**Meeting Rationale**

FSWC – Lee is a small school with lots of integrated and moving parts. Our parent organizations (Florida SouthWestern State College and the Lee County School District both operate as outside entities and are dependable sources of support and structure. In relation to the LCSD, we are an independent Charter School and function as a sub division of the School of Education at FSW (SoE). These positions are advantageous to us as we remain operationally free to do what is best for students, staff, and our general school community. While there is a formal structure of meeting almost every other Tuesday as a full group, submitting our meeting minutes to the College’s Document Manager, and meeting regularly with the Dean of the SoE, this structure is not the driving force for excellence. Student needs are best met through the spirit of innovation, self-directedness, cooperation, and shared decision-making that permeates the culture here. The results of this methodology speak for themselves in terms of academic achievement, climate surveys, and the annual excess demand for seats during our open enrollment lottery.

What follows are the meeting minutes and summaries of our designated time(s) together but they do not happen in a vacuum. Sometimes they sound like an agenda and are published before hand, other times they are presented as a summary of what happened. Lunchtimes in the staff lounges, group chats via cell phone, teachers teaming up with each other, ideas from the Principal, un-expected student needs, world events☺, all get managed with the strength of a unified staff. There is an un-written expectation that decisions that will affect multiple people or groups of students require everyone involved to be present. This builds a sense of team while encouraging independent thinking and cooperation at the same time.

**FSWC-Lee Collegiate High School**

**Minutes**

3/27/2020

This document will go to parents sometime on late Sat or Sunday unless you send me edits that are needed.

I will work on the zoom availability planning document this weekend and have something to review by Monday.

Enjoy social distancing (aka I love my family, cough cough).

B. Botts

Freshmen First Lessons

*(courses not listed here will start after the first round of on-line work is underway and staff can assess student needs)*

**Physical Science**

Physical Science has started their new module on Chemical Reactions, which began with some vocabulary terms to define and a short response assignment. Everything will be posted in our Physical Science classroom in Canvas. We will have some PowerPoint style lessons online, with some videos and virtual labs. We will also have some Canvas Quizzes with each lesson, and we will adjust as we see a need to address certain topics. We are planning on having Zoom meetings, no more than once a week, so we can check in and go over past and future assignments, more information on this will be sent soon.

**H.O.P.E.**

I will be live on Zoom hosting a 30-45 minute workout on Monday, Wednesday, and Friday with my students.  Goals are to reestablish contact and get some familiarity and normalcy back in all of our lives. Workouts will be based on our progression theory and we will start easy in week 1. On Tuesday and Thursdays, students will do their own research and work out on their own.  Suggested choices will be yoga, pilates, stretch and recover.  Cardiovascular methods may be used at this time as well, aerobic/anaerobic, walking, jogging, biking or sprint training.  Students will keep in mind that they still need to continue social distancing during these activities.

Students will read chapters 9.1 and 9.2 in week 1 and will continue on their own pace for the duration of quarter 4.

**International Relations**

Students have been given a short reading and a vocab assignment to ease them into virtual learning (due Wednesday, 4/1). Beginning 4/1, the students will be assigned a packet of primary and secondary sources related to the Holocaust; these are the same readings we would have completed physically in class. They will read the documents; post in a discussion board (due 4/6); complete Document-Based Questions (due 4/7); and submit a short reflection essay (due 4/8). Students will be able to use their discussion posts and DBQs to complete the reflection essay. I will follow the same pattern in subsequent weeks, incorporating mini video lectures pre-recorded in my classroom. If we move past April 15, I will also be incorporating Current Event discussion boards, wherein I'll supply a news item article and students will discuss virtually in small groups. Finally, there will at least be two more International Research Portfolio (formerly known as Country Profile) research essays.

**English 1**

For 9th grade English, students will be working in the module called “Virtual Classroom.”  Over the next few weeks, students will be participating in a Virtual Book Club.  The books are all available in the public domain, and free links to each book have been provided to students in Canvas.  The book options are (students will pick one):

* *Little Women*, by Louisa May Alcott
* *Alice’s Adventures in Wonderland*, by Lewis Carroll
* *The Wonderful Wizard of Oz*, by L. Frank Baum
* *The Call of the Wild*, by Jack London
* *Around the World in Eighty Days*, by Jules Verne

The Virtual Book Club involves a weekly written discussion board as well as face-to-face Zoom discussions.  While many students may be familiar with the children’s, abridged, or movie versions of these classic tales, the challenge for them will be reading and analyzing the novel from a literary perspective.  By the end of the unit, students will present their findings using a digital medium and write an essay that analyzes universal themes.

Additionally, students will be working on grammar in No Red Ink.  These lessons are being supported by narrated PowerPoints with grammar instruction.  The video links are posted in the “Virtual Classroom” module of Canvas.

**Algebra and Geometry**

Given the impressive pace so far, we have plenty of time to finish the required content so completing the course shouldn’t be overly time consuming as long as students stay focused each lesson. Students will understand the inside joke “C.C.” which stands for check canvas. In summary, the week’s requirements will be posted on Mondays and due Thursday night at 11:59 p.m. for full credit. The lessons are laid out in a chronological way with resources to use, practice problems to do, and a check for understanding. We are anticipating one day each week to have an open Zoom discussion as needed. Frequently Asked Questions will be gathered and addressed weekly.

**Financial Algebra**

Financial Algebra students will be starting their unit on Credit by creating a video to inform others about 5 major credit laws with real examples of how they are applied in life. Students are strongly encouraged to be creative and invite family members to participate in the video.  The video will be posted to a discussion on Canvas.  Then they will be reading about consumer credit in their textbook Chp 4.  Students will complete key terms and math problems with installment plans and credit for an intro to consumer credit. (Tb pg 172-178).  Students will be allowed to check their own work with an answer key.

Sophomore First Lessons

*(courses not listed here will start after the first round of on-line work is underway and staff can assess student needs)*

**Algebra II**

In short, students will be learning sequences and series. Next week they are responsible for watching all related videos for 7.1 and the three homework assignments that will all be due, no later than next Friday. Online canvas Assessment the following week along with new videos and assignments. We will start the week with a Zoom session on Monday based on your last name. Routine office hours will be from 10:00 – 11:00 on established days.

**Math for College Readiness**

My lessons for the next week include students learning how to solve problems with natural logs, evaluating logarithms, and graphing logarithmic functions derived mostly from Algebra 2 textbook, Chapter 7.3 and 7.4.  The students should plan to spend approximately 1 hour per day completing assignments and notes. Here is the basic pattern you can expect:

1.  Watch video and take notes though Canvas - show work for guided practice questions.

2.  Zoom sessions daily 10:00 -10:45 am to clarify any minor points, math games, and questions.

3.  Do problem set assigned based on video lesson and check your own work.

4.  Submit HW via Canvas with school id in the picture and written in pen

5.  Take timed quiz on Canvas at least once per week.

**English II**

Next week plan continues through Canvas. I am posting an outline for the essay they will be working on during the next three weeks. I have typed up a lesson plan with due dates for each week. Wednesdays will work for me as updating new plans. I plan on posting a flipped classroom next week Wednesday with general guidelines for the Macbeth Outline. Students will message through Canvas with questions same as usual when writing an essay. Outlines will be submitted through Canvas.

**Biology**

The first module is on human systems. Students will learn the functions of the human immune system and the immune responses. Students will also learn the difference between vaccinations and antibiotics and what they treat (viruses versus bacterial infections). In this module, students will use primary sources to research illnesses in the 16th century and how it impacted the communities during this time. They will also be expected to relate the current pandemic to the human immune system and be able to identify how the virus has spread and suggest ways, based on what they learned about viruses, to prevent humans from getting the virus in the future.

**World History**

This module on World War I contains four lessons in total, guided by the textbook. Students will be assigned readings, an activity (with an art element) that involves objectives for each lesson, recorded lectures for each lesson will be made available for viewing, discussion boards will be posted to deepen understanding of content of each lesson, a whole module/unit activity of watching WWI films with a writing piece, and ending with an assessment of 8 short response questions on Thursday, April 16th. Each week I will schedule Zoom meetings on Tuesday and Thursday from 1:00-2:00PM, these meetings will be more like office hours so students can interact with me regarding material. All assignments will be due three days after assigned, and last day for any assignment due date is the assessment date – Thursday, April 16th.

**Economics**

Each week, students will be given academic, scholarly, and/or news articles related to the topics of consumerism; marketing/advertising; global economies; and personal finance for students, among others if necessary. I will incorporate informative videos; and will assign DBQs along with two "creative projects" that I have converted into digital assignments. I will also be posting discussion boards based on current event economic news stories.