# Designing Learning for 2021-22: Content-Specific Considerations

## Introduction

In the face of numerous challenges during the 2021-22 school year, educators, school leaders, school support staff, families and communities continued to provide students with opportunities to learn while also tending to students' physical, social, and emotional needs. Students continued to demonstrate new and deepening competencies such as problem solving in the moment, navigating uncertainty, learning new technologies, and relying on the resilience and strength of family and community.

As schools and districts plan for the 2021-22 school year, the focus is on creating a responsive system, grounded in equity, that meets students where they are and accelerates their learning to connect them with challenging, engaging grade-level content, skills and beyond.  The strengths students and families showed during the 2020-21 school year need to be honored and built upon, and integrated into students' school experiences. Collectively, this means redesigning ways we do teaching and learning, and reexamining deeply rooted deficit-based thinking. **Returning to business as usual is not an option.** This document is meant to be a resource and a provocation to think carefully about classroom instruction.

**Reaching relevant, flexible solutions in 2021-22 requires educators to be designers in a new paradigm, planning for the future and not returning to the past.** In order to create broader and deeper learning experiences for students in the years to come, it will be essential to expand professional learning to design, plan, and implement classroom instruction that attends to social-emotional learning, culturally-responsive and sustaining practices, acceleration instead of remediation, and a focus on deeper, grade-level learning and beyond. This document will focus on subject-specific instructional recommendations, but for a more in-depth look at overall instructional recommendations, please consult Student Learning: Unfinished, not Lost.

The intended audience for this document is district and school instructional leaders. This document first addresses essential instructional content to help determine where to focus learning activities this school year. From there, considerations and resources are provided for navigating and managing instructional resources, practices, and assessment across delivery models.

Please use the following table to navigate this document:

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*NOTE: This document is adapted, with permission, from resources created by and put forth by the Council of Chief State School Officers (CCSSO).*

# SECTION 1. Overarching Design Considerations

## 1A. Essential Learning and Acceleration

Instruction—even after a time of disruption—should be designed to ensure that each student has access to challenging, appropriate, grade-level and beyond content so they can progress to the next level of learning and be prepared for college and careers. Instructional planning for the coming school year should not be based on outdated ideas about remediation and lost learning, but instead grounded in what we know about how people most effectively learn.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade's essential knowledge must be woven into the current year's grade-level learning. This can be accomplished by starting with the current grade's content and providing "just-in-time" supports when necessary, an approach known as learning acceleration. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the current grade's learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

It will be critical to monitor the potential instinct toward over-remediation. Current research supports taking an "Accelerate, Don't Remediate" approach to addressing unfinished learning. Research recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation from research is to focus on grade-level learning to ensure students keep making progress, with supplemental instruction on prerequisite skills as necessary**.

One resource to assist schools in this task is the Learning Policy Institute's publication Restarting and Reinventing School: Learning in the Time of COVID and Beyond. According to this document, schools have a chance to see this coming school year as "an opportunity to identify evidence-based policies and practices that will enable them to seize this moment to rethink school in ways that can transform learning opportunities for students and teachers alike."

> **What remains in all instructional models and content areas:**
> - **Keep care and connection at the forefront.**
> - **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
> - **Focus on essential grade-level learning.**
> - **Builds on students' academic background, life experiences, culture and language to support** culturally relevant learning**.**

This document offers discipline-specific resources to assist in instructional design, and is intended to supplement rather than repeat content included in the 2021-22 Resiliency Framework, which is available on the Oregon Department of Education website.

## 1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE's Formative Assessment pages for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

# SECTION 2. Content-Specific Design Considerations

# 2A. ELA/Literacy

Using the [Priorities for Equitable Instruction: 2021 & Beyond from Student Achievement Partners](#), school districts/school systems can plan the scope and sequence of learning and adjust units of instruction. While the [Instructional Partners' Guidance for Accelerating Student Learning](#) references guidance for 2020, it is a concise resource with Do's/Don'ts for Tier I ELA instruction for all grade levels, and it applies to both in-person and digital instruction and learning, as well. Additionally, as suggested in the Student Achievement Partners 2021 and Beyond document, districts/schools can utilize the [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#) which guides educators in determining what's essential knowledge for each grade, K-12, in ELA for Oregon students. Other resources to support student growth and achievement include ODE's [Student Learning: Unfinished, Not Lost](#), and [Addressing Grades and Credit Options](#).

## K-2 Reading Foundations

| Focus | Considerations and Resources |
|---|---|
| **Content**<br><br>What is the essential learning? | **Prioritize the most critical skills and knowledge**<br>Explicit, systematic, and code-based foundational reading instruction moves early readers and writers along a continuum of skills in the areas of print concepts, phonological awareness, phonics and word recognition, and fluency. These four key areas are addressed in the [Oregon English Language Arts and Literacy Reading Foundational Skills Standards](#) for students in grades K-5. |
| **Resources** | ● [Foundational Skills (K-2)](#)<br>● [Student Achievement Partners- Research Supporting Foundational Skills in Reading](#)<br>● [Student Achievement Partners-Foundational Skills Mini-Course Modules](#)<br>● [Student Achievement Partners- The Early Reading Accelerators' Quick Start Guide](#)<br>● [Student Achievement Partners' Priorities for Equitable Instruction: 2021 and Beyond](#) |
| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place.**<br>High-quality instructional materials support the acquisition of foundational skills and the building of knowledge and vocabulary through a clear scope and sequence of skills and research-based methods for instruction and practice, and through read-aloud of complex text and topic-based reading for all students.<br><br>Build from the curricular content and lesson planning already in use. Supplement district-adopted curriculum or adapt the scope and sequence as needed for supporting students with unfinished learning. |
| **Resources** | ● [Oregon English Language Arts Instructional Materials Adoption Criteria](#)<br>● [The Reading League- Curriculum Evaluation Tool](#)<br>● The [Oregon Open Learning Hub](#) has content area resources that are openly licensed and free to use, remix, and share. |

| Focus | Considerations and Resources |
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| **Instructional Practices and Student Engagement**<br><br>How do I engage students in learning? | - **Ensure all students receive core instruction each day which includes:**<br>   ○ evidence-based, grade-appropriate foundational skills instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, inclusive of the [Oregon English Language Arts and Literacy Standards](#)<br>   ○ a systematic scope and sequence of foundational skills lessons that follows a carefully designed progression<br>   ○ explicit teacher modeling of new content<br>   ○ consistent instructional routines<br>   ○ flexible, needs-based, whole-class and small-group instruction<br>   ○ multiple opportunities for practice of targeted skill(s) through speaking, reading, writing, and/or listening<br>   ○ regular close reading of complex, anchor texts through read-aloud<br>- **Students in need of more intensive or individualized supports should receive those interventions *in addition to* grade-level core instruction.** Early identification and access to intervention through comprehensive screening and a multi-tiered system of support for the intensification and individualization of instruction is essential to the implementation of the best practices for all students across the support continuum. |
| **Resources** | - [Foundational skills to support reading for understanding in kindergarten through 3rd grade](#)<br>- [Student Achievement Partners- Foundational Skills Guidance Documents: Grades K-2](#)<br>- [Text Complexity, Vocabulary, & Writing (Appendix A)](#)<br>- [National Council of Teacher of English (NCTE) Resources](#)<br>- [A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#)<br>- [Family Guides for 2020-21](#) (with updates for 2021-'22 coming soon!)<br>- [Implementation Toolkits: National Center on Improving Literacy](#)<br>- Resources with free books/texts: [ReadWorks.org](#) and [Storyline](#)<br>- [K-2 ELA Cycle of Learning](#) |
| **Assessment**<br><br>How will I measure learning? | **After establishing a class culture of care, connection, and learning, consider these recommendations for foundational reading skills assessment practices:**<br><br>Using formative assessment practices, educators can determine which foundational reading skills must be taught along with, or prior to, new skills. This will require teachers to identify where students must begin in their learning progression, by using short-but-meaningful and targeted assessment practices, including universal screening, progress monitoring, and diagnostic measures of foundational reading skills.<br><br>Ensure frequent, low-stakes opportunities to formatively assess:<br>- students' phonological awareness<br>- students' ability to decode and encode new words based on grade-level phonics instruction |

| Focus | Considerations and Resources |
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|  | ● students' fluency and accuracy when reading connected text<br>● students' development of vocabulary and word meanings<br>● students' understanding of connected text |
| **Resources** | ● The Right Assessment for the Right Purpose- ODE Guidance Document<br>● Universal Screening: K-2 Reading<br>● This article on the Reading Rockets website provides an overview of ten different informal classroom assessment tools that might be used by teachers to determine areas of strength and learning opportunities for students. |

## K-12 Reading Comprehension

| Focus | Considerations and Resources |
|---|---|
| **Content**<br><br>What is the essential learning? | **Prioritize the most critical skills and knowledge**<br>Educators should work in teams, whenever possible, to accomplish the following actions using the district adopted curriculum before school opens in the fall:<br>● Review Oregon English Language Arts and Literacy Standards.<br>● Identify priority grade- or course-level content.<br><br>For detailed overview and grade-level guidance, review Priorities for Equitable Instruction: 2021 & Beyond. |
| **Resources** | ● Priorities for Equitable Instruction: 2021 & Beyond<br>   ○ 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview<br>      ■ K-1 Essential Instructional Content for English Language Arts/Literacy<br>      ■ 2-3 Essential Instructional Content for English Language Arts/Literacy<br>      ■ 4-5 Essential Instructional Content for English Language Arts/Literacy<br>      ■ 6-8 Essential Instructional Content for English Language Arts/Literacy<br>      ■ 9-12 Essential Instructional Content for English Language Arts/Literacy<br>● Foundational Reading Skills Progressions<br>● Family Guides for 2020-21 (with updates for 2021-'22 coming soon!)<br>● Text Complexity, Vocabulary, & Writing (Appendix A) |
| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place.** Build from the curricular content and lesson planning already in use. Supplement district-adopted curriculum or adapt the scope and sequence as needed for supporting students with unfinished learning. |

| Focus | Considerations and Resources |
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| **Resources** | <ul><li>[Oregon English Language Arts Instructional Materials Adoption Criteria](#)</li><li>[NCTE's Qualities of Anti-Racist ELA Curricula](#)</li><li>The [Oregon Open Learning Hub](#) has content area resources that are openly licensed and free to use, remix, and share.</li><li>Incorporate [Tribal History/Shared History](#) lessons that incorporate ELA</li><li>[Bookshare](#) - a free online library that provides access to over 800,000 e-books in easy-to-read formats.</li><li>[Guidelines for ELA and Math instructional materials with regards to ELs](#)</li><li>[Using Sound Texts in Anti-Racist Teaching for Middle School and High School](#)</li></ul> |
| **Instructional Practices and Student Engagement**<br><br>How do I engage students in learning? | <ul><li>**Avoid updating the scope and sequence for ELA reading comprehension** to adjust the order of grade-level texts and units. Students can progress into the units as anticipated, even if they missed complete units from last year. Reading comprehension rests on background knowledge and vocabulary preparation, which can be embedded in the approach to the new units or aligned across disciplines with science and social studies.</li><li>**Focus remediation on specific vocabulary and background knowledge, not isolated skills or standards**. All students are capable of exploring and discussing the ideas of grade-level text, no matter their reading level. This portion of their reading instruction must allow all students to do so. Helping students access the texts should focus on prioritized vocabulary and background knowledge. See Lexile level guidance and text feature guidance in [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#).</li><li>**Avoid re-teaching full units from the previous year** at the beginning of this year. Remediation is unnecessary and will hold students back, wasting time on content that may not be required for grade-level success.</li><li>**Support students' decoding and fluency development through additional small group or individual support**; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds.</li><li>**In ELA, evidence-based, effective instruction focuses on students engaging in recursive reading and writing processes** to deepen their knowledge of literature and composition.</li><li>**A consistent instructional routine can support teachers with planning and students with learning.**</li><li>**Select meaningful, inclusive, and relevant texts**. See [#DisruptTexts](#) (6-12) and [weneeddiversetexts.org](#) for text sets, counter narratives, resources to support anti-racist teaching pedagogy and practices.</li></ul> |
| **Resources** | <ul><li>Student Achievement Partners released [Priorities for Equitable Instruction: 2021 and Beyond](#), an instructional framework for addressing unfinished learning, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students.</li><li>[Family Guides for 2020-21](#) (with updates for 2021-'22 coming soon!)</li></ul> |

| Focus | Considerations and Resources |
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| | <ul><li>[5 "Power Strategies" (and Real-Life Examples) to Accelerate Equity-focused recovery and redesign](#)</li><li>[National Council of Teachers of English (NCTE) Resources](#)</li><li>Free digital books and texts: [ReadWorks.org](#), [Scholastic Learn at Home](#), [Storyline Online](#)</li><li>English Learners Success Forum [Analyzing Content and Language Demands for ELA](#) to support analysis of the language and content area demands</li><li>Council of the Great City Schools [Re-envisioning English Language Arts and English Language Development for English Language Learners](#)</li><li>[K-2 ELA Cycle of Learning](#)</li><li>[3-5 ELA Cycle of Learning](#)</li><li>[6-12 ELA Cycle of Learning](#)</li></ul> |
| **Assessment**<br><br>How will I measure learning? | **After establishing a class culture of care, connection, and learning, consider these recommendations for ELA assessment practices:**<br><ul><li>Utilize options to gather evidence of learning that do not include extensive testing. Listening to students read aloud, analyzing students' writing, and engaging with students in conversations about what they have read are the most efficient ways to understand what students know and can do, and where they need extra practice or other support to access grade-level work.</li></ul><br>**Assessment of ELA/literacy is used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible.** Avoid administering back-to-school assessments focused on isolated standards or to determine students' generalized reading comprehension level. The goal of any assessment designed to inform instruction throughout 2021-2022 is to provide information to support all students with access to grade-level literacy expectations. Curriculum-based assessments, if administered, should be highly streamlined to check on only those necessary elements that might hinder access to grade level work (e.g., students' knowledge base, fluency with grade-level text). If students need extra supports, remediation should be short, efficient, and embedded within grade-level ELA/literacy instruction.<br><br>ODE is providing all districts with access to a robust and aligned [Interim Assessment System](#) and [Tools for Teachers](#) that provide educators with assessment and curricular options at multiple levels in order to efficiently support teacher and student agency. These resources can be used for assessment of grade-level learning at the end of instructional units. Please see the Oregon Department of Education [interim assessment webpage](#) for more information.<br><br>Please see formative assessment information in ODE's [Formative Assessment Considerations](#) for focused considerations and resources. |
| **Resources** | <ul><li>[ELA and Mathematics Interim Assessment Overview](#)</li><li>[ODE Official State Scoring Guides and Student Language Scoring Guides](#)</li></ul> |

# 2B. Mathematics

As students move through K-12 education, they continue to grow in their understanding of mathematics but not necessarily at the same rate.  Students may exit a grade or course with a combination of new learning and unfinished learning.  In Student Learning: Unfinished, Not Lost, ODE recommends an asset-based frame that focuses on accelerating student learning.  In line with the general ODE recommendations, *Mathematics: Preparing for Unfinished Learning* helps educators address how to prioritize essential knowledge and skills in mathematics. Using this essential content, districts can—where possible and in partnership with instructional materials providers—plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level. One critical theme of ODE's recommendations is that all students have the opportunity to learn grade-level essential content. Visit the ODE Mathematics Standards web page for future updates.

- Students can progress and succeed in essential grade-level learning as only some grade-level content is dependent on student mastery of previous content. The resources in the Content section of the table below are tools that will help make appropriate decisions about grade-level content.

- Remediation of prior grade's essential knowledge should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade-level content rather than front-loaded.

- Given the above, back-to-school instructional assessments should focus just on the pre-learning necessary for the essential content of unit one, not the entire previous grade level.

| Focus | Considerations  and Resources |
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| **Care & Connection** | **Building a collaborative learning environment built on care and connection is one of the highest priorities for educators in 2021-22.**<br>ODE's Care and Connection Resources |
| **Content**<br><br>What is the essential learning? | **Prioritize the most critical skills and knowledge**<br>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district's adopted curriculum and other available tools before school opens in the fall:<br>● Identify priority grade- or course- level content.<br>● Study and apply math learning progressions to maintain focus on learning essential content. |
| **Resources** | ● Continuing the Journey: Mathematics Learning 2021 and Beyond (NCTM)<br>● Priorities for Equitable Instruction in 2021 and Beyond (Student Achievement Partners)<br>● Oregon Department of Education Draft High School Standards [July 2021]<br>● Student Achievement Partners Coherence Map |
| **Instructional Materials** | **Start with what you already have in place**<br>Build from the curricular content and lesson planning already in use. Supplement district-adopted |

| Focus | Considerations and Resources |
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| What tools and resources do I use? | curriculum or adapt the scope and sequence as needed for supporting students with unfinished learning.<br>● Adjust your scope and sequence or course maps to reflect identified essential content. Keep long-term learning pathways in mind, especially for high school course progressions.<br>● Prioritize grade-level tasks and projects that engage students in the practice of mathematics.<br>● Promote positive mathematics learning and achievement. |
| **Resources** | ● Mathematical Practice Standards<br>● San Diego Enhanced Mathematics is a sample modified scope and sequence for prioritizing math in grades 6 to 12 using Illustrative Mathematics as an example curriculum.<br>    ○ Original San Diego Unified School District Resource<br>    ○ Modified version aligned to Oregon's 2+1 high school math model (Lane ESD)<br>● Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability.<br>● Incorporate Tribal History/Shared History lessons that include mathematics.<br>● Resources focused on positive mathematical mindsets at Youcubed.<br>● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share.<br>● Digital Access of State Adopted Math Instructional Materials<br>● Adoption Criteria for Math Instructional Materials<br>**Leverage the expertise and resources of STEM community partners including your local Regional STE(A)M Hub.** Local informal institutions, businesses, and universities can offer resources to support with the design, facilitation, and evaluation of professional learning and increase opportunities for out-of-school STEM engagement. Your local Regional STE(A)M Hub already has established partnerships with many of these community partners and can help you.<br>● STEMOregon.org |
| **Instructional Practices and Student Engagement**<br><br>How do I adapt instruction to engage students in learning? | **Student discourse, rich tasks, and choice are key to building identity and agency in equity-based teaching and learning in mathematics.** Given the social nature of learning, designing tasks that support student discourse is a critical aspect of planning. Synchronous and asynchronous digital tools are available for students to interact with each other and mathematical content.<br>● Plan for intentional and purposeful student engagement in the Standards for Mathematical Practice. Quality tasks are more important than the quantity of tasks with which a student engages.<br>● Engage students in rich mathematical tasks that elicit more evidence of their thinking than simply an answer. Students can continue to use and produce mathematical language in a distance learning context using a variety of online tools and platforms.<br>● Consider using data sets that address current issues for analysis and discussion so students can see mathematics as relevant. Educators should be sensitive to students' lived experiences when choosing to use these data sets. |

| Focus | Considerations and Resources |
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| | ● Ensure students are placed in heterogeneous math classes or groups where expectations for learning are high. |
| Resources | ● Continuing the Journey: Mathematics Learning 2021 and Beyond (NCTM)<br>● Priorities for Equitable Instruction in 2021 and Beyond (Student Achievement Partners)<br>● Mathematics Instruction for English Language Learners<br>● Teaching with Accessible Math<br>● Creating Accessible Math with MathML<br>● Signing Math & Science<br>● Instruction Partners' Math Guidelines for Distance Learning Models<br>● 11 Teacher Recommended Math Apps and Online Tools<br>● Strategic Use of Technology in Teaching and Learning Mathematics<br>● Use Oregon Open Learning resources for engaging supplemental materials.<br>   ○ Regional STEM Hub Group<br>   ○ Oregon Mathematics Group<br>● Council of the Great City Schools released Addressing Unfinished Learning After COVID-19 School Closures, an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students.<br>● English Learners Success Forum shares Analyzing Content and Language Demands for Math to support analysis of the language and content area demands of an upcoming lesson before teaching.<br>● Council of the Great City Schools shared A Framework for Re-envisioning Mathematics Instruction for English Language Learners to explicitly address the role that language and communication play in service of understanding and applying mathematical concepts. |
| Assessment<br><br>How will I measure learning? | **Assessment of mathematics should be used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible.** Plan an approach to identify students' understanding of prerequisite content. Evidence of student thinking in mathematics includes qualitative data. Comprehensive assessments should be used with extreme caution to maximize already reduced instructional time. Instructional emphasis should be on students' current grade level, scaffolding knowledge and skills from previous grade levels as needed. Educators should use multiple approaches to identify students' prerequisite knowledge for essential priority content.<br><br>ODE is providing all districts with access to a robust and aligned Interim Assessment System and Tools for Teachers that equip educators with assessment and curricular options at multiple levels in order to efficiently support teacher and student agency. These resources can be used for assessment of grade-level learning at the end of instructional units. |

| Focus | Considerations and Resources |
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| | Please see formative assessment information in ODE's [Formative Assessment Supplement](#) for focused considerations and resources. |
| **Resources** | <ul><li>[Example of 6th grade analysis for prerequisite learning](#)</li><li>[Student Achievement Partners Mathematics Tasks](#)</li><li>Assessment tasks through [Oregon Open Learning](#)<ul><li>[Illustrative Mathematics Curricular Resources](#)</li><li>[Oregon Mathematics Group](#)</li></ul></li><li>[Use tasks provided by adopted instructional materials.](#)</li><li>[Math and ELA Interim Assessments](#)</li><li>[Formative Assessment Process](#)</li><li>[ODE Official State Scoring Guides and Student Language Scoring Guides](#)</li></ul> |

# 2C. Science

Effective instruction in science engages students in making sense of the world around them, asking questions, exploring and investigating ideas, and collaboratively creating authentic products that demonstrate standards-based learning. There are three distinct and equally important dimensions to learning science. These dimensions are the integration of disciplinary core ideas, science and engineering practices, and cross-cutting concepts. Each dimension works with the other two to help students build a cohesive understanding of science over time.

Science learning should be student-centered and consistently engage students in the practices of science and engineering. Instruction facilitates collaborative sensemaking — a critical component of understanding phenomena and solving problems — in ways that honors student interest and identity.

All students, including elementary students, should experience high-quality science instruction regularly. Ensuring educators have time, resources, and support to engage all students in meaningful science experiences is critical for broadening participation in science and building a scientifically literate population.

| Focus | Considerations and Resources |
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| **Content**<br><br>What is the essential learning? | **Developing Scientific Literacy**<br>The Framework for K–12 Science Education establishes a vision of **science for all** students, with a goal of developing a scientifically literate society and preparing students with the skills, habits and understanding to be college, community, and career ready.<br><br>The Oregon Science Standards are built on the notion of learning as a **developmental progression**. It is designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works.<br><br>Keep science **teaching and learning coherent**, by considering bundling standards and storylining. Address requisite skills and knowledge in ways that are focused on grade-level learning.<br><br>Developing science learning should integrate a focus on **leveraging student interests and identity**. Chapter 11 of the Framework for K–12 Science Education highlights how "all science learning can be understood as a cultural accomplishment." Cultural perspectives can transform learning experiences to make them more engaging and meaningful for learners. |
| **Resources** | ● CSSS Back-to-School Considerations<br>● Learning progressions<br>● Science in Early Years<br>● Vision of Science Education |

| Focus | Considerations and Resources |
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| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place:** Build from the curricular content and lesson planning already in use. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.<br><br>Consider the use of cross-curricular units, particularly at elementary, to bundle standards and maximize learning time. |
| **Resources** | <ul><li>#Going 3D with Gathering, Reasoning & Communicating</li><li>Adoption Criteria for Science Instructional Materials</li><li>Digital Access of State Adopted Science Instructional Materials</li><li>NextGenTime</li><li>NGSS Lesson Screener</li><li>OpenSciEd Middle School Units</li><li>Oregon Open Learning Hub</li><li>SB 13 Tribal History   Grade 4 -- Grade 8 -- High School</li><li>PMSP High School Units</li><li>STEM@Home™</li></ul> |
| **Instructional Practices and Student Engagement**<br><br>How do I adapt instruction to engage students in learning? | **Leverage the expertise and resources of STEM community partners including your local Regional STE(A)M Hub.** Local informal institutions, businesses, and universities can offer resources to support with the design, facilitation, and evaluation of professional learning and increase opportunities for out-of-school STEM engagement. Your local Regional STE(A)M Hub already has established partnerships with many of these community partners and can help you.<br><br>**Equitable science learning environments** must include activities that prioritize multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share at home in meaningful and authentic ways. Some examples could be to anchor units with a justice-centered phenomena where they use science to develop ideas, solutions, and opinions on real world events—connecting science and society.<br><br>Science instruction should help students understand **"why does this matter to me?"** By connecting to high-leverage science teaching and learning practices, such as phenomena, science discourse, and student's interests and identities, educators create inclusive learning spaces.<br><br>In science, evidence-based effective instruction focuses on students engaging in science investigations and design to **explain phenomena** or **develop solutions**. To support student engagement, here is a description of the cycle of science learning or routine for effective instruction. |

| Focus | Considerations and Resources |
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| | Integration across disciplines can serve as a valuable instructional strategy for providing **rich learning experiences** that reinforce concepts and skills throughout the school year. Certain elements of the practices and related instructional approaches can be beneficial for students learning science while also learning the language of instruction.<br><br>**Prioritize safety** when considering which science activities can be completed at home or in the classroom. Determine which materials and supplies students will require to engage in learning at home and consider which activities can be completed without family guidance. |
| **Resources** | <ul><li>Ambitious Science Teaching</li><li>¡Colorín Colorado! - Science</li><li>Engaging Emergent Bilingual Students in Science</li><li>Engaging Student Experiencing Disabilities in Science</li><li>Learning in Places</li><li>NSTA Safer Science</li><li>Phenomena Driven Instruction</li><li>Regional STEM Hubs</li><li>Role of E-Learning in Science Education</li><li>Science Notebooks and Science Talk Moves</li><li>STEM Oregon Connections</li><li>SB 13 Tribal History/Shared History Professional Learning</li></ul> |
| **Assessment**<br><br>How will I measure learning? | **After attending to establishing a class culture of learning, here are some considerations around assessment of science:**<ul><li>Provide students with multiple opportunities and modalities to showcase their science/engineering practices, cross-cutting concepts, and science content expertise thinking throughout the cycle of learning.</li><li>Options to gather evidence of learning can include teacher observation, questioning, and noticing, detailed rubrics, virtual or videotaped laboratory experiences and related reports, projects/experimentation, and interactive websites.</li></ul>An OSAS Science Interim Bank that aligns with our summative assessment design and technical features is **available to all Oregon school districts** free of charge for the 2021-2022 school year. Please see the Oregon Department of Education interim assessment webpage for more information.<br><br>Please see formative assessment information in ODE's Formative Assessment Supplement for focused considerations and resources. |
| **Resources** | <ul><li>NGSS Assessment Portal</li></ul> |

| Focus | Considerations and Resources |
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|       | <ul><li>ODE Official State Scoring Guides and Student Language Scoring Guides</li><li>Stanford Assessment Project, Uncovering Student Ideas in Life Science</li><li>Strategies for Collecting Evidence of Learning</li><li>STEM Teaching Tools</li><li>The Right Assessment for the Right Purpose Guidance Document</li></ul> |

# 🌐 2D. Social Science

Social science is an integral part of a comprehensive education preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts. Social science instruction at each grade level must connect students to materials, lessons, problems, and discussions utilizing the tools of the disciple to make sense of the past and the present. The knowledge, skills and dispositions gained through social science helps inform students to make democratic decisions and participate fully in civic life. It provides a road map of the successes and failures of societies' pursuit of the ideals of social justice.

Social science learning should be student-centered and consistently engage students in relevant content and skills that facilitate a deeper understanding of the issues in the world around them. Instruction should facilitate examination and analysis guided by the social science standards and essential questions (e.g., grade-level crosswalks). The Oregon Department of Education's Social Sciences website also provides links and resources for teaching to support the implementation of rigorous and relevant K-12 standards.

| Focus | Considerations for Return to In-person Instruction |
|---|---|
| **Content**<br><br>What is essential learning? | **Developing Social Science Literacy**<br>The Oregon Social Sciences Standards are built on the notion of learning as a **developmental progression**. The standards are designed to help children continually build on and expand their knowledge of self and the world around them. In the move to distance learning, teachers should prioritize the standards, to create relevancy for the learner. When possible, collaborate with other teachers to build a cohesive vertically and horizontally scope and sequence utilizing the 2018 Social Science Standards or the 2021 Ethnic Studies Integrated Social Science Standards.  Consider how the standards can allow students to build from their funds of knowledge?<br><br>**K-5** teachers can bundle social science with ELA and/or sciences standards as students engage in non-fiction reading and examine current or historic events. Address requisite skills and knowledge in ways that are focused on grade-level learning. |
| **Resources** | ● Saving American History<br>● NCSS and C3 Standards<br>● Inquiry Design Model<br>● Cultivating Civic Engagement in Early Grades with Culturally Appropriate Literature<br>● Knowledge Gap: Better Readers Through Social Science<br>● Essential Characteristics of a Culturally Conscientious Classroom |

| Focus | Considerations for Return to In-person Instruction |
|---|---|
| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place:** Build from the curricular content and lesson planning already in use. Supplement or re-align the district-adopted curriculum as needed. ORS 337.120 provides additional guidance for selection of instructional materials.<br><br>Consider the use of cross-curricular units, particularly at elementary, to bundle standards and maximize learning time.<br><br>The Oregon Legislature has passed a number of new laws impacting social science instruction. Ethnic Studies, Tribal History/Shared History, and Holocaust and Other Genocides have all been added to requirements for social science instruction K-12. When possible, lessons highlighting the intersections of the concepts and content of these new laws can help students make connections across history and geography as well as links to culturally relevant understandings. |
| **Resources** | <ul><li>Social Studies Instruction for ELLs</li><li>Teaching Tolerance:  Materials on Teaching "Hard History" and Current Issues</li><li>Stanford History Reading Like an Historian</li><li>Facing History & Ourselves</li><li>Throughline Podcasts</li><li>1619 Project & 1776 Unites</li><li>The Choices Program</li><li>The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share.</li><li>Digital Access of State Adopted Social Science Instructional Materials</li><li>Adoption Criteria for Social Science Instructional Materials</li></ul>**Leverage the expertise and resources of community partners in Oregon.**<ul><li>SB 13 Tribal History   Grade 4 -- Grade 8 -- High School</li><li>Black Pioneers</li><li>Oregon Heritage</li><li>Oregon Historical Society</li><li>Oregon Jewish Museum</li><li>Japanese American Museum of Oregon</li></ul> |
| **Instructional Practices and Student Engagement**<br><br>How do I adapt instruction to engage students in learning? | **Equitable social science learning environments** must include activities that engage multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share in meaningful and authentic ways. The inclusion of current events connecting what students see around them with standards can effectively add relevancy.   A global pandemic, daily protests for racial and social justice, the 2020 Census, national and state elections, the impact of climate change, are only some of the social science topics that students are seeing around them every day.<br><br>Social science instruction should help students understand **"why does this matter to me?"** |

| Focus | Considerations for Return to In-person Instruction |
|---|---|
| | However, relevancy is not limited to current events. An [understanding of the forces](#) and decisions that have shaped the human past are essential to developing an effective path forward. |
| **Resources** | <ul><li>[Teaching Current Events](#)</li><li>[SEL and Social Studies](#)</li><li>[SB 13 Tribal History/Shared History Professional Learning](#)</li></ul> |
| **Assessment**<br><br>How will I measure learning? | **After attending to establishing a class culture of learning, here are some considerations around assessment of social science:**<ul><li>Provide students with multiple opportunities and modalities to showcase their knowledge and skills throughout the cycle of learning.</li><li>Options to gather evidence of learning can include teacher observation, questioning, and noticing, detailed rubrics, formal and informal class discussions, presentations, and projects. ODE provides official scoring guides for social sciences that educators can use to evaluate and develop student expertise relative to definitions of proficiency.</li></ul>Please see formative assessment information in ODE's [Formative Assessment Considerations](#) for focused considerations and resources. |
| **Resources** | <ul><li>[Stanford Beyond the Bubble](#)</li><li>[Social Sciences Performance Assessment Resources](#)</li><li>[ODE Official State Scoring Guides and Student Language Scoring Guides](#)</li></ul> |

# 🏃‍♂️ 2E. Health and Physical Education

The COVID-19 pandemic has brought to the forefront the importance of prioritizing the health and wellbeing of all students, and Health and Physical Education are two content areas that prioritize learning functional health knowledge, strengthen attitudes, beliefs, and provide opportunities to practice skills needed to adopt and maintain healthy behaviors throughout students' lives.  Health and Physical Education (PE) are an essential part of a well-rounded K-12 education, and directly support students' physical, mental, social and emotional health.

Oregon Standards for **Health Education** address learning both knowledge and health s*kills* in topic areas like social, emotional and mental health, nutrition and physical activity, wellness and health promotion, alcohol, tobacco and other drugs, safety and first aid, and sexual health.   Create a K –12 curriculum plan based on the Oregon Standards for Health Education that prioritizes skills-based learning and weaves in topic areas that are culturally relevant, student-centered, age-appropriate and takes into consideration the needs of all students.  Incorporate health related data from the Oregon Healthy Youth Survey or other local or state health data (Robert Wood Johnson Foundation County Health Rankings & Roadmaps.) that are relevant to your particular school district and community.

**Physical Education (PE)** is one of the most equitable ways to help our students be physically active to improve their physical, emotional, mental and social health, as well as increasing their academic performance.  Physical Education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. Ensure that all of your students receive comprehensive, structured physical education as part of their well-rounded education. (ORS 329.496)

Social and Emotional Learning – What Health and Physical Educators Should Know from SHAPE America shows how health and physical educators are on the front lines of the SEL movement and how the standards for Health and PE naturally integrate starting at the elementary grade level.

Continue to check the Health Education and Physical Education pages on the Oregon Department of Education website for additional resources as they become available.

| Focus | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| **Content**<br><br>What is the essential learning? | **Prioritize the most critical skills and knowledge**<br>Educators should work in teams, whenever possible, to accomplish the following actions using a combination of the district's adopted curriculum and other available tools.<br>● Assess your curriculum and make a comprehensive K-12 curriculum map to address the Oregon Health Education State Standards & Performance Indicators and Oregon Physical Education State Standards & Performance Indicators. |
| **Resources** | ● Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions<br>● Oregon Health Education Standards Color-Coded by Topic Categories - Chart<br>● OPEN – Tools for Planning and Evaluation |
| **Instructional Materials** | **Start with what you already have in place:** Build from the curricular content and lesson planning already in use. Supplement or re-align the district-adopted curriculum as needed for supporting students for in-person or distance learning and for, if applicable, an adapted scope and sequence. |

| Focus | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| What tools and resources do I use? | ● Connect learning to current events and combine with other content areas. This reinforces application of knowledge and skills in a variety of situations and contexts, especially at the elementary level. |
| **Resources** | ● Digital Access of State Adopted Health/PE Instructional Materials<br>● Adoption Criteria for Health Education Instructional Materials<br>● Adoption Criteria for Physical Education Instructional Materials<br>● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share.<br> ○ Oregon Health Education Group<br> ○ Oregon Physical Education Group<br>● SB 13 Tribal History Grade 4 -- Grade 8 -- High School |
| **Instructional Practices and Student Engagement**<br><br>How do I adapt instruction to engage students in learning? | **Effective Instructional Routines**<br>How will each student learn the content and skills associated with these disciplines?<br>● Instruction should focus on lifelong skill development activities, social-emotional learning and fitness and wellness development opportunities.<br>● The series of developmental steps (cycle of learning) that builds essential skills for both PE and Health - including communication, refusal skills, assessing the accuracy of information, decision-making, planning and goal-setting, self-control, and self-management enable students to build their confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students can be guided through the cycle of learning provided in the resource below.<br>● Delivering appropriate instructional practices and deliberate-practice tasks that support the goals, objectives, and standards can be achieved by focusing on a consistent instructional routine or cycle of learning. |
| **Resources** | ● SHAPE AMERICA Physical Education -Appropriate Instructional Practice Guidelines<br>● Skills Based Cycle of Learning with resources<br>● RMC Skill-based learning in Health Education |
| **Assessment**<br><br>How will I measure learning? | **After establishing a class culture of learning, assessment of health and physical education considerations include:**<br>● See SHAPE AMERICA Student Assessment in Physical Education and RMC Health Education Assessments to design new and creative ways for students to demonstrate their learning such as making a slideshow or a video, using video chat services to have discussions, or having students create a poster or presentation to share in-person or on a virtual platform. |
| **Resources** | ● Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources.<br>● For more assessment ideas, see Physical Activity Learning Types and OPEN Question Stems<br>● Cairn Performance Assessment Kit |

# 2F. Sexuality Education

Sexuality education includes concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences. Sexuality education, under Health Education, remains a priority in all grade levels. In [Student Learning: Unfinished, Not Lost](#), ODE recommends an asset-based frame that focuses on accelerating student learning.

| Topic | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| **Content**<br><br>What is the essential learning? | **Prioritize the most critical skills and knowledge**<br>● Work with educators, youth, parents/caregivers, and health experts to determine how to provide required sexuality education and child abuse prevention (Erin's Law) instruction that promotes student well-being and safety at this time. Refer to the essential questions resource to guide below for planning.<br>● LEA staff should plan to engage parents/caregivers in conversations about content choices and should be prepared to address the range of values or beliefs that surface. Consider parents, caregivers, and families as allies and partners in sexuality education instruction. |
| **Resources** | ● [Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions](#)<br>● [Oregon Health Education Standards Color-Coded by Topic Categories - Chart](#) |
| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place:** According to OAR 581-22-2050, districts are required to revisit their sexuality education plan of instruction every two years. There are some requirements to keep in mind when selecting sexuality education materials:<br>● Materials must never use terms or strategies that are fear- or shame-based. Materials must not use scare tactics, gender stereotypes, disparaging messages about condoms and other contraceptives, perpetuate stereotypes, or shame or belittle students.<br>● Materials must provide information that falls under the umbrella of comprehensive sexuality education, which teaches that sexuality is a natural and healthy component of human development. Although abstinence can be taught as the healthiest and safest option, it cannot be taught at the exclusion of other content areas that support young people with information on healthy sexuality and relationships.<br>● Materials must provide sexuality education that is inclusive. Sexuality education content and approaches must be culturally responsive and affirm student identities and the value and diversity of communities, and family structures. |
| **Resources** | ● [OAR Human Sexuality Education](#)<br>● [Oregon Health, Physical, & Sexuality Education Standards (color-coded categories)](#)<br>● [Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions](#)<br>● [Erin's Law Toolkit for Districts](#)<br>● [Sexuality Education Made Simple: A Teacher's Guide for K-12 Health and Sexuality Education](#) |

| Topic | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| | <ul><li>The [Oregon Open Learning Hub](#) has content area resources that are openly licensed and free to use, remix, and share.<ul><li>[Oregon Health Education Group](#)</li></ul></li><li>[Skills-Based Cycle of Learning for Health Education](#)</li><li>[Guidance for Sex Ed Speakers](#)</li><li>[Guidelines for Supporting the Sexual Health of Young People Experiencing Intellectual/Developmental Disabilities](#)</li></ul> |
| **Instructional Practices and Student Engagement**<br><br>How do I adapt instruction to engage students in learning? | <ul><li>Health and sexuality education intersect with conversations related to COVID-19, including disease prevention, social distancing and boundaries, bodily autonomy, healthy friendships and relationships, technology, and media literacy.</li><li>Educators should design and provide skills-based health and sexuality education that allows students to practice communication, consent, and other socio-emotional skills related to healthy relationships.</li><li>Make sure that the district has a plan in place if there are concerns about a student's safety.</li><li>Consider how to layer media literacy and digital citizenship skills into learning. Support students to navigate virtual challenges, for example cyber-bullying and confronting sexually explicit content online.</li><li>Provide a space for private questions and answers, for example, on a virtual form or in-person question box.</li><li>Allow time for open dialogue that can de-stigmatize issues related to mental health, identity, bodies, puberty, friendships, relationships, societal norms, and more.</li><li>Be prepared for addressing real-life concerns, grief, and trauma that will surface as students reconnect with each other and school. Health and sexuality education can be a place where these feelings come up, but is also an opportunity to normalize their experiences and to strengthen student connection to school.</li></ul> |
| **Resources** | <ul><li>[Oregon LGBTQ2SIA+ Student Success Plan](#)</li><li>[Supporting LGBTQ+ Mental Health: Safe and Affirming School Climates During Distance Learning (PPT)](#), ODE & OHA Collaboration (webinar recording for K-12 educators, admin, school staff, school counselors, and other mental health professionals)</li></ul> |
| **Assessment**<br><br>How will I measure learning? | **After establishing a class culture of learning, assessment in the area of sexuality education considerations include:**<ul><li>Projects and assignments that provide for inquiry and reflection can support students to identify their values, plan their decision-making strategies, and gather information from trusted adults and from other reliable sources.</li><li>Continuously check-in with students to gauge prior learning, individual and community strengths, real-life concerns, and interests. Adapt instruction to build upon these student assets.</li></ul> |

| Topic | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| | - Age-appropriate scenarios, if designed with a trauma-informed lens, can demonstrate understanding of concepts and skills, especially related to communication, advocacy, respect, and empathy.<br>- Outcome-level public health assessments, based on Sexual Health & Violence Prevention map or the Oregon Health Authority's Student Health Survey (SHS).<br><br>Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources. |
| Resources | - OHA Student Health Survey<br>- OHA/ODE Sexual Violence Prevention Map |

# 2G. Career and Technical Education (CTE)

CTE provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to continue adulthood as lifelong learners. CTE prepares learners for the world by introducing them to critical technical skills and professional habits of mind and ways of being. The applied learning approach makes academic content more accessible to students by situating it in real-world contexts. Engaging students in CTE during the 2021-2022 comes with new challenges and also new opportunities. The suggestions below provide recommendations for practice and resources designed to help schools continue to offer robust CTE learning experiences for students.

| Focus | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| **Content**<br><br>What is the essential learning? | Districts are strongly encouraged to prioritize maintaining CTE courses that are part of a recognized CTE Program of Study. Additionally, continue to work with CTE educators to differentiate instructional strategies to meet student needs and ensure all students have access to CTE and the skills necessary to successfully enter postsecondary training or engage in high-wage, in-demand careers. |
| **Resources** | <ul><li>ODE: Student Learning: Unfinished, Not Lost</li><li>Association for Career & Technical Education: High Quality CTE Tools</li><li>Association for Career & Technical Education: Distance Learning Resources (organized by content area)</li><li>Oregon CTE Skill Sets</li></ul> |
| **Instructional Materials**<br><br>What tools and resources do I use? | **Start with what you already have in place:** Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the adopted curriculum as needed for supporting students and for, if applicable, an adapted scope and sequence.<br><br><ul><li>***CTE Regional Coordinators, Dual Credit Coordinators:*** The CTE Regional Coordinator exists at the nexus of partner systems that comprise CTE Programs of Study. They are instrumental in supporting professional development, licensure, and program approval. Dual Credit Coordinators are critical to the success of programs that help students earn post-secondary credit while still in high school. Together they are a significant part of the CTE Network that provides guidance and support for programs across Oregon</li><li>***CTE Postsecondary Partners:*** CTE Programs of Study are built upon relationships with post-secondary partners (normally community colleges). Support teachers as they connect with teaching colleagues at partner institutions. These institutions may be able to assist with distance learning strategies, shop/lab access, and other requirements. The CTE Community College Leaders provide support for these functions.</li><li>***Business and Industry Partners:*** Business and Industry partners collaborate and support CTE Programs of Study in order to ensure that the content offered to students is relevant, rigorous, and of high quality. CTE teachers know their partners and should be supported in</li></ul> |

| Focus | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| | working with them subject to OHA/ODE/local physical distancing and safety protocols. Industry partners often participate on CTE Advisory Committees in order to provide support in coordinated ways.<br>● **Open Oregon Learning:** CTE Programs of Study have established curricula prescribed by industry standards. There may be circumstances in which typical curricula may be difficult or impossible to implement. The Oregon CTE Group within Oregon Open Learning may provide links to free, high-quality curriculum resources that are appropriate for distance learning. Teachers can use Oregon Open Learning to access Open Educational Resources from virtually anywhere.<br>● **Equipment and Safety Protocols:** Depending upon the content area, CTE can be equipment and materials focused. Follow ODE guidelines with regard to safety, sanitation, and equipment management. |
| **Resources** | ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share Focus resources include Oregon CTE and Oregon OER Professional Learning.<br>● Association for Career & Technical Education: ACTE Partnering with Industry video. |
| **Instructional Practices**<br><br>How do I adapt instruction? | ● Consider implementing a compressed curriculum for CTE courses that focus on critical content related to foundational skills and knowledge and specific career area skills.<br>● Schedule CTE instructional time in conjunction with other content areas/educators.<br>● Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content<br>● Consider how scheduling can maximize in-person and work-based learning opportunities.<br>● Provide students with options for demonstrating their understanding and incorporate materials focused on instruction and engagement. Use online, interactive simulators (e.g., CAD, online welding simulators, safety lessons and fabrication math).<br>● Provide short, online learning videos that are integrated into lessons to explain concepts or demonstrations (e.g., Motor Oil on YouTube).<br>● Offer online OSHA 10* or other training (CareerSafe or other relevant vendors/resources) to increase student expertise, self-efficacy, safety, and provide portable credentials.<br>● Create opportunities for students to complete CTE performance tasks.<br>● Focus on skills that align with Program of Study skill sets to ensure students are ready for both progression and available certifications they would qualify to complete.<br>*Note: OSHA 10 as a free-standing credential does not count as an Industry Recognized Credentials on its own per ODE.* |
| **Resources** | ● ODE: CTE Success Stories<br>● Professional Development: Oklahoma-In-Person Training and Conferences<br>● Distance Learning Resources**:** Promising Practices, Simulated Work-Based Learning, CTE on the Frontier, Distance Learning in Rural Communities |

| Focus | Considerations for Comprehensive Distance Learning and Hybrid Delivery Models |
|---|---|
| | ● Career Readiness Practices: Advance CTE Career Readiness Overview |
| **Student Engagement**<br><br>How do I engage students in learning? | **Work-Based Learning**<br>● Offer work-based learning experiences. Identify opportunities for students to complete work-based learning hours or industry-mentored projects virtually or at the school site.<br>● Follow safety guidelines for onsite work-based learning experiences.<br>● Follow safety protocols when transporting students to and from worksites. Follow safety guidelines for any school-based business where clients enter the school building.<br>● Continue to explore career opportunities with students.<br>**CTSOs**<br>● Encourage CTE teachers to engage with CTSOs (Career and Technical Student Organizations) in expanding access and opportunity for practice and assessment of professional skills.<br>● Establish a set of policies and procedures to ensure that students are able to participate in chapter/state/national activities.<br>● Host both in-person and virtual meetings that would allow for members to fulfill their CTSO officer and/or committee leadership responsibilities. Encourage chapter leaders to connect with national CTSO virtual Professional Learning Communities (PLCs). |
| **Resources** | ● ODE: Work-based Learning Handbook<br>● ODE: Work-Based Learning (subject to/compliant with OHA/ODE/local physical distancing and health guidance)<br>● STEM Oregon Connections, Oregon CIS<br>● Career exploration for students with disabilities: Explore Work, T-Folio<br>● ODE: Career and Technical Student Organizations |
| **Assessment**<br><br>How will I measure learning? | **After establishing a class culture of learning, assessments options for CTE include:**<br>● Use performance assessments, industry credential tests, or other options to assess learning progress and inform instructional decisions.<br>● Review career plans, secondary transition plans, EL supports, and IEP requirements for students in CTE programs and provide accommodations and intervention support as needed<br>Please see formative assessment page for focused considerations and resources. |
| **Resources** | ● ODE: Industry Recognized Credentials<br>● Work-Readiness and Preparatory Indicators and Certificates: e.g., NCRC, OSHA-10<br>● ODE: Career and Technical Student Organizations |

# 🎭 2H: Visual and Performing Arts

All instructional models (in-person, hybrid, or online learning) include opportunities for arts education, and all models present unique challenges. Considerations and resources are listed below for planning instruction and performance within multiple models. It is critical to provide opportunities for students to reflect upon the 2021-22 school year and use the Arts as a way to express these experiences, leading toward healing and resiliency. It is also important to reestablish opportunities for students to engage in courses in dance, media arts, music, theater, and visual arts to provide safe spaces for students to be creative and reflect upon their lived experiences during the past year. In addition, it may be beneficial to infuse other content areas with arts instruction to support student well-being and creative expression.

Health and Safety Related Guidance Resources:
● National Association for Music Education COVID-19 Resources
● Educational Theatre Association Recommendations for Reopening School Theatre Programs
● National Federation of State High School Associations Performing Arts COVID-19 Resources
● Oklahoma State Department of Education Launching Instruction for Fine Arts

| Focus | Considerations and Resources |
|---|---|
| **Content**<br><br>What is the essential learning? | **Rethink and Revise Content and Instruction:** Group performance and art exhibits are an important element of teaching visual and performing arts, but these are not the sole element. When limitations exist for students meeting in group settings, consider shifting the structure of a course to incorporate elements where students can work individually, including a focus on theory, composition/writing, solo performance/monologues, ear training (for music), history, and arts appreciation, as well as integration into other content areas. As with all education, encourage students to be creative and innovative in this process.<br><br>**Emphasize Social Emotional Learning:** Visual and Performing Arts content is as much about the theory, practice, and performance/display as it is about engaging students and providing opportunities to be creative, expressive, passionate, and creating safe spaces for students to connect with each other and the world. Essential content may shift away from a traditional focus on group performance toward providing an opportunity for students to engage in arts education as it relates to social and emotional learning. However, if possible, group performance and/or displays of work should still be included as part of this learning environment.<br><br>**Maintain Arts Standards:** It is critical that instructional content remain high quality and focused on learning the content area. Oregon's Arts standards should be represented in this content. |
| **Online Resources** | ● Library of Congress Scores, Recordings, etc.<br>● National Association of Music Education Curriculum Units<br>● Western Region American Choral Directors Association Education Resources<br>● Educational Theatre Association Teaching Theatre Online Tools and Curriculum |
| **Instructional Materials** | **Online video conferencing** where students are connected at the same time can be a useful tool for drama practice/performances and visual art displays/exhibits, but are not useful for group music or |

| Focus | Considerations and Resources |
|---|---|
| What tools and resources do I use? | dance practice or performance due to internet lag time or slow connectivity issues. If possible, in-person options (such as outside concerts/shows) should be considered for group performance.<br><br>**Recording tools** can be useful in online and offline structures. Even for in-person courses, these options can be helpful for at-home practice.<br>● Provide DVDs or other recordings of instruction or have students record themselves performing a piece.<br>● Provide CDs or other formats for students to listen to and incorporate these listening sessions with student feedback.<br>● Provide click tracks to students with recording options that could be combined together once recorded individually.<br><br>**Individual Kits** created for students to either use in the classroom or take home with them can provide equitable access for all students and should be considered across all instructional models. |
| Resources | ● Educational Theatre Association [Creating Virtual Performances Guide](#)<br>● Oklahoma Department of Education [Visual Art Remote Learning Strategies Presentation](#) and [Outline](#)<br>● Connolly String Ovation [Top 36 Remote Music Collaboration Tools for Teachers and Students](#) |
| **Instructional Practices and Student Engagement**<br><br>How do I engage students in learning? | **Consider Integration of Arts Education with Other Subjects and Set Schedules at Elementary Grade Levels:** At the elementary grade levels, it will be imperative that instructors of arts education work with homeroom educators to endorse the importance of well-rounded education. Educators should work together to incorporate arts education within other subject areas. In addition, schedule and set time within the day/week for arts instruction.<br>**Consider Community Participation in Events:** Since performances and exhibits are generally community-wide events, it is also important to engage the community regarding what performances/exhibitions might look like and how they can be involved to support arts education. |
| Resources | ● The Kennedy Center, [What is Arts Integration?](#)<br>● Honolulu Theatre for Youth [Arts Integration Framework](#) |
| **Assessment and Performance**<br><br>How will I measure learning and showcase student work? | **After establishing a class culture of learning, assessment options within the visual and performing arts include:**<br>● Performance assessments and demonstrations of mastery of critical skills.<br>● Multiple opportunities and modalities to showcase work.<br>● For class-based summative assessments, consider breaking down tasks into smaller segments and assessing separately. Use tools such as audio diaries, video response, or other technology tools.<br>Please see the [formative assessment section](#) of this document for focused considerations and resources. |

| Focus | Considerations and Resources |
|---|---|
| **Resources** | ● [Portland Public School Example](#) of Visual and Performing Arts Showcase |