

Extended School Closure Instructional Plan
Upper Township School District
Grade 8

In the event of an extended school closure, teachers at the Upper Township Elementary School and Upper Township Middle School will disseminate assignments to general education and special education students (except for students in a Self-Contained placement) via Google Classroom. The instructional plan for each grade level requires students to engage in academic activities for a minimum of four hours per day. At the end of each week, the teachers will monitor student progress via Google Classroom submissions. Students who do not have access to a computer will be provided with one. Students who do not have access to the internet will be given hard copies of all assignments. All assignments are aligned with the New Jersey Student Learning Standards.

Week #1 Assignments should be submitted by Friday, March 20, 2020.

Week #2 Assignments should be submitted by Friday, March 27, 2020.

ELA- 60 minutes per day

Revisiting Fiction Skills & Argument Writing

Reading: Fiction: Essential Question: How is your main character affected by the plot and what theme is produced?

Writing: Argument RST: Essential Question: Should Daylight Saving Time continue or be eliminated? As you review the three sources, you will gather information, answer the question, and present information in the form of an argumentative essay.

Reading: Day 1: Character Study

Jot down the most important details about your main character or characters. Remember the PARTS chart... think about personality/ physical description, actions, relationships/ reactions with others, thoughts, and speech. Think about what information/ details would help someone else truly understand your main character/ characters.

Be sure to include page numbers!

[Characterization Notes](#)

Character Traits

Personality/ Physical Description	Actions	Relationships/ Reactions With Others
Thoughts	Speech	

Writing: Day 1: Source 1: Scholastic Scope: Pro/ Con

Be sure to include citations!

“Should We Get Rid of Daylight Saving Time?”

Argument Model

Pro: Continue Daylight Saving Time	Con: Eliminate Daylight Saving Time

Reading: Day 2: Tracking the Setting, Environment, and Mood

Good readers know that setting is not just one location. As the location changes, the mood will change as well. Keep track of the various locations, moods and social norms as your character advances through the novel. For each setting, include a mood and a social norm.

Think:

1. Find a setting... where are the characters?

2. Based on that setting, what is the mood/ atmosphere?
3. What are the social norms for that setting? How are people expected to act there?

Be sure to include page numbers!

[Setting & Mood Notes](#)

[Mood Words](#)

Setting	Mood	Social Norms

Writing: Day 2: Source 2: NewsELA: Pro/ Con

Be sure to include citations!

[“Not All of America Wants to Fall Back or Spring Forward”](#)

(You’ll have to login to NewsELA with your gmail account)

[Argument Model](#)

Pro: Continue Daylight Saving Time	Con: Eliminate Daylight Saving Time

Reading: Day 3: Noting Conflict

For today’s reading, pay close attention to all types of conflict. Remember, there can be multiple conflicts happening at once. Track the different conflicts you find.

Be sure to include page numbers!

[Conflict Notes](#)

Internal Conflicts	External Conflicts

Writing: Day 3: Source 3 Pro/ Con: Video: Choose Side, 3 Categories & Thesis

Be sure to include citations! Time stamps for video!

[“Daylight Saving Time 101”
Argument Model](#)

Pro: Continue Daylight Saving Time	Con: Eliminate Daylight Saving Time

Side of Argument	2 Categories Supporting Your Side	1 Category Supporting the Other Side	Thesis Statement

Reading: Day 4: Realizing Relationships

As your main character starts to develop, he or she will gain new interactions with various characters.

1. What relationships are forming? How are they forming?

2. What relationships are breaking? How are they breaking?
3. What relationships are changing? How are they changing?

Be sure to include page numbers!

[Relationships/ Reactions Notes](#)

Forming	Breaking	Changing

Writing: Day 4: Body Paragraph 1

Be sure to include citations! Use dependent clauses.

[Argument Outline](#)

[Dependent Clauses](#)

[Argument Model](#)

Write body paragraph 1 below:

Reading: Day 5: Impact of Events

As certain events occur, the pacing is different. Trace the various events that are occurring in your novel. What is the purpose of the event?

Use the following steps:

1. Identify a flashback, flash forward, a moment of suspense, or humor/ irony
2. Explain what the purpose of the event is.

3. Repeat as you find different moments in your reading.

Be sure to include page numbers!

[Pacing of Events](#)

[Irony Notes](#)

Example: Flashback: Joanne was talking to her friends about wanting to go on the airplane. Then, remembered the movie she watched that made her scared when she was 5 (Green 5). The purpose of the flashback scene was to help Joanne remember where her fears originated from and to give reader's background knowledge of her uncertainty to fly abroad to Italy.

Flashback	Flash Forward
Suspense	Humor/ Irony

Writing: Day 5: Body Paragraph 2

Be sure to include citations! Use dependent clauses.

[Argument Outline](#)

[Dependent Clauses](#)

[Argument Model](#)

Write body paragraph 2 below:

Reading: Day 6: Relationships/ Reactions --- Highs and Lows

Identify the relationships in your novel. What is the impact of those relationships? What are the high (good, positive, exciting) moments? What are the low (sad, negative, tension) moments? What are the reactions between characters like?

Be sure to include page numbers!

High Moments	Low Moments

Writing: Day 6: Counterclaim Paragraph

Be sure to include citations! Use dependent clauses.

[Argument Outline](#)

[Dependent Clauses](#)

[Argument Model](#)

Write counterclaim paragraph below:

Reading: Day 7: Tracking Conflict

On Day 3, you noted the various conflicts present in the novel. Now, determine the impacts of the different conflicts. Analyze the impact of the conflict(s) on the characters and the plot (storyline) so far.

Be sure to include page numbers!

Do the conflicts affect the character's actions?

What are the challenges characters face?

Is there anything that causes your character to behave as they do?

Is there a specific decision that your character makes that impacts the conflict?

Is the problem getting worse or better? Cite evidence of the progress.

Writing: Day 7: Introduction Paragraph

Use dependent clauses.

[Argument Outline](#)

[Dependent Clauses](#)

[Argument Model](#)

Write introduction paragraph below:

Read: Day 8 : Change in Character

As characters progress throughout the novel, they typically start to change. They change as people, develop new personality traits, or overcome obstacles (problems). Has your main character (choose 1) changed positively or negatively? Analyze and discuss your character's development from the beginning to the end of the novel.

Put your response below. Your analysis should be equal to a 1 page, double spaced Google Doc.

Writing: Day 8: Conclusion Paragraph

Use dependent clauses.

[Argument Outline](#)

[Dependent Clauses](#)

[Argument Model](#)

Write conclusion paragraph below:

Reading: Day 9: Long Write

Use the following questions as a guideline. The purpose of this is to reflect on your reading today as you near the end of your book:

What do you love?

What do you dislike?

What characters/events are bothering you?

What are you surprised about?

What do you think will happen next?

Put your response below. Your long write should be equal to a 1 page, double spaced Google Doc.

Writing: Day 9: Works Cited Page

Be sure to punctuate correctly. Pay attention to details.

[Works Cited Notes & Example](#)
[Argument Model](#)

Works Cited

Reading: Day 10: Theme Analysis

After characters experience conflict, they ultimately learn a lesson. What is the central idea of your novel? What five major events support the central idea? Write a thematic statement that correlates to the central idea. Remember to begin with a dependent clause.

[Dependent Clauses](#)
[Central Idea Word List](#)
[Theme Notes](#)

Central Idea

Major Events (5)

Thematic Statement

Writing: Day 10: Revision, Final Touches & Turn In

Use the [outline](#) to make sure you have all parts of the argument essay in your piece of writing.

Color code correctly. ***Use correct punctuation and capitalization.***

Use the Google Doc assigned to you on Classroom titled **"Daylight Saving RST."**

Include an MLA header, your 5 paragraph essay, and your Works Cited page. Everything should be double spaced except your heading. See the example on the last page of the [Argument Model](#).

8th Grade Math- 40 minutes

8th Grade Math - Pythagorean Theorem and Volume Lesson Plans

Weekly Overviews

WEEK #1

SWBAT find the missing length of a right triangle.	SWBAT find the missing length of a right triangle.	SWBAT apply the Pythagorean Theorem.	SWBAT apply the Pythagorean Theorem in real world applications and apply the converse of the Pythagorean Theorem.	SWBAT calculate the distance between two points.
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WEEK #2

SWBAT calculate the volume of a cylinder.	SWBAT calculate the volume of a cone.	SWBAT calculate the volume of a sphere.	SWBAT calculate the volume of 3D shapes.	SWBAT calculate the volume of similar 3D shapes.
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8th Grade Math - Pythagorean Theorem Lesson Plans

Day 1 Target: **SWBAT find the missing length of a right triangle.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- [Intro on Square Roots](#)
- IXL - F.15 and F.20 (8th Grade)

Watch Lesson Tutorials/ Record Notes: 10 minutes

- ❑ [Finding the Hypotenuse of a Right Triangle \(Video #1\)](#)
- ❑ [Finding the Hypotenuse of a Right Triangle \(Video #2\)](#)

Practice Worksheets: 40 minutes

- [Kuta Worksheet](#)
- IXL Section: 7th Grade, Y.1

Day 2 Target: **SWBAT find the missing length of a right triangle.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes each

- I.9 and I.10 (8th Grade)

Watch Lesson Tutorials/Record Notes: 10 minutes:

- ❑ [Finding the Leg of a Right Triangle \(Video #1\)](#)
- ❑ [Finding the Leg of a Right Triangle \(Video #2\)](#)

Practice Worksheets: 30 minutes:

- [Kuta Worksheet](#)
- IXL Section: 7th Grade, Y.2

Day 3 Target: **SWBAT apply the Pythagorean Theorem.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- AA.2 (8th Grade)

Watch Lesson Tutorials/Record Notes: 10 minutes:

- ❑ [Pythagorean Theorem](#)

Practice Worksheets: 40 minutes

- [Kuta Worksheet](#)

Day 4 Target: **SWBAT apply the Pythagorean Theorem in real world applications and apply the converse of the Pythagorean Theorem.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- Y.2 (8th Grade)

Watch Lesson Tutorials/Record Notes: 15 minutes:

- ❑ [Converse of Pythagorean Theorem \(Video #1\)](#)

- ❑ [Converse of Pythagorean Theorem \(Video #2\)](#)

- ❑ [Pythagorean Theorem in the Real World](#)

Practice Worksheets: 35 minutes

- [9.6 Extra Practice](#)
- [9.2 Extra Practice](#)

Day 5 Target: **SWBAT** calculate the distance between two points.

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- W.6 (8th Grade)

Watch Lesson Tutorials/Record Notes: 15 minutes:

- [Distance Between Two Points \(Video #1\)](#)

- [Distance Between Two Points \(Video #2\)](#)

Practice Worksheets: 35 minutes

- [Kuta Worksheet](#)
- IXL Section: 7th Grade, P.4

8th Grade Math - Volume Lesson Plans

Day 6 Target: **SWBAT** calculate the volume of a cylinder.

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- EE.New!!! (8th Grade)

Watch Lesson Tutorials/Record Notes: 15 minutes

- [Volume of Cylinder \(Video #1\)](#)

- [Volume of Cylinder \(Video #2\)](#)

- [Volume of Cylinder \(Video #3\)](#)

Practice Worksheets: 35 minutes

- [10.1 Extra Practice](#)
- [Kuta Worksheet](#)

Day 7 Target: **SWBAT calculate the volume of a cone.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- CC.16 (8th Grade)

Watch Lesson Tutorials/Record Notes: 15 minutes

- [Volume of Cone \(Video #1\)](#)
- [Volume of Cone \(Video #2\)](#)
- [Volume of Cone \(Video #3\)](#)

Practice Worksheets: 35 minutes

- [10.2 Extra Practice](#)
- [Kuta Worksheet](#)

Day 8 Target: **SWBAT calculate the volume of a sphere.**

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- AA.8 (8th Grade)

Watch Lesson Tutorials/Record Notes: 15 minutes

- ❑ [Volume of Sphere \(Video #1\)](#)
- ❑ [Volume of Sphere \(Video #2\)](#)

Practice Worksheets: 35 minutes

- [10.3 Extra Practice](#)
- [Kuta Worksheet](#)

Day 9 Target: **SWBAT** calculate the volume of 3D shapes.

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- AA.10 (8th Grade)

Watch Lesson Tutorials/Record Notes: 10 minutes

- ❑ [Volume of Cylinder in the Real World](#)
- ❑ [Volume of Cone in the Real World](#)
- ❑ [Volume of Sphere in the Real World](#)

Practice Worksheets: 40 minutes

- [10.1 Enrichment](#)
- [10.2 Enrichment](#)
- [10.3 Enrichment](#)

Day 10 Target: **SWBAT** calculate the volume of similar 3D shapes.

Learning Tasks:

IXL Skillbuilder Practice: 10 minutes

- T.3 (8th Grade)

Watch Lesson Tutorials/Record Notes: 25 minutes

- ❑ [Volume of Similar Shapes \(Video #1\)](#)
- ❑ [Volume of Similar Shapes \(Video #2\)](#)
- ❑ [Volume of Similar Shapes \(Video #3\)](#)
- ❑ [Volume of Similar Shapes \(Video #4\)](#)

Practice Worksheets: 25 minutes

- [10.4 Extra Practice](#)

For students enrolled in Algebra- 40 minutes**Algebra Lesson Plans (week 1)**

Day 1/2 Target: SWBAT factor a trinomial ($x^2 + bx + c$) into the product of two binomials.

Learning Tasks:

IXL Project: 60 minutes (30 minutes per day)

Watch Lesson Tutorials/ Record Notes: 60 minutes (30 minutes per day)

- ❑ [Factoring example\(1\)](#)
- ❑ [Factoring example \(2\)](#)
- ❑ [Factoring example \(3\)](#)

Written Assignment:

- P.389, #3-38 odd numbered problems.
- Check answers in back of book.

Day 3/4/5 Target: SWBAT factor a trinomial ($ax^2 + bx + c$) into the product of two binomials.

Learning Tasks:

IXL Project: 90 minutes (30 minutes per day)

Watch Lesson Tutorials/Record Notes: 90 minutes:

- [Factoring Part II example\(1\)](#)
- [Factoring Part II example\(2\)](#)
- [Factoring Part II example\(3\)](#)
- [Factoring Part II example\(4\)](#)

Written Assignment

- P. 389, #3-33 odd
- Check answers in back of book

Algebra Lesson Plans (week 2)

Day 1/2 Target: SWBAT factor special products

Learning Tasks:

IXL Project: 60 minutes (30 minutes per day)

Watch Lesson Tutorials/ Record Notes: 60 minutes (30 minutes per day)

- [Factoring Difference of Two Squares](#)
- [Factoring a Perfect Square Trinomial](#)
- [Solve an Equation Using Factoring](#)

Written Assignment:

- P.401, #3-39 odd numbered problems.
- Check answers in back of book.

Day 3/4/5 Target: SWBAT factor a polynomial completely

Learning Tasks:

IXL Project: 90 minutes (30 minutes per day)

Watch Lesson Tutorials/Record Notes: 90 minutes: (30 minutes per day)

- [Factor by Grouping](#)
- [Factoring Completely](#)
- [Solve Equation by Factoring Completely](#)

Written Assignment

- P. 407, #3-35 odd
- Check answers in back of book

8th Grade Science- 40 minutes

Week #1

- Complete “Newton’s 3 Laws Hyperdoc”
 - Questions are imbedded into hyperdoc
- Go to Physics4kids and read Motion: Overview, Forces, and Vectors
 - Respond to questions (Edulastic)
- Explore Learning: Complete activity “Fan Cart Physics” respond to questions on attached sheet.
 - Answer assessment question on Explore Learning website when complete and submit

Week #2

- Go to Physics4kids and read Motion: Laws of Motion, Velocity, and Friction
 - Respond to questions (Edulastic)
- Explore Learning: Complete activity “Force and Fan Carts” respond to questions on attached sheet.
 - Answer assessment question on Explore Learning website when complete and submit

- Explore Learning: Complete activity “Crumple Zones” respond to questions on attached sheet.
 - Answer assessment question on Explore Learning website when complete and submit

For Students Enrolled in Physics- 40 minutes

Week #1

- Khan Academy: watch videos “Introduction to Work and Energy Parts 1 & 2.” Read “What Are Energy and Work” “What is Kinetic Energy” and “What is Gravitational Potential Energy”
 - Respond to questions (Edulastic)
- Khan Academy: watch video “What is the Conservation of Energy” and read “Conservation of Energy”
 - Respond to questions (Edulastic)
- Khan Academy: Watch video “Work and the Work Energy Principle” and Thermal Energy From Friction, “ read “What is Thermal Energy?”
 - Respond to questions (Edulastic)

Week 2

- Khan Academy: Watch videos “Conservative Forces’ and “Power” read “What is Power?”
 - Respond to questions (Edulastic)
- Khan Academy: Watch video “Intro to Springs and Hooks Law” read “What is Hooks Law?”
 - Respond to questions (Edulastic)
- Khan Academy: Watch video “Potential Energy Stored in a Spring” read “What is Elastic Potential Energy?”
 - Respond to questions (Edulastic)
- Khan Academy: Watch videos “Introduction to Mechanical Advantage Parts 1, 2, and 3

- Respond to questions: Edulastic

Social Studies- 40 minutes

8th Grade Social Studies - United States History

Weekly Overviews

WEEK #1 15.2 Trouble in Kansas

Day 1: SWBAT explain why the debate over the expansion of slavery influenced the election of 1852.	Day 2: SWBAT evaluate how the Kansas-Nebraska Act allowed voters to allow or prohibit slavery.	Day 3: SWBAT breakdown how pro-slavery and anti-slavery groups clashed violently in what became known as "Bleeding Kansas."	Day 4: SWBAT demonstrate how the Kansas-Nebraska Act heightened tensions in the conflict over slavery.	Day 5: SWBAT
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WEEK #2 15.3 Political Divisions

Day 6: SWBAT list how political parties in the United States underwent change due	Day 7: SWBAT chart how the Dred Scott decision created further	Day 8: SWBAT explain how the ways in which the Lincoln-Douglas debates brought much	Day 9: SWBAT show how the split over the issue of slavery intensified due to	Day 10: SWBAT
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to the movement to expand slavery.

division over the issue of slavery.

attention to the conflict over slavery.

political division and judicial decisions.

8th Grade Social Studies - 15.2 Trouble in Kansas

Day 1 Target: SWBAT explain why the debate over the expansion of slavery influenced the election of 1852.

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will show how the debate over the expansion of slavery influenced the election of 1852.

Formative Assessments:

- **Who did the Democrats choose as their presidential candidate in 1852, and why?**
- **How did the Whigs' decision to nominate Winfield Scott as their candidate in 1852 backfire?**

Day 2 Target: SWBAT evaluate how the Kansas-Nebraska Act allowed voters to allow or prohibit slavery.

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will show how the Kansas-Nebraska Act allowed voters to allow or prohibit slavery.

Formative Assessments:

- What were the main points of the Kansas-Nebraska Act?
- What were some immediate results of the act?
- What problems do you think might result from having two territorial legislatures?

Day 3 Target: SWBAT breakdown how pro-slavery and anti-slavery groups clashed violently in what became known as "Bleeding Kansas."

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will show how pro-slavery and anti-slavery groups clashed violently in what became known as "Bleeding Kansas."

Formative Assessments:

- What was the situation in Kansas in early 1856?
- What occurred during the Sack of Lawrence?
- How did the Sack of Lawrence lead to further violence?
- Why do you think the situation in Kansas led to violence in the Senate chambers?
- Do you think Preston Brook's punishment was reasonable? Why or why not?

Day 4 Target: SWBAT demonstrate how the Kansas-Nebraska Act heightened tensions in the conflict over slavery.

Explain how the annexation of new lands and antislavery literature intensified the debate over slavery.

Minimum Requirements: 2 paragraphs, 4-6 sentences each paragraph.

Day 5 Target: SWBAT research the 2020 U.S. Census and analyze census data.

Current Event: 2020 Census

Reading: <https://junior.scholastic.com/issues/2019-20/032320/why-everyone-s-talking-about-the-census.html#1010L>

Questions:

<https://docs.google.com/document/d/1t-pTigQwL1vSOzuKFJVu48Rg1QXiNkm-5pbQkIEv0dQ/edit?usp=sharing>

Quiz:

https://docs.google.com/forms/d/e/1FAIpQLSeD87wk1oppnNOhoGj2Lt59venB063he4twkExJyj1anpwm6Q/viewform?usp=sf_link

8th Grade Social Studies - Political Divisions

Day 6 Target: SWBAT list how political parties in the United States underwent change due to the movement to expand slavery.

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will explain why political parties in the United States underwent change due to the movement to expand slavery, and how the Dred Scott decision created further division over the issue of slavery.

Formative Assessments:

- **Members of which groups united to form the new Republican Party?**
- **Who won the election of 1856, and what advantages did he have over the other candidates?**

Day 7 Target: SWBAT chart how the Dred Scott decision created further division over the issue of slavery.

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will chart how the Dred Scott decision created further division over the issue of slavery.

Formative Assessments:

- Who was Dred Scott, and why did he sue?
- Why was the Dred Scott decision significant?
- Briefly defend Dred Scott's right to freedom.

Day 8 Target: SWBAT explain how the ways in which the Lincoln-Douglas debates brought much attention to the conflict over slavery.

Standards

6.1D Grade 8 CPI 4.B, Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1D Grade 8 CPI 5.A, Prioritize the causes and events that led to the Civil War from different perspectives.

Learning Target - Students will analyze why the Lincoln-Douglas debates brought much attention to the conflict over slavery, (2 day lesson, Day 2).

Formative Assessments:

- Discussion & Observation
- What was Lincoln's response to the Dred Scott decision?
- How did Douglas oppose Lincoln's views on slavery and African Americans?
- Why do you think the Republican Party challenged Douglas' run for the Senate?

Day 9 Target: SWBAT show how the split over the issue of slavery intensified due to political division and judicial decisions.

How did the split over the issue of slavery intensify due to political division and judicial decisions?

Minimum Requirements: 2 paragraphs, 4-6 sentences each paragraph.

Day 10 Target: SWBAT analyze how school segregation has changed over time and write about its causes and effects.

Current Event: Modern-Day Segregation

Reading:

<https://junior.scholastic.com/issues/2019-20/032320/still-separate-still-unequal.html#1140L>

Video: Civil Rights Movement of the 1950s

<https://junior.scholastic.com/issues/2019-20/032320/still-separate-still-unequal.html?share-brightcove=6114582587001>

Quiz:

https://docs.google.com/forms/d/e/1FAIpQLSc7DV_AUiW5EAmpfOfbiDwqxG6Hs1HOOIq2Lc8hkqTLXt7QHw/viewform?usp=sf_link

Health/PE- 30 minutes

Students will log 30 minutes per day of any physical activity.

Speech- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.

OT/PT- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.