



SCAFFOLDING FOR SUCCESS

Making Online Curriculum Work for Students



Session Goals

**Identify
barriers within
our student
population**

**Gain tools for
scaffolding within
our curriculum,
time constraints
and budgets.**

**Apply
strategies to a
lesson!**

THE STUDENT EXPERIENCE

Multiple tabs | Long instructions | No clear start

▼ 1.08: Eastern Europe: Human Impact on the Environment of Eastern Europe

Complete All Items

🔒

Learn

 Lesson Introduction: Human Impact on the Environment of Eastern Europe

View

○

 Read: Human Impact on the Environment of Eastern Europe

View

○

 Check Your Reading: Human Impact on the Environment of Eastern Europe

View

○

Assessment

 Read On: Prepare for the Discussion

View

○

 1.08 Discussion: Snow Sports and Safety

20 pts

Contribute

○

▼ 1.09: Eastern Europe: Focus on Nuclear Energy

Complete All Items

🔒

Learn

▼ 1.09: Eastern Europe: Focus on Nuclear Energy

Complete All Items

🔒

Learn

 Lesson Introduction: Focus on Nuclear Energy

View

○

 Read: Focus on Nuclear Energy

View

○

 Check Your Reading: Focus on Nuclear Energy

View

○

 Review: Human Impact on the Environment of Eastern Europe

View

○

Assessment

 1.09 Quiz: Human Impact on the Environment of Eastern Europe

8 pts

Submit

○

 Read On: Prepare for the Graded Assignment

View

○

 1.09 Graded Assignment: Focus on Nuclear Energy

50 pts

Submit

○

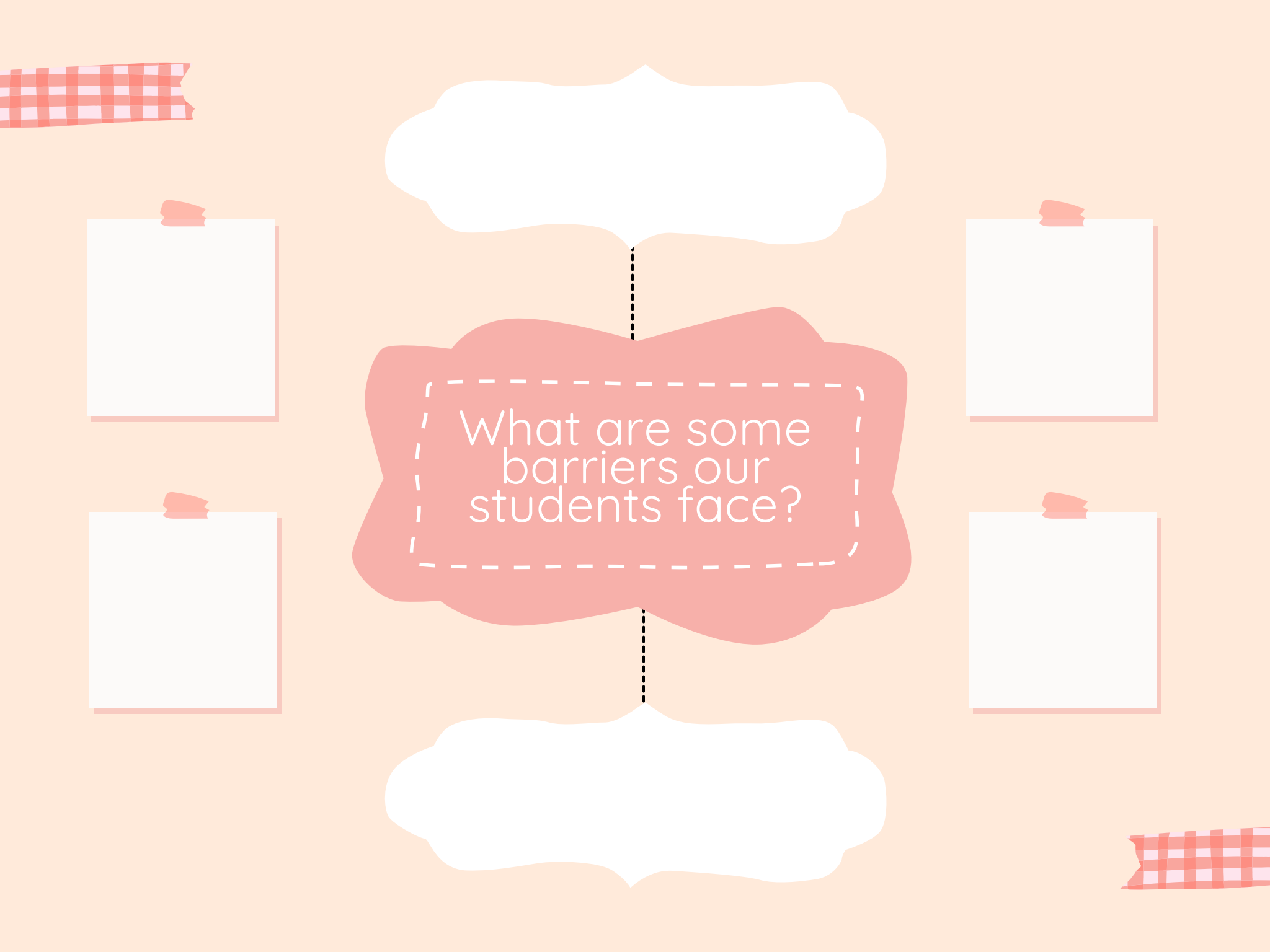
What we interpret as students being **unmotivated** can often be a sign that students are **overwhelmed** or **underwhelmed**



Zone of Proximal Development

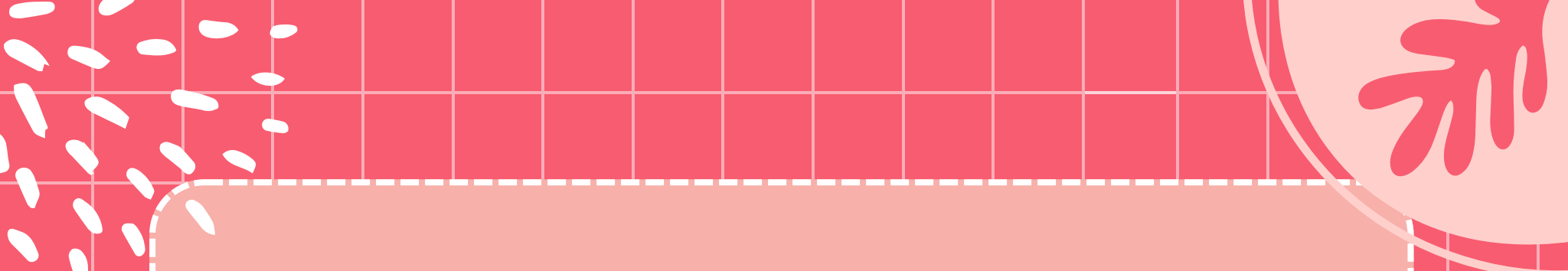


Window of Tolerance



What are some
barriers our
students face?

Barriers Within My Control



Lesson
Design/
Activity



Live Class



Submission
Type



Canvas Set
Up



Communication

WAYS TO REDUCE COGNITIVE LOAD

Make your canvas course set up **SIMPLE**

- Less clicks = less drop off points
- Clearly label what students should be doing each day
- Do not rely on verbal instruction
- Keep instructions short + sweet.
Lengthy instructions overwhelms students.
- Make your homepage a one stop shop for the week

Examples

	Monday 8/12	Tuesday 8/13	Wednesday 8/14	Thursday 8/15	Friday 8/16
Topic:	Introduction to Biology & The Characteristics of Living Things	The Scientific Method	Variables in Controlled Experiments	Paper Airplane Lab	Help Session @10:00am
Notes:	Biology Intro Nearpod	Scientific Method Nearpod	Variables Nearpod		
Assignment:	Complete all activities within the Nearpod.	Complete all activities within the Nearpod	Spongebob Variables Kahoot	Complete the Paper Airplane Lab self-paced nearpod .	

Add your own examples by clicking this link:

Week of 1/19-1/23

MONDAY 1/19 - No School (MLK Day)

TUESDAY - Star Test MOY Make Up
Jan 20 10 pts

WEDNESDAY Microevolution V. Macroevolution
Jan 21 10 pts

THURSDAY 1/22 - No assignment; Star Test Makes Ups

FRIDAY Wrap Up 1/23
Jan 23 0.1 pts

Week 1/26-1/30

MONDAY: Speciation
Jan 26 10 pts

TUESDAY: Evidence of Evolution Part 1
Jan 27 10 pts

WEDNESDAY: Evidence of Evolution Part 2
Jan 28 10 pts

THURSDAY: Speciation and Evidence of Evolution Quiz
Jan 29 35 pts

FRIDAY Wrap Up 1/30
Jan 30 1 pts

▼ WEEK 4 (JAN 26 - JAN 30) Complete All Items

MONDAY JAN 26 (LIVE)

ASSIGN: W4.A1: NATURAL SELECTION: Speciation :)
Jan 27 15 pts Submit

TUESDAY JAN 27 (ASYNC)

WATCH: 1.27 Playback Room (PR) Recording for W4.A2
Jan 28 5 pts Submit

ASSIGN: W4.A2: NATURAL SELECTION Darwin's Finches (W.M.)
Jan 28 15 pts Submitted

WEDNESDAY JAN 28 (LIVE)

ASSIGN: W4.A3: ARTIFICIAL SELECTION Breeding (W.M.)
Jan 29 15 pts

THURSDAY JAN 29 (ASYNC)

WATCH: 1.29 Playback Room (PR) Recording for W4.A4
Jan 30 0.5 pts

W4.A4: Natural Selection in Action: Raccoon Edition!
Jan 30 5 pts

WAYS TO REDUCE COGNITIVE LOAD

Make assignment instructions + submission simple & clear

- Teach the process
- Link a “How To” each time you ask students to use a submission tool (ex- screenshot, download a document, annotate, et c.)
- Give steps
- Use AI to help you!

Add your own examples by clicking this link:

Examples

NGSS

HS-LS2-4

Standard: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in a

Learning Target

- I can calculate how much energy is passed from one trophic level to the next & interpret an energy pyramid.
- I can create a food web model that accurately shows the flow of energy in an ecosystem.

Directions:

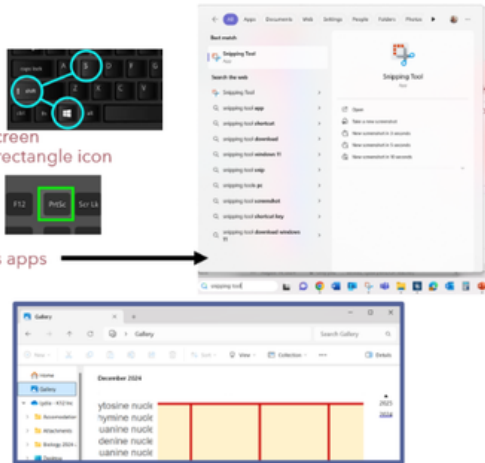
1. Complete all activities on this website: <https://www.lydiabenitez.com/food-webs-10-rule>
2. Upload a screenshots showing your answers on **section 2 (Calculate Energy at Each Level)** and **section 4 (the food web)**

How To Take a Screenshot

Here are a few ways to screenshot:

- Press shift + windows icon + s
- On the bottom right of your screen (next to the date) click on the rectangle icon
- Press PrtSc on your keyboard
- Snipping tool in your windows apps

Once you take the screenshot, it will be saved into your "gallery" in the file explorer app. (it also automatically copies the image (you can ctrl + V to paste it onto a word doc or another program)



Remember:

1. Click on the "Annotation Tool" to open the worksheet.



Annotation

2. Use the tools to type and draw on the document.

****Always remember to click on the ✓ to save your drawing annotations.**

If you do not click the ✓, I will not see your answers**



****Pro tip-- If you don't want the box to keep typing in a long line, you can hold down [Shift+Enter] at the same time to make the text move to the next line.**

3. Answer all the questions.
4. When you are done, click the blue **submit assignment** button at the bottom of the page.



Friday Wrap Up

Step 1: Finish any missing assignments first

If you did **not** finish the assignments, please complete them **right now** before doing the Friday Wrap Up.

Step 2: Use the Playback Room if you need help

The recordings in the **Playback Room** explain how to complete each assignment step-by-step.

- [How to access the playback room](#)

Complete any missing work first, then return here to finish your Friday Wrap Up.

- Clear Instructions: https://learn3.k12.com/courses/19109/assignments/3153232?module_item_id=23887495



SUBMISSION TYPES THAT....



ALWAYS WORK:

- Canvas Quiz
- Canvas annotation
- Screenshots

SOMETIMES WORK:

- Microsoft documents
- Canvas Studio
- Canvas New Quiz
- TeachSuite

HAS ISSUES..

If most students didn't submit, they probably didn't know how

WAYS TO REDUCE COGNITIVE LOAD

Scaffolding Live Class Time & Instruction

Gradual Release Model (I Do, We Do, You Do)

Give students something to do while you lecture

Break instruction into small steps (especially multi-day projects)

- Make one thing due every day
- Check in every 5-10 minutes
- Give time goals + stopping points

Give Live Feedback

- Monitor their progress while it's happening (*and let them know you know when no progress is happening*)
- Send a chat or give a reaction when _____ is completed
- Private message and ask for a response
- **Tools: Timer, Nearpod, live worksheets, polls, reactions, "Moderate Quiz"**

Provide Reference Material

- One Pager Notes
- Sentence Starters
- Example Work
- **Tools: NotebookLM**

Add your own examples/tools by clicking this link:

Your Turn

Choose one of the 3 scaffolding areas we discussed and work on 1 way to implement it this week. Use [this reference sheet](#) to help :)

Make your
canvas
course set
up simple

Make
assignment
instructions
simple & clear

Scaffold
Live Class
Time

[Check out some examples by clicking this link:](#)