



## ACADEMIC RESOURCE GUIDE FOR OFFSITE STUDENT LEARNING

Just as adults are experiencing stresses due uncertainty in schedules and routines during world pandemic of COVID-19. Providing assurance and stability to students should be the first concern of schools and educators. Harvard Graduate School of Education has published a helpful article in [calming communities and preparing students to be ready to learn in a new environment](#).

Regular communication with students and families will help alleviate anxiety and promote a norm of continued learning. Changes in routine and instruction delivery will most impact students already vulnerable to the opportunity gap. It will be particularly important for districts to prioritize ensuring equity and work to meet the needs of each student and family.

1. Identify student access to technology and internet access.
  - a. Develop process to distribute district technology to students without access including laptops or WiFi hot spots.
  - b. Ensure students have access to school supplies (e.g.: paper, textbooks pencils, calculator, etc). to utilize during their at-home work regardless of utilization of digital or paper resources.
  
2. Develop a daily learning structure for students and parents or caregivers to follow
  - a. Example of Grades 5-9 Home Learning Schedule:

<b>Time</b>	<b>Activity</b>
8:00 am – 9:00 am	Eat breakfast and get ready for the day including changing out of pajamas.
9:00 am – 9:40 am	Math practice – differentiated demonstrations of learning
9:40 am – 10:00 am	Go for a walk
10:00 am – 11:00 am	Reading – Distribute/deliver class sets of books to all students
11:00 am – 11:20 am	Go for a walk
11:20 am – 12:00 pm	Writing assignment based on reading/stream of consciousness/reflection
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	Science practice – differentiated demonstrations of learning or relevant project based learning (E.g.: What are viruses? How do they spread?)
2:00 pm – 2:30 pm	Go for a walk, take a break
2:30 pm – 3:30 pm	Social studies – relevant research project (e.g.: What is the most effective way for communities and government to respond to the spread of a virus)

- b. Schools may consider project based learning that could incorporate all academic subjects and multiple ways to demonstrate learning and growth.
  - c. Offsite learning presents an opportunity for students to further engaged in self-directed learning and development. A primer on [self-directed learning](#) can be found here.
3. Develop a check-in schedule to ensure teachers have scheduled opportunities to check-in with students on a rotating basis and answer questions on assignments and independent study subjects. Zoom has announced that they will [give schools free accounts](#) of their videoconferencing software. This is an excellent way to connect teachers, staff and students connected.

### **Other Digital Resources:**

- [Crash Course](#) (High school level: Literature, Statistics, Chemistry, European History, Physics, Philosophy, Psychology, Sociology, AI, Business Entrepreneurship, A&P Engineering, World History, Computer Science, US Government & Politics, US History, Economics, Biology, Ecology, Astronomy)
- [Khan Academy](#)
- [UNESCO Distance Learning Solutions](#)
- [IXL](#)
- [Quizlet](#)
- [Teaching Tolerance](#)
- [Library of Congress](#)
- [Stanford History Education Group](#)
- [Smithsonian Education](#)
- [Zinn Education Project](#)
- [Accelerated Reader](#)
- [Epic](#)
- [Myon](#)
- [Starfall Reading](#)
- [StoryKit](#)
- [Zearn](#)
- [National Council of Teachers of Mathematics](#)
- [National Association for the Education of Young Children](#)
- [The Math Learning Center](#)
- [Scholastic story starters](#)
- [Independent reading response ideas](#)