



AN OPTION FOR K-5 STUDENTS

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# Bloomfield Virtual

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**HANDBOOK  
AND COURSE  
CATALOG**

# Bloomfield VIRTUAL

*UPDATED August 11, 2020*

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# Welcome to the Bloomfield VIRTUAL Campus

This handbook has been created to provide guidance and understanding for all community members interested in engaging with Bloomfield Hills Schools curriculum and teachers for an extended period of time in a virtual format. While this handbook is comprehensive in nature, it will be updated as new information or parameters are provided by local, state, and federal agencies.

We remain committed to providing the rigorous education our students and families expect from Bloomfield Hills Schools, while also ensuring families have the ability to choose the right learning setting for their family. This decision will be a personal one for each family based on everyone's unique circumstances and we are confident that regardless of the setting, your child will thrive.

Bloomfield VIRTUAL provides an equitable, caring, and safe learning environment where students are encouraged to be intellectually curious and academically ambitious. Leveraging the power of technology and community, Bloomfield VIRTUAL learning promotes student agency for all learners to achieve their highest aspirations.

We are pleased to share with you today the Bloomfield VIRTUAL Handbook, which contains:

- Virtual Campus Overviews and Information
- Sample Daily Schedules by Grade Level
- Available Courses and Content Descriptions
- Special Education Supports & Schedules

After reading through the Bloomfield VIRTUAL Handbook, you may have questions. On August 12, 2020, from 6:00 - 7:00 PM, Bloomfield Hills Schools will provide an overview of Bloomfield VIRTUAL so families can make an informed decision. Please [submit any questions](#) you have no later than August 6, 2020, so that they may be included in the presentation. Following the presentation, you will have an opportunity to submit any new or additional questions.

## Contributors

Thanks to our key contributors for designing **Bloomfield VIRTUAL**, a virtual campus where students can grow and thrive:

- **Program Developers:** Todd Bidlack, Noelle Collis, Lauren Dempsey, Sarah Fairman, Susan Golab, Emily Handy, Kimberly Hempton, Mary Hillberry, Alan Jaros, Liza Lauter, Matt MacLeod, Cathy McDonald, Jennifer Perrone, Jason Rubel, David Shulkin, and Kristen Vigier. In partnership with the work of Julia Beattie, Jamie Goldschmidt, Kathy Janelle, Stephanie Olson, Jennifer Rossi, Jennifer Teal, and members of the Spring 2020 Virtual Learning Taskforce.
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# Bloomfield VIRTUAL:

## Glossary of Terms

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### **Asynchronous Learning:**

Practice or independent work that students complete outside of a scheduled segment of time with live teacher supervision. This can be problem-solving, writing, reading, explorations, watching a video, research, etc. and could either be with the use of technology or offline. For older students, there may be additional asynchronous learning (homework, review of content, studying) outside of the scheduled school day.

### **“Houses” for K-5 Students:**

This is a place where students will gather on a virtual campus that helps build a sense of community and team building. “Houses” will be multiage/multigrade and initially based on the fostering of community. After the first few meetings, the “Houses” may begin exploring and working into areas of student interest. “House” projects may include service-learning projects, virtual field trips to the farm and nature center as well as other cross-curricular interactions intended to build community. This space should feel like the “commons” area of the school or the playground where students interact, get to know each other, and share their passions. “Houses” will communicate through the Google Classroom under the direction of a teacher.

### **Synchronous Learning:**

Teachers and students are online and engaging with the curriculum. This takes the form of whole group instruction, small group instruction, group work in collaboration with other students with teacher supervision, watching a video together with guidance and context provided by the teacher, student and teacher sharing of learning, etc. This can include some “offline” time in which the student is independently practicing the skills taught within a mini-lesson and then following up with other students and/or the teacher to share their progress/work when the whole class regroup. This time may not be continuous and instead, be divided into chunks such as a 10-minute mini-lesson with 15 minutes of independent work and then 15 minutes of group instruction based on the independent work. Each classroom teacher will clearly articulate the times and expectations for students.

### **Virtual:**

Virtual learning is different from remote or distance learning. While these terms are often used interchangeably, VIRTUAL indicates that the family has selected to not attend any in-person instruction in a physical school structure. The commitment is by semester to remain VIRTUAL.

**All Bloomfield VIRTUAL students and teachers are held to the same curriculum, content, and behavior expectations as in-person students.**

This includes daily attendance, assignments, assessments, feedback, and grading.

# Bloomfield VIRTUAL:

## Elementary Campus: Kindergarten - Fifth

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### Elementary Campus Overview

- Learning experiences in all classrooms will be linked through Google Classroom and Clever. In addition, students may utilize other tools to engage with their teacher and classmates
- Google Classroom or Zoom, Remind and district email will be used as primary tools for communication
- Learning experiences will be both synchronous and asynchronous and, at the discretion of the teacher, are designed to be completed independently and in collaboration with other students in the virtual classroom
- Resources vary by class and lesson, but will include live instruction, links to videos, graphic organizers, scanned materials to read and engage with, reading materials including books and ebooks, math journals, as well as teacher-created and/or curated resources
- Students and families are encouraged to be proactive in reaching out to teachers as needed, the home/school partnership is a key to success
- The “Houses” program will serve a vital role in supporting students' social and emotional growth by promoting a sense of community within the virtual school
- Social workers, psychologists, and/or administrators will continue to support students' social, emotional, and academic needs

### Elementary Campus Information

- Bloomfield VIRTUAL Elementary School will follow a daily “bell” schedule
- Students in the elementary grades (K-5) will need an adult or older sibling support for initial virtual navigation and continual time management support
- Every effort will be made to cohort students by grade level; students *may* be placed in blended grade classrooms based on enrollment trends.
- Students may have a different schedule periodically if there is professional development in the calendar
- Support services, including special education services, will be coordinated with your child's teacher and any additional staff once the school year begins
- We anticipate all IEPs and 504s will be followed as written, including accommodations, programs and services, understanding that some IEPs and 504s may need to be adjusted based on individual needs
- Students will be grouped in multi-age “houses” to meet on a regular basis to connect, create, and gather as a school - similar to how an all-school assembly may have looked “on campus”
- Students are expected to attend all class meetings and attendance will be taken. Camera use is expected at some point during the day for connection and check-in
- Teachers will structure classes in the way that best suits the needs of their class learning objectives. This means that there will be full-class virtual meetings at designated times as well as times that students will meet individually or in small groups
- Learning expectations and meeting times will be posted on Google Classroom or otherwise shared with students in advance so that students are best able to manage their time and teachers are best able to provide individualized support for all students

# Grades K - 2 **SAMPLE** Virtual Schedule

	Daily
<b>Check-In and Connections</b>	9:05 - 9:25 - Synchronous Engagement
<b>Mathematics</b> 40 minutes	9:25 -10:05 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	10:05 - 10:20
<b>Reading</b> 70 minutes	10:20 -11:30 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Lunch/Recess 11:30 - 12:30</b>	
<b>Connections</b> 20 minutes	12:30 - 12:50 - Synchronous Engagement
<b>Writing</b> 30 min	12:50 - 1:20 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	1:20 - 1:35
<b>Academic Block</b> Science, Social Studies, Word Study, etc. 30 min	1:35 - 2:05 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Asynchronous Learning</b> 55 min	2:05-2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:45-3:00 - Independent work, and/or individual or small group support as needed
<b>Total Instructional Minutes</b>	120 minutes synchronous interaction with classmates and content facilitated by the teacher, 145 minutes independent work (not including breaks and lunch) for a total of 265 instructional minutes per day

# Grades 3-5 **SAMPLE** Virtual Schedule

	Daily
<b>Check-In and Connections</b> 20 Minutes	9:05 - 9:25 - Synchronous Engagement
<b>Mathematics</b> 60 minutes	9:25 -10:25 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	10:25 - 10:35
<b>Reading</b> 60 minutes	10:35 -11:35 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Lunch/Recess 11:35 - 12:15</b>	
<b>Writing</b> 45 min	12:15 - 1:00 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	1:00 - 1:10
<b>Academic Block</b> Science, Social Studies, Word Study, etc. 45 min	1:10 - 1:55 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Asynchronous Learning</b> 70 Minutes	1:55 - 2:35 - Specials (Music, PE, Spanish, Art, or Media) 2:35 - 3:05 - Independent work, and/or individual or small group support as needed
Total Instructional Minutes	120 minutes of synchronous interaction with classmates and content facilitated by the teacher, 180 minutes independent work (not including breaks and lunch) for a total of 300 instructional minutes per day



# Elementary Curriculum Descriptions & Key Concepts

## Kindergarten

Kindergarten readers are introduced to reader's workshop and explore and make sense of the world of reading with practice in letter-sound relationships, rhyme, syllabication, and beginning level high-frequency words. Comprehension skills are addressed through discussions about the books read. Writers use a combination of drawing, dictation, and writing to convey their thoughts on paper while building confidence that their lives are full of stories. Upper and lowercase letter use, kindergarten spelling, and complete sentences are practiced as students document events from their lives, label their drawings, create how-to books, express their opinions, and start to write stories. Mathematicians focus on foundational number skills of counting, identifying, and comparing numbers. Simple addition and subtraction skills are introduced. Students also identify, classify, and sort objects and shapes.

Math Semester 1	Math Semester 2
<ul style="list-style-type: none"> <li>Numbers 0 to 5</li> <li>Compare Numbers 0 to 5</li> <li>Numbers 6 to 10</li> <li>Compare Numbers 0 to 10</li> <li>Classify and Count Data</li> <li>Understand Addition</li> <li>Understand Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>More Addition and Subtraction</li> <li>Count Numbers to 20</li> <li>Compose and Decompose Numbers 11 to 19</li> <li>Count Numbers to 100</li> <li>Identify and Describe Shapes</li> <li>Analyze, Compare, and Create Shapes</li> <li>Describe and Compare Measurable Attributes</li> </ul>

Reading Semester 1	Reading Semester 2
<ul style="list-style-type: none"> <li>We are Readers</li> <li>Emergent Reading: Looking Closely at Familiar Texts</li> <li>Super Powers: Reading with Print Strategies and Sight Word Power</li> </ul>	<ul style="list-style-type: none"> <li>Bigger Books, Bigger Reading Muscles</li> <li>Becoming Avid Readers</li> <li>Growing Expertise in Little Books: Reading for Information</li> <li>Giving the Gift of Reading</li> </ul>

Writing Semester 1	Writing Semester 2
<ul style="list-style-type: none"> <li>Launching the Writing Workshop</li> <li>Show and Tell: From Labels to Pattern Books</li> <li>Writing for Readers</li> </ul>	<ul style="list-style-type: none"> <li>How-to Books: Writing to Teach Others</li> <li>Persuasive Writing of All Kinds</li> <li>All About Books</li> </ul>

Science	Social Studies
<i>Concepts are often alternated by unit or concept at this grade level as well as integrated with play and literacy</i>	
<ul style="list-style-type: none"> <li>Plant and Animal Needs</li> <li>Weather and Seasons</li> <li>Forces and Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Who am I and where do I live? (History)</li> <li>How Do I Get Along With Others? (Civics and Government)</li> <li>Where do I live and how do I meet my needs and wants? (Geography and Economics)</li> <li>How do we help each other get what we need? (Economics)</li> </ul>

## First Grade

First-grade readers continue to increase their accuracy and fluency skills while reading fiction and nonfiction books. First graders work to strengthen their understanding of phonics and increase their bank of high-frequency words. Students show their comprehension by using key details to retell what they have read and making simple connections.

Writers continue to practice and reinforce their handwriting and letter formation skills. Mini-Lessons are taught to help writers create more focused writing pieces that start to show evidence of the three parts (beginning, middle, end) of writing pieces by including simple introductions and conclusions. The use of details and sequencing are also taught to extend their writing of small moment narratives, how-to books, opinion, and nonfiction pieces. Mathematicians continue to increase fluency and problem-solving work. Addition, Subtraction, Number identification, counting, and writing continue beyond 100. Beginning measurement and time skills are also introduced.

Math Semester 1	Math Semester 2
<ul style="list-style-type: none"> <li>Solve Addition and Subtraction Problems to 10</li> <li>Fluently Add and Subtract Within 10</li> <li>Addition Facts to 20: Use Strategies</li> <li>Subtraction Facts to 20: Use Strategies</li> <li>Work with Addition and Subtraction Equations</li> <li>Represent and Interpret Data</li> <li>Extend the Counting Sequence</li> <li>Understand Place Value</li> </ul>	<ul style="list-style-type: none"> <li>Compare Two-Digit Numbers</li> <li>Use Models and Strategies to Add Tens and Ones</li> <li>Use Models and Strategies to Subtract Tens</li> <li>Measure Lengths</li> <li>Time</li> <li>Reason with Shapes and Their Attributes</li> <li>Equal Shares of Circles and Rectangles</li> </ul>

Reading Semester 1	Reading Semester 2
<ul style="list-style-type: none"> <li>Avid Readers</li> <li>Building Good Reading Habits</li> <li>Word Detectives</li> </ul>	<ul style="list-style-type: none"> <li>Learning About the World: Reading Nonfiction</li> <li>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</li> <li>Meeting Characters and Learning Lessons: A Study of Story Elements</li> <li>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</li> </ul>

Writing Semester 1	Writing Semester 2
<ul style="list-style-type: none"> <li>Small Moments: Writing with Focus, Detail, and Dialogue</li> <li>Writing How-to Books</li> <li>Persuasive Writing of all Kinds</li> </ul>	<ul style="list-style-type: none"> <li>Nonfiction Chapter Books</li> <li>Writing Reviews</li> <li>From Scenes to Series: Writing Fiction</li> <li>Independent Writing Projects</li> </ul>

Science	Social Studies
<i>Concepts are often alternated by unit or concept at this grade level as well as integrated with play and literacy</i>	
<ul style="list-style-type: none"> <li>Plant and Animal Survival</li> <li>Sun, Moon, and Stars</li> <li>Light and Sound</li> </ul>	<ul style="list-style-type: none"> <li>Why are families and schools important? (History)</li> <li>How do citizens shape a community? (Civics and Government)</li> <li>How does where we live affect how we live? (Geography)</li> <li>How do families meet their wants and needs where they live? (Economics)</li> <li>How do place and time connect our past to the present? (History)</li> </ul>

## Second Grade

Second-grade students are familiar with the routines of reading and writing workshops and work in collaboration with others to extend their work as readers and writers. Fluency, accuracy, and pacing continue to increase as readers progress through more complex texts. Vocabulary continues to be extended and the use of root words is introduced. Fiction and non-fiction texts are read as readers begin to ask and answer questions about the text and identify main ideas and story elements. Writers continue to experience fiction, opinion, and non-fiction writing opportunities that build on the foundational skills from previous lessons. Students continue to edit and revise their own writing with growing confidence around punctuation, grammar, and convention. Second graders begin to add and subtract basic facts mentally. Word problems continue to be used to practice addition and subtraction skills. Place value and number identification extend to include three and four-digit numbers. Measurement and time skills are extended and simple fractions are introduced.

Math Semester 1	Math Semester 2
<ul style="list-style-type: none"> <li>Fluently Add and Subtract Within 20</li> <li>Work with Equal Groups</li> <li>Add Within 100 Using Strategies</li> <li>Fluently Add Within 100</li> <li>Subtract Within 100 Using Strategies</li> <li>Fluently Subtract Within 100</li> <li>More Solving Problems Involving Addition and Subtraction</li> <li>Work with Time and Money</li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 1,000</li> <li>Add Within 1,000 Using Models and Strategies</li> <li>Subtract Within 1,000 Using Models and Strategies</li> <li>Measuring Length</li> <li>More Addition, Subtraction, and Length</li> <li>Graphs and Data</li> <li>Shapes and Their Attributes</li> </ul>

Reading Semester 1	Reading Semester 2
<ul style="list-style-type: none"> <li>Meeting Characters and Learning Lessons</li> <li>Growing Word Solving Muscles</li> <li>Second Grade Reading Growth Spurts</li> <li>Becoming Experts: Reading Nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Becoming Experts: Reading Nonfiction</li> <li>Bigger Books Mean Amping Up Reading Power</li> <li>Series Book Clubs</li> <li>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</li> </ul>

Writing Semester 1	Writing Semester 2
<ul style="list-style-type: none"> <li>Narrative Writing Small Moments OR From Scenes to Series</li> <li>Poetry: Big Thoughts Small Packages</li> <li>The How-To Guide to Nonfiction Writing</li> </ul>	<ul style="list-style-type: none"> <li>The How-To Guide to Nonfiction Writing</li> <li>Lessons from the Masters: Improving Narrative Craft</li> <li>Writing About Reading</li> <li>Nonfiction Writing Projects</li> </ul>

Science	Social Studies
<i>Concepts are often alternated by unit or concept at this grade level as well as integrated with play and literacy</i>	
<ul style="list-style-type: none"> <li>Animal Biodiversity</li> <li>Plant Adaptations</li> <li>Erosion &amp; Earth's Surface</li> <li>Properties &amp; Phases of Matter</li> </ul>	<ul style="list-style-type: none"> <li>What makes a place a community and why do people live there? (Geography)</li> <li>Why is the past worth preserving? (History) Pocketful of History</li> <li>Where is my community and how is it affected by the environment? (Geography)</li> <li>How do citizens live together in a community? (Civics and Government)</li> <li>How do the economic choices people make impact their community? (Economics)</li> <li>How can citizens solve problems in their community? (Public Discourse, Decision Making, and Civic Participation)</li> </ul>

## Third Grade

Third-grade readers utilize the workshop model to investigate the things that strong readers do so they can practice and emulate those things in their own reading lives. Reading for a variety of purposes throughout the year, 3rd graders investigate the text features common in a variety of genres. Setting purpose and identifying key features within a genre are some of the tools third-grade readers use to grow their reading comprehension skills. Similarly, third-grade writers utilize the workshop model to explore various reasons for writing. Utilizing mentor texts to further investigate features of different writing genres and techniques, writers add facts and supporting details when writing nonfiction pieces and add figurative language and dialogue to enhance their fiction writing. In third grade math, students work to increase their computational skills, learning how to check their work, and solve word problems. Students practice adding and subtracting big numbers to ensure computational fluency, and then they build upon these skills by looking at patterns within repeated addition/subtraction to grow their multiplication and division computational skills. A significant portion of the third-grade math course is dedicated to understanding and solving multiplication and division problems. Students learn to collect and analyze their own data, as well as how to analyze data and graphs in order to answer higher-order thinking questions about data and graphs.

Math Semester 1	Math Semester 2
<ul style="list-style-type: none"> <li>Understand Multiplication and Division of Whole Numbers</li> <li>Multiplication Facts: Use Patterns</li> <li>Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8</li> <li>Use Multiplication to Divide: Division Facts</li> <li>Fluently Multiply and Divide Within 100</li> <li>Connect Area to Multiplication and Addition</li> <li>Represent and Interpret Data</li> <li>Use Strategies and Properties to Add and Subtract</li> </ul>	<ul style="list-style-type: none"> <li>Fluently Add and Subtract Within 1,000</li> <li>Multiply by Multiples of 10</li> <li>Use Operations with Whole Numbers to Solve Problems</li> <li>Understand Fractions as Numbers</li> <li>Fraction Equivalence and Comparison</li> <li>Solve Time, Capacity, and Mass Problems</li> <li>Attributes of Two-Dimensional Shapes</li> <li>Solve Perimeter Problems</li> </ul>

Reading Semester 1	Reading Semester 2
<ul style="list-style-type: none"> <li>Building a Reading Life</li> <li>Reading to Learn: Grasping Main Ideas and Text Structures</li> <li>Mystery: Foundational Skills in Disguise</li> <li>Character Studies</li> </ul>	<ul style="list-style-type: none"> <li>Character Studies</li> <li>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</li> <li>Social Issue Book Clubs Across Fiction and Nonfiction</li> <li>Learning through Reading: Countries Around the World</li> </ul>

Writing Semester 1	Writing Semester 2
<ul style="list-style-type: none"> <li>Narrative Writing Small Moments</li> <li>Poetry: Big Thoughts Small Packages</li> <li>The How-To Guide to Nonfiction Writing</li> </ul>	<ul style="list-style-type: none"> <li>Literary Essay</li> <li>Writing about Research</li> <li>Social Issue Book Clubs Across Fiction and Nonfiction</li> <li>Learning through Reading: Countries Around the World</li> </ul>

Science	Social Studies
<ul style="list-style-type: none"> <li>Animal Survival &amp; Heredity</li> <li>Plant Life Cycle &amp; Heredity</li> <li>Weather &amp; Climate</li> <li>Forces, Motion, &amp; Magnets</li> </ul>	<ul style="list-style-type: none"> <li>How does the geography of Michigan affect how people live? (Geography)</li> <li>How has Michigan's past shaped the present? (History)</li> <li>Are cars the only good or service that "drives" the economy in Michigan? (Economics)</li> <li>How has Michigan grown over time? (History, Economics, and Geography)</li> <li>How does the government in Michigan work to meet the needs of citizens? (Civics and Government)</li> <li>Explore public issues in Michigan that influence the daily lives of its citizens. (Public Discourse, Decision Making, and Civic Participation)</li> </ul>

## Fourth Grade

Fourth-grade readers work all year to develop and refine strong reading habits. Their reading journey includes fiction books where they learn to stop and jot their thoughts and connections as they read. These jottings are revisited to help readers form theories about what information the author is trying to convey to help understand text analysis and character development. Informational reading also continues to be important, where note-taking skills are taught for better understanding. Book clubs and collaborative group work also play a role in reading experiences. Writers continue to work in the three areas of writing: narrative, nonfiction, and opinion. The use of main ideas and supporting details is an ongoing goal in all fourth-grade writing work. The use of figurative language and dialogue is introduced and encouraged to bring writing to life. The use of paragraphs to organize writing pieces as well as correct spelling and grammar are key components of the revising and editing phases in the writing process. Math instruction revisits and extends students' knowledge and understanding of place value and its significance in the use of all 4 operations. Place value work includes reading and writing numbers to the millions and rounding numbers. Addition and subtraction fluency is emphasized using numbers up to millions. Multiplication skills are strengthened with work in multiplying a single-digit factor by factors up to thousands as well as double-digit by double-digit numbers and division extends beyond basic facts to include single-digit divisors and two, three or four-digit dividends.

Math Semester 1		Math Semester 2	
<ul style="list-style-type: none"> <li>Generalize Place Value Understanding</li> <li>Fluently Add and Subtract Multi-Digit Whole Numbers</li> <li>Use Strategies and Properties to Multiply by 1-Digit Numbers</li> <li>Use Strategies and Properties to Multiply by 2-Digit Numbers</li> <li>Use Strategies and Properties to Divide by 1-Digit Numbers</li> <li>Use Operations with Whole Numbers to Solve Problems</li> <li>Factors and Multiples</li> <li>Extend Understanding of Fraction Equivalence and Ordering</li> </ul>		<ul style="list-style-type: none"> <li>Understanding Addition and Subtraction of Fractions</li> <li>Extend Multiplication Concepts to Fractions</li> <li>Represent and Interpret Data on Line Plots</li> <li>Understand and Compare Decimals</li> <li>Measurement: Find Equivalence in Units of Measure</li> <li>Algebra: Generate and Analyze Patterns</li> <li>Geometric Measurement: Understand Concepts of Angles and Angle Measurement</li> <li>Lines, Angles, and Shapes</li> </ul>	
Reading Semester 1		Reading Semester 2	
<ul style="list-style-type: none"> <li>Interpreting Characters: The Heart of the Story</li> <li>Reading the Weather, Reading the World</li> <li>Detail and Synthesis</li> <li>Reading History: The American Revolution</li> </ul>		<ul style="list-style-type: none"> <li>Reading History: The American Revolution</li> <li>Historical Fiction Book Clubs</li> <li>Reading with the Lens of Power and Perspective</li> </ul>	
Writing Semester 1		Writing Semester 2	
<ul style="list-style-type: none"> <li>The Arc of Story: Writing Realistic Fiction</li> <li>Boxes and Bullets: Personal and Persuasive Essays</li> <li>The Literary Essay: Writing about Fiction</li> <li>Bringing History to Life</li> </ul>		<ul style="list-style-type: none"> <li>Bringing History to Life</li> <li>Historical Fiction Writing</li> <li>Writing in Pictures</li> </ul>	
Science		Social Studies	
<ul style="list-style-type: none"> <li>Rock Cycle &amp; Earth's Processes</li> <li>Sound, Waves, &amp; Communication</li> <li>Human Body, Senses, &amp; the Brain</li> <li>Energy, Motion, &amp; Electricity</li> </ul>		<ul style="list-style-type: none"> <li>Why do social scientists study people and places? (Disciplinary Literacy in SS and Foundations of SS)</li> <li>Why do people create governments? (Government and Civics)</li> <li>How is the past connected to the present in Michigan? (History)</li> <li>How does where people live affect how they live? (Geography)</li> <li>How and why are places, goods, services, and people connected with one another? (Economics)</li> <li>Explore public policy issues, analyze various perspectives, and generate possible resolutions. (Public Discourse, Decision Making, and Civic Participation)</li> </ul>	

## Fifth Grade

Fifth graders maintain their independent reading skills and continue to work through text complexities as they read. They continue to work to strengthen their thinking skills as readers, addressing text interpretation and analysis as well as identifying multiple main ideas and their supporting details. 5th graders are independent and fluent writers who continue to work with nonfiction, opinion, and fiction forms of writing. Writing pieces are varied and include essays, research, history and stories. Writing work is strengthened through the use of figurative language, increased vocabulary, strong word choice and details. Mathematicians apply and extend understanding from previous work in all four operations using multi-digit whole numbers, decimals and fractions. Problem-solving includes interpreting numerical expressions and analyzing patterns and relationships. Measurement conversion, data interpretation, and use of graphs are also addressed.

Math Semester 1	Math Semester 2
<ul style="list-style-type: none"> <li>Understand Place Value</li> <li>Add and Subtract Decimals to Hundredths</li> <li>Fluently Multiply Multi-Digit Whole Numbers</li> <li>Use Models and Strategies to Multiply Decimals</li> <li>Use Models and Strategies to Divide Whole Numbers</li> <li>Use Models and Strategies to Divide Decimals</li> <li>Use Equivalent Fractions to Add and Subtract Fractions</li> <li>Apply Understanding of Multiplication to Multiply Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Apply Understanding of Division to Divide Fractions</li> <li>Understand Volume Concepts</li> <li>Convert Measurements</li> <li>Represent and Interpret Data</li> <li>Write and Interpret Numerical Expressions</li> <li>Graph Points on the Coordinate Plane</li> <li>Algebra: Analyze Patterns and Relationships</li> <li>Geometric Measurement: Classify Two-Dimensional Figures</li> </ul>

Reading Semester 1	Reading Semester 2
<ul style="list-style-type: none"> <li>Maintaining an Independent Reading Life</li> <li>Tackling Complexity: Moving Up Levels of Nonfiction</li> <li>Interpretation Book Clubs: Analyzing Themes</li> <li>Argument and Advocacy: Researching Debatable Issues</li> </ul>	<ul style="list-style-type: none"> <li>Argument and Advocacy: Researching Debatable Issues</li> <li>Fantasy Book Clubs: The Magic of Themes and Symbols</li> <li>Reading in the Content Areas OR Learning through reading: Westward Expansion</li> </ul>

Writing Semester 1	Writing Semester 2
<ul style="list-style-type: none"> <li>Narrative Craft</li> <li>Journalism</li> <li>Literary Essay: Opening Texts and Seeing More</li> <li>The Research-Based Argument Essay</li> </ul>	<ul style="list-style-type: none"> <li>The Research-Based Argument Essay</li> <li>Graphic Novels OR Fantasy Writing</li> <li>The Lens of History: Research Reports</li> <li>Shaping Texts: From Essay and Narrative to Memoir</li> </ul>

Science	Social Studies
<ul style="list-style-type: none"> <li>Ecosystems &amp; the Food Web</li> <li>Sun, Moon, Stars, &amp; Planets</li> <li>Water Cycle &amp; Earth's Systems</li> <li>Chemical Reactions &amp; Properties of Matter</li> </ul>	<ul style="list-style-type: none"> <li>What was life like in North America and Africa before European exploration? (History and Geography)</li> <li>Three Worlds Meet (History and Economics)</li> <li>What role did geography play in the colonial settlement pattern? (Geography and Economics)</li> <li>Life in Colonial America (History and Economics)</li> <li>Road to the Revolution (History/Government)</li> <li>The American Revolution (History, Government, and Economics)</li> <li>A New Nation (History, Government, and Economics)</li> </ul>

# Bloomfield VIRTUAL:

## Special Education Supports

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### **In addition to the content outlined in sections below, the following applies to students with IEPs:**

Bloomfield Hills Schools is committed to providing free appropriate public education (FAPE) opportunities for students with disabilities and will align with Oakland County Health Department recommendations. We anticipate all IEPs and 504s will be followed as written, including accommodations, programs and services, understanding that some IEPs and 504s may need to be adjusted based on individual needs.

### **K-5 Resource Room Support**

Resource room support will be provided to students with IEPs. and It will be placed into students' virtual schedules.

### **Students Receiving Programs and Services in Self-Contained Programs**

Students who receive special education programs and services within ARP/FRP, DHH, SEED, PREP, or Wing Lake will have their instruction delivered by a self-contained special education teacher.

Expectations will mirror our in-person teaching and learning experiences. Bloomfield Hills Schools will provide a device to every student upon enrollment and completion of the Technology Agreement. Students will need an adult or older sibling support for initial virtual navigation and continual time management support. We encourage parents to reach out to their child's special education caseload teacher, service provider, or the special education department if you have questions on whether or not Bloomfield Virtual is the right fit for your child.

Given the unique population of these programs, exact schedules and class assignments will be determined and announced just prior to the start of school (September 8th) by the identified special education teacher. We anticipate more information to be provided at the August 12th Bloomfield Virtual Information Night. A separate informational session will be held for Wing Lake families on August 11th.

### **Ancillary Services**

Ancillary services will be provided virtually by Bloomfield Hills staff including speech, OT, PT, Social Work, and ASL. Case managers will collaborate with each student's identified special education teacher and parent/guardian to schedule direct (individualized or small group) or consultative services.

# Students Receiving Specialized Supports

Virtual special education teacher(s) will be assigned to support students with IEPs in the general education curriculum utilizing small group instruction.

## SAMPLE VIRTUAL K-2 Bell Schedule with Resource Room Support

	Daily
<b>Check-In and Connections</b>	9:05 - 9:25 - Synchronous Engagement
<b>Mathematics</b> 40 minutes total	9:25 -10:05 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
<b>Resource Room support for Math</b>	9:45-10:05
<b>Break</b>	10:05 - 10:20
<b>Reading</b> 70 minutes total	10:20 -11:30 - At least 40 minutes of synchronous facilitation including class read aloud with large group and/or small group instruction
<b>Resource Room Support for Reading</b>	11:00-11:30
<b>Lunch/Recess 11:30 - 12:30</b>	
<b>Connections</b> 20 minutes	12:30 - 12:50 - Synchronous Engagement
<b>Writing</b> 30 min total	12:50 - 1:20 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction
<b>Resource Room Support for Writing</b>	1:00-1:20
<b>Break</b>	1:20 - 1:35
<b>Academic Block</b> Science, Social Studies, Word Study, etc. 30 min	1:35 - 2:05 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction
<b>Asynchronous Learning</b> 55 min	2:05-2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:45-3:00 - Independent work, and/or individual or small group support as needed
<b>Resource Room Support</b>	2:05-3:00 - Support will be determined on an individual basis in collaboration with the caseload teacher.



## SAMPLE VIRTUAL 3-5 Bell Schedule with Resource Room Support

	Daily
<b>Check-In and Connections</b>	9:05- 9:25 Synchronous Engagement
<b>Mathematics</b> 60 minutes	9:25 - 10:25 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
<b>Resource Math Support</b>	9:45-10:25
<b>Break</b>	10:25 - 10:35
<b>Reading</b> 60 minutes	10:35 - 11:35 - At least 30 minutes of synchronous facilitation including class read aloud with large group and/or small group instruction
<b>Resource Room Support for Language and Literature</b>	11:05-11:35
<b>Lunch 11:35 - 12:15</b>	
<b>Connections</b> 20 minutes	12:30-12:50- Synchronous Engagement
<b>Writing</b> 45 minutes	12:15 - 1:00 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
<b>Resource Room Support for Writing</b>	12:35-1:00
<b>Break</b>	1:00-1:10
<b>Academic Block</b> Science, Social Studies, Word Study, etc. 45 minutes	1:10-1:55 At least 20 minutes of synchronous facilitation including large and/or small group instruction
<b>Asynchronous Learning</b> 55 min	1:55-2:35 - Specials (Music, PE, Spanish, Art, or Media) 2:35-3:05- Independent work, and/or individual or small group support as needed
<b>Resource Room Support</b>	1:55-3:05 Support will be determined on an individual basis in collaboration with the caseload teacher.
<b>Total Instructional Minutes</b>	180 minutes of synchronous interaction with classmates and content facilitated by the teacher, 195 minutes independent work (not including breaks and lunch) for a total of 375 instructional minutes per day

# Bloomfield VIRTUAL:

## FAQs

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### Cohort, Class and Teacher Placement

**Q: *Can my student be placed with other students from our home school?***

A: Our placement process will follow the same process that we would use in a school context. We welcome any additional information a parent might want to provide, but we will follow a similar process at the building level. We will have similar class ratios to traditional classroom sizes.

As Bloomfield VIRTUAL is its own campus or school, students will be placed by grade level.

**Q: *Can we create a learning pod for our neighborhood?***

A: Our placement process will follow the same process that we would use in a school context. We welcome any additional information a parent might want to provide, but we will follow a similar process at the building level. We will have similar class ratios to traditional classroom sizes.

As Bloomfield VIRTUAL is its own campus or school, students will be placed by grade level.

**Q: *How will teachers be selected to teach in Bloomfield Virtual?***

A: All of these staff members are highly qualified and well versed in digital instruction techniques. Class assignments will be announced in conjunction with our buildings. Bloomfield Hills Schools staff members will be teaching in the virtual school.

Teachers will join Bloomfield VIRTUAL from different buildings across the district.

### Teacher & Student Learning Experiences

**Q: *Will my student see the same teacher all day?***

A: Yes. As a Bloomfield Virtual student, your child will see the same teacher every day. If you choose just one semester, your child will most likely have a new teacher if they move into in-person (Option 1) learning. The student will be placed in their home school.

**Q: *What does Virtual Learning on Zoom look like for my child?***

A: Teachers will utilize Zoom which will create a single login into the classroom every morning. Teachers will be able to provide direct instruction for the whole class, move students into pairs or small groups as well as provide independent practice time much as we do in the school setting. The teacher will then be able to move students into breakout rooms back into the full group for the next piece of instruction or following breaks. Please refer to the synchronous time in the sample schedule to reference times in which students will be live with a teacher.

**Q: *How will teachers and students engage in learning together?***

A: Learning experiences will be both synchronous and asynchronous and, at the discretion of the teacher, are designed to be completed independently and in collaboration with other students in the virtual classroom.

Please see the sample schedule for K-2 & 3-5. While the schedule may vary a little, depending on the teacher or grade level, the instruction will mirror a school day. In each subject, students will attend a short lesson, have time to work independently, meet with other students in small breakout rooms for collaboration, reflection time, and sharing. Of course, the teacher will move through these decisions based on the learning needs of the particular group of students and the content at hand. Children will have access to the teacher throughout the school day, but not necessarily participating in active meetings at all times. More details will come from your child's virtual teacher during curriculum night.

**Q: *What instructional approaches will be used?***

A: All Bloomfield Hills Schools classrooms follow the Michigan Academic Standards, our curriculum in BV will also follow our BHS curriculum.

To be specific:

- Reading and Writing instruction will occur within a workshop model. This entails a short, direct lesson given by the teacher that explains the learning focus followed by guided and independent practice. The learning is reinforced with small groups concluded by a share or reflection time. Students and teachers will engage in 1 on 1 meetings as needed.
- Similar to reading and writing, our district's math approach involves a direct lesson, guided practice, independent student practice, and some group work. One to one student help will also be available as needed.
- In Science & SS, the units follow a common district curriculum schedule. The curriculum between BV and IP will be closely aligned as far as the units taught with the result being all the same units will have been taught by semester end.

**Q: *How will a student with an IEP and receives support have needs met in Bloomfield Virtual?***

A: We anticipate all IEPs and 504s will be followed as written, including accommodations, programs, and services, understanding that some IEPs and 504s may need to be adjusted based on individual needs. This includes our DHH community. Students who receive resource room support will have direct general education instruction synchronously with peers and academic support during the independent and asynchronous learning times (eg; previously recorded lessons). Students in a self-contained environment will be assigned and participate in general education classes as they would be when in an in-person setting. Academic support will be determined on a case-by-case basis. Students that require academic support within a special education setting will receive direct instruction from a special education teacher. Virtual services will also be provided for students who have ancillary services (speech, OT, PT, SSW) written into their IEP.

**Q: *Will the curriculum for in-person be the same so that all students are on the same track?***

A: Just to reiterate, the curriculum between BV and IN-PERSON will be closely aligned as far as the units being taught each semester. This alignment will provide opportunities for a shared grade level experience at both the end of semester one and at the end of the school year.

**Q: *Will students be restricted from jumping ahead and completing future work to rush through assignments?***

A: BV teachers will provide instruction for students with both content and relationships in mind. By building relationships and monitoring student progress, teachers will be able to guide students through learning experiences at a pace that makes sense for each learner.

Students will check-in daily with their teacher, this is to maintain the routine of school, the sense of community, and to monitor progress as instruction moves forward.

This process will help keep students from rushing through work while allowing them to work at their own pace.

Remember, this will be different from our CLP in the spring, so we will be able to provide student to student connections across the classroom, guide learners with feedback, and create a community that enjoys learning all while keeping student motivation high.

## **Instructional Materials & Supplies**

**Q: *What materials will be utilized?***

A: The district will be providing Kindergarten and first-grade students iPads & Chromebooks will be provided for students in grades 2-5.

- Additionally, a grade level suggested supply list will be made available so our virtual students can get ready for their upcoming school year, just as they might any other school year.
- Please note that resources are likely to vary by class and lesson...you can expect live instruction, links to videos, graphic organizers, scanned materials to read and engage with, reading materials including books and ebooks, math journals, as well as teacher-created and/or curated resources. Our goal is to keep at-home printing to a minimum.
- BV students will have access to school-provided materials like their Envision Math workbooks, Handwriting without Tears books, as well as any additional texts that may be used to support instruction. Families will receive information about accessing those materials at the BV Orientation.
- In an attempt to provide the most comprehensive learning experiences and flexibility, we may need to make arrangements for an adult to pick up materials from the child's home school.

# Student Work & Communication of Learning

**Q: *How will students receive feedback related to their learning? How will assignments be communicated?***

A: Communication with students will take place in many different ways. Daily class meetings and lessons where teachers and kids can speak directly to one another along with digital websites like Google Classroom and Gmail (when age-appropriate), are useful tools for students and teachers to communicate with one another.

Students will be expected to actively participate each day in the virtual classroom. The interactions between teacher and student will be one-way feedback is shared. Some of the learning experiences will be more formally submitted for feedback while others will be ongoing pieces of work.

Students will use Google classroom, shared Google documents or slides, and pictures or video projects as possible submissions. Teachers will establish these routines and the ‘how to’s” with their individual classes.

**Q: *How will student work be assessed to check for understanding?***

A: Quizzes and tests can be given using our Google suite apps and are one way to check for understanding. Projects and quick checks (exit tickets, sticky note padlet parking lot) are also forms of ongoing assessment. Students’ reading and writing will receive teacher feedback through the use of student Zoom conferences during daily independent reading and writing workshops as well as in written comments.

The enVision math program has digital student work, with accessible tools to support learners, as well as online assessments. The math journal pages provide immediate feedback for students.

**Q: *How will parents and teachers communicate about student progress?***

A: For teacher communication with parents, Google Classroom, Remind & email will be used. Other forms may also be used based on the individual teacher and family needs

A parent-teacher conference schedule for virtual school will follow the district calendar with September input conferences, November Conferences, and Spring conferences. Report cards will be at the end of each semester. Also, remember that, just like in-person school, teacher and parent interactions are not limited to scheduled conference/report card times. Teachers are always available during school hours to connect and partner with parents.

# Bloomfield VIRTUAL: Presentation

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Please [click here](#) to view the Bloomfield Virtual presentation on August 12.

You can view the Slideshow here:

[https://63535397-a209-410d-8c07-f91fa61f4135.filesusr.com/ugd/cafe17\\_8d55b6ee7d314fc0b3f85888527313ec.pdf](https://63535397-a209-410d-8c07-f91fa61f4135.filesusr.com/ugd/cafe17_8d55b6ee7d314fc0b3f85888527313ec.pdf)