

Guidance on using **Project Discovery** during remote and hybrid learning - **General Curriculum**



	IN CLASS Service Delivery Model #1 (Physical Building)	DISTANCE LEARNING Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	HYBRID Service Delivery Model #3 (Combination of first two models)
<p>Assessment-Pre-Post Test</p> <p>Provided as a hard copy test</p>	<ul style="list-style-type: none"> • Print version 	<ul style="list-style-type: none"> • Print and send home OR • Enter into Google forms as a “quiz” which will score automatically OR • Use a virtual classroom session (Google Meet, Zoom etc.), or use a video platform like Screencastify or one your district encourages, to create a video to share along with sending the test via scan/write answers and return 	<ul style="list-style-type: none"> • The service delivery model of assessment presentation is based on whether the student(s) are with you physically or remotely and if you prefer print versions or a virtual classroom format.
<p>First Look</p> <p>Provided as a PowerPoint with audio that introduces vocabulary terms and concepts for each Activity</p>	<ul style="list-style-type: none"> • Print and send home (tip-save paper by printing the PowerPoint slides 3 per page or more) OR • Powerpoint format with classroom session 	<ul style="list-style-type: none"> • Print and send home (tip-save paper by printing the PowerPoint slides 3 per page or more) OR • Powerpoint with virtual classroom session, or create video and share with students 	<ul style="list-style-type: none"> • The service delivery model of First Look presentation is based on whether the student(s) are with you physically or remotely and if you prefer print versions or a powerpoint/virtual classroom format.

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<p>Student Activities</p> <p>Our Student Instructions are provided in a PDF and Word format. Many activities in select kits can be performed at home with common items (see “Specific Kit Recommendations” below)</p>	<ul style="list-style-type: none"> To comply with social distancing guidelines, students may need to complete activities independently. Students may take turns performing the kit activities while others watch. Be sure to clean any tools/manipulatives after each student’s use. Video the activity if possible for other student’s virtual use! If students are spread out (or working on their own somewhere in your building), they could watch the First Look and/or your video on their own 	<ul style="list-style-type: none"> Use a video platform that is user friendly and approved by your building or district to record yourself modeling the activities (e.g., Screencastify through Google), OR Hold a virtual classroom session modeling/explaining the activities and allow time for discussion, OR Print and send home the Student Instructions for use at home Have students/parents gather the needed materials and perform kit activities Many activities in select kits can be performed at home with common items (see “Specific Kit Recommendations” below) Para/teacher can conduct a virtual meeting to watch student do the activity Parents may video the student performing the kit activities 	<ul style="list-style-type: none"> Students may complete the hands-on activities with the manipulatives while in class. Then when students are learning remotely, they can do any worksheets provided in the kit or complete a Writing Portfolio assignment (see below). Also see “Specific Kit Recommendations” below

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<p>Worksheets</p> <hr/> <p>Worksheets (PDF and Word files) may be provided with individual kits.</p>	<ul style="list-style-type: none"> To support social distancing, some students may be completing worksheets that support kit activities while others are working with manipulatives performing kit activities 	<ul style="list-style-type: none"> Print and send home, OR Use a sharing platform to upload the worksheets for home use and return to teacher (tip: the app “Kami” makes worksheets interactive) 	<ul style="list-style-type: none"> While in class, students may complete the hands-on kit activities with manipulatives. During remote learning, students may complete worksheets as provided Students may complete the Writing Portfolio activities found in the Instructor’s binder
<p>Assessment-Work Performance Benchmarks</p> <hr/> <p>Our Work Performance Benchmarks are provided in a PDF and Word format.</p>	<ul style="list-style-type: none"> Complete the Work Performance Benchmarks as student(s) finishes kit activities 	<ul style="list-style-type: none"> Print Work Performance Benchmarks to send home with Student Instructions. Parents may complete the Work Performance Benchmark data collection, OR A teacher/para can observe via video call/virtual classroom for Benchmark data collection, OR Parent can video student completing the activity. Para/teacher can evaluate the video. 	<ul style="list-style-type: none"> The service delivery model for the Work Performance Benchmarks is based on whether the student(s) are with you physically or remotely and can be any combination of the first two service models

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Writing Portfolio Activities	<ul style="list-style-type: none"> Students may complete the Writing Portfolio activities found in the Instructor's binder 	<ul style="list-style-type: none"> Students may complete the Writing Portfolio activities found in the Instructor's binder Students may read their writing projects to classmates while on a virtual class meeting 	<ul style="list-style-type: none"> Students may complete the Writing Portfolio activities found in the Instructor's binder either in class or remotely Students may read their writing projects to classmates while on a virtual class meeting

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Specific kit recommendations for select kits

	IN CLASS Service Delivery Model #1 (Physical Building)	DISTANCE LEARNING Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	HYBRID Service Delivery Model #3 (Combination of first two models)
Child Care	<p>DO-ABLE ACTIVITIES IN CLASS:</p> <ul style="list-style-type: none"> • All seven activities can be performed and completed along with all the Benchmark data collection • Be sure to clean any items before next student's use 	<p>DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> • All of the activities in this kit are do-able activities for remote use provided some common items are available such as a baby doll, baby clothes and supplies • Provide parents with Student instructions to review and gather needed materials • A teacher/para can observe via video call/virtual classroom for Benchmark data collection • Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home • If materials are not available at home, Writing Activities found in the Instructor's Binder are appropriate (specifically Part A and Part B1). 	<p>DO-ABLE ACTIVITIES:</p> <ul style="list-style-type: none"> • While in class, students may complete the hands-on kit activities with manipulatives. • Students may complete the Writing Portfolio Activities Part A and Part B1 during remote instruction

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Specific kit recommendations for select kits

	IN CLASS Service Delivery Model #1 (Physical Building)	DISTANCE LEARNING Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	HYBRID Service Delivery Model #3 (Combination of first two models)
Food Service	<p>DO-ABLE ACTIVITIES IN CLASS:</p> <ul style="list-style-type: none"> • All activities can be performed and completed along with all the Benchmark data collection • Be sure to clean any items before next student's use 	<p>DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> • All activities can be performed but not necessarily to completion based on the Benchmarks as noted below * • Provide parents with Student instructions and Worksheets to review and gather needed materials • *Activity 1 - Benchmarks A-F are most suitable. For Benchmarks G-Q a virtual modeling session would be appropriate • *Activity 2 – all tasks need food models or pictures of food. This Activity may best be done in class or with a virtual session. • *Activity 3 – All tasks can be completed remotely using the provided Worksheets • *Activity 4 - all tasks need food models or pictures of food. This Activity may best be done in class or with a virtual session. • A teacher/para can observe via video call/ virtual classroom for Benchmark data collection <p style="color: red; font-weight: bold;">CONTINUED ON NEXT PAGE...</p>	<p>DO-ABLE ACTIVITIES:</p> <ul style="list-style-type: none"> • While in class, students may complete the hands-on kit activities with manipulatives. • Students may complete the Writing Portfolio Activities Part A and Part B1 during remote instruction

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Specific kit recommendations for select kits

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Food Service <div style="background-color: #e91e63; color: white; padding: 5px; display: inline-block;">Cont'd...</div>		DO-ABLE ACTIVITIES WITH SELF/PARENT: <ul style="list-style-type: none"> Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home If materials are not available at home, Writing Activities found in the Instructor's Binder are appropriate (Part A and Part B1). 	

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	IN CLASS Service Delivery Model #1 (Physical Building)	DISTANCE LEARNING Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	HYBRID Service Delivery Model #3 (Combination of first two models)
Cleaning Maintenance	<p>DO-ABLE ACTIVITIES IN CLASS:</p> <ul style="list-style-type: none"> • All activities can be performed and completed along with all the Benchmark data collection • Be sure to clean any items before next student's use 	<p>DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> • If materials are available in the home, most activities can be performed as noted below* • Provide parents with Student instructions to review and gather needed materials • *Activities #1, 3, 4, and 5 are doable at home with basic cleaning supplies • *Activity #2 – requiring a whiteboard needs to be done in a classroom or via virtual instruction • *Activity #6 – may use a regular mop for home use • *Activities #7 & #8 – may use a regular mop for home use and may omit the use of the mop bucket and squeezer and the “wet floor” sign <p style="color: red; text-align: center;">CONTINUED ON NEXT PAGE...</p>	<p>DO-ABLE ACTIVITIES:</p> <ul style="list-style-type: none"> • Activities 2, 6, 7 and 8 may be more conducive to the in-class time allowed. Then the other activities could be performed at home with basic cleaning supplies. • Students may complete the Writing Portfolio Activities Part A and Part B1 during remote instruction

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<p style="color: #c00000; font-weight: bold; margin: 0;">Cleaning Maintenance</p> <div style="background-color: #c00000; color: white; padding: 5px; display: inline-block; margin-top: 10px; font-weight: bold;">Cont'd...</div>		<p style="font-weight: bold; margin: 0;">DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> A teacher/para can observe via video call/virtual classroom for Benchmark data collection Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home If materials are not available at home, Writing Activities found in the Instructor's Binder are appropriate (Part A and Part B1) 	

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Caregiver	<p>DO-ABLE ACTIVITIES IN CLASS:</p> <ul style="list-style-type: none"> • Most activities can be performed and completed along with the Benchmark data collection. See below for specific instructions during social distancing protocols • Activities #1-4 – perform on self only • Activity 5 – may read Activity and use stethoscope to listen to self, but do not conduct the rest of the Activity with another student • Activities #6, #7, #8 and #9 are doable • Activity #10 – may be done if social distancing protocols are followed • Activities #11 and #12 – omit • Be sure to clean any items before next student’s use 	<p>DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> • If materials are available in the home, many activities can be performed as noted below* • Provide parents with Student instructions and worksheets to review and gather needed materials • *Activities #1-4 – perform on self or parent/family member. • *Activity 5 – requires a blood pressure cuff and stethoscope so may be best for in-class or a virtual session • *Activities #6, #7, #8 and #9 are doable • *Activities #10, #11 and #12 – may be done with a parent’s help • A teacher/para can observe via video call/virtual classroom for Benchmark data collection • Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home • If materials are not available at home, Writing Activities found in the Instructor’s Binder are appropriate (Part A and Part B1). 	<p>DO-ABLE ACTIVITIES:</p> <ul style="list-style-type: none"> • Activities 1-4 may be completed at home with a parent/sibling if items are available, such as masks, gloves, thermometer • Activity 5 is best done in the classroom considering needed materials (or as a virtual session) • Activities #6-9 are doable in the class or at home • Activities #10-12 are best done at home with a parent’s help • Students may complete the Writing Portfolio Activities Part A and Part B1 during remote instruction

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Grocery Clerking	<p>DO-ABLE ACTIVITIES IN CLASS:</p> <ul style="list-style-type: none"> • All activities can be performed and completed along with all the Benchmark data collection • Be sure to clean any items before next student's use 	<p>DO-ABLE ACTIVITIES WITH SELF/PARENT:</p> <ul style="list-style-type: none"> • If materials are available in the home, many activities can be performed as noted below* • Provide parents with Student instructions and worksheets to review and gather needed materials • *Activities #1-2 – can be completed at home with common grocery items as listed in the Student Instructions. • *Activity 3 – can be completed at home. • *Activity 4 – requires a price gun, labels and price marker. So it is best to be completed in class. • *Activity 5 – can be completed at home. • *Activity 6 – can be completed at home with common food items but play money is needed as well. • A teacher/para can observe via video call/virtual classroom for Benchmark data collection • Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home • If materials are not available at home, Writing Activities found in the Instructor's Binder are appropriate (Part A and Part B1). 	<p>DO-ABLE ACTIVITIES:</p> <ul style="list-style-type: none"> • Activities 1-3 may be completed at home with a parent/sibling if items are available, such as common grocery items • Activity 4 is best done in the classroom considering needed materials per notes in column two (or as a virtual session) • Activities 5 and 6 may be completed at home but see notes in column two for specific items needed • Students may complete the Writing Portfolio Activities Part A and Part B1 during remote instruction