Immigrant Considerations](#)
- [Empowering EL Families at Home](#)
- [Engaging Immigrant and EL Families During Coronavirus](#)

When communicating with families, please consider the following:

- Focus on relationships and connections during this pandemic
- Ensure families are aware of the supports (nutrition and academic) offered
- Provide a link to the www.wcskids.net Coronavirus page of the website (and the multiple language [resources](#) located there).
- Ask about the families' preferred form of communication (often written is best for translation and for referencing with other family members vs. only providing oral communication)

- Determine if the family has access to a computer/online learning device at home.
- Determine if translation services are needed (with the current pandemic, parents may be home who would otherwise be at work)
- Use clear and consistent messaging
- Consider the background and experiences of your families. Some families may have experienced trauma or a version of “house arrest” before coming to Michigan, which can cause additional anxiety during this time.
- Encourage literacy in any language. The native language and culture of our families are assets.

Engaging Families

- Encourage and affirm parents/guardians in their roles as children's first and most important teacher, but without creating undue pressure.
- View the culturally and linguistically diverse backgrounds of families as an asset and remind families that their language practices in the home are important.
- Students can participate with their families by reading texts in their native language, discussing current events and complex ideas, and supporting their literacy (links below offer books in multiple languages).
 - www.uniteforliteracy.com
 - <http://en.childrenslibrary.org/>
- All opportunities to use, make meaning through, and play with language -- ANY language -- are valuable to students’ cognitive growth and language development.
- Create a network of EL families within your building/classroom. Do you have a family who may be a resource to others? These networks of families may help discover what others need and what they may be able to offer as support to each other.
- Connect families with organizations. WCS works closely with the [Chaldean Community Foundation](#), which has resources for families on their webpage and on social media.
- Local mosques, temples, churches, and other places of worship may offer community supports during this time.

Content (Core) Instruction

- Monitor that EL students are able to participate in core content activities
- Collaborate with your LAT and support staff in your buildings to support instruction
- Digital tools can provide supports for ELs (please visit here for a [quick guide](#).)
 - Visuals and Vocabulary supports
 - Read alouds and recorded videos allow ELs to listen at their own pace
 - Sentence stems provide structure so that ELs can produce the expected product and use academic language for assignments
- Allow for ELs to show what they know in content areas in multiple ways (photos with explanations, audio recordings, visuals/graphic organizers, etc).
- Invite students to use all their bilingual skills (listening, speaking, reading, and writing)

- Oral (speaking/listening) activities are highly recommended

Language Acquisition/English Language Development (ELD) Supports

- Collaboration with classroom teachers is key
- Establishing relationships and family connections are essential for ELs
- ELD is an essential component for ELs. This process should be informed by the [WIDA standards/Can Do descriptors](#) and local data to determine students' needs
- Consider students' language proficiency levels in the domains of listening, speaking, reading, and writing
- Build in opportunities for students to interact with parents in the home language
- Oral literacy activities should be included
- Consider resources that use closed captions, options that regulate the speed of the speech, and resources available in multiple languages
- Consider students in both synchronous and asynchronous virtual settings

Additional Online Resources and Tools

- [WIDA Can-Do Philosophy and information](#)
- The Michigan Department of Education has created a webpage to support districts with instructional resources and EL resources are embedded in each of the academic core areas ([MDE webpage](#)).
- For a list of Instructional Resources for ELs suggested by the Michigan Department of Education (MDE) please visit [this webpage](#)
- FAQs from the Institute of Education Sciences on meeting the needs of ELs can be found [here](#).

Macomb Intermediate School District

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*Leadership, Service & Support in Education*

Macomb ISD Guidance Regarding: Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency

Below is the Macomb ISD Emergency Child Care Plan to provide child care services for Essential Workers during the COVID-19 pandemic. We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

Child care sites have been determined based on the 3 hospitals in Macomb County

- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.
- McLaren Macomb, Mt. Clemens

Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

The attached communication is being sent to District Superintendents, Macomb County Community Action, and key Hospital and Medical Centers to assist with the dissemination of this information.

There will be 3 ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:

Phone

Call Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

Email

Email a Macomb ISD Emergency Child Care Coordinator

- Kelly Adamek kadamek@misd.net
- JoAnne Elkin jelkin@misd.net
- Sherine Katba skatba@misd.net

Online

Members of the Essential Workforce can go to <https://www.helpmegrow-mi.org/essential> and your information will be routed to a MISD Emergency Child Care Coordinator

Child care requests for Essential Workers will be prioritized in the following manner

Step 1

We are currently and will continue to support existing local child care centers, including some local districts, who have the capacity and staff to provide care for the essential workforce.

Step 2

We will utilize additional local school districts that are strategically placed throughout the county as emergency child care sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

When families contact the Macomb ISD, information will be gathered and a referral will be made to the appropriate site.