

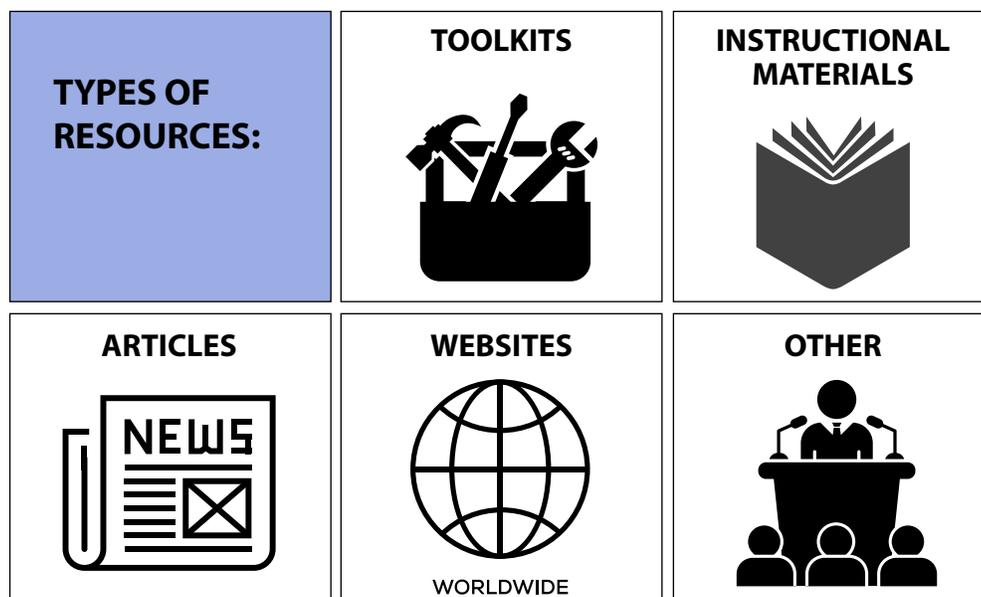
THREE PHASES TO RECOVERY

**RESOURCE
HUB FOR
UTAH'S
EDUCATORS
AND FAMILIES**



PURPOSE OF THE THREE PHASES TO RECOVERY RESOURCE HUB

As Utah’s educators, families, and students continue to overcome disruption to their PreK-12 learning experiences, the Utah State Board of Education has curated high quality resources to support in accelerating student learning as we move through the phases of recovery. The five types of resources included in this guide and their associated images are below. The resources are organized by the 13 elements of [Utah’s Portrait of a Graduate](#).



Phase Two and Three Resources to Bridge Learning Gaps, Return, and Reimagine

As we wrap up the 2019-2020 school year, we will be transitioning into Phase 2: THE NEAR FUTURE and looking to bridge learning gaps across the summer. During this phase, we expect school districts and charters schools may begin assessing and addressing learning gaps to bridge the transition to recovery and moving into Phase 3: THE NEW FUTURE. Specifically, our schools and districts are likely to engage in activities related to:

- Determining how federal funds, including CARES Act funds, may be used to support summer learning
- Exploring and using formative processes to determine learning gaps
- Providing opportunities for small group and individual tutoring to accelerate student learning
- Developing and implementing digital opportunities for review and catch up
- Apply lessons learned from remote instruction to inform methods for personalizing instruction and validating learning that occurs outside the classroom

ACADEMIC MASTERY: Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

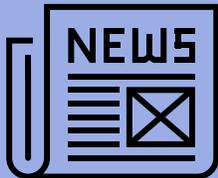
BRIDGING UNFINISHED LEARNING



Report: Summer Learning Loss: What it is, and what can we do about it?

<https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>

As students return to school this fall, many of them—perhaps especially those from historically disadvantaged student groups—will be starting the academic year with achievement levels lower than where they were at the beginning of summer break. This report reviews what is known about summer loss and offers suggestions for districts and states looking to combat the problem.



White paper on Summer Reading Loss

https://metametricsinc.com/wp-content/uploads/2017/07/Stop_Summer_Academic_Loss.pdf

Emphasis on higher academic standards, plus growing concern about the achievement gap and global economic competitiveness, place a new spotlight on the importance of educational policies and practices that promote student growth.



PLANNING FOR LEARNING



Student Experience Toolkit

<https://tntp.org/student-experience-toolkit>

The Student Experience Toolkit is a suite of resources designed to help policymakers, educators, students, and families take the first steps in acting on the recommendations outlined in our latest major research report. Browse resources designed to help educators, policymakers, and families improve students' daily experiences in school.



State-Vetted Software Vendors

<https://drive.google.com/file/d/1yPvaXDwOECLP1G0I-WfrnBSoZ3y-h67nl/view?ts=5e78ed89>

State-vetted software vendors list, these vendors have existing contracts in the State of Utah and are extending their number of licenses to Utah students.

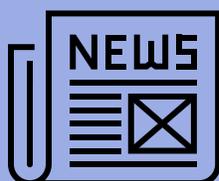
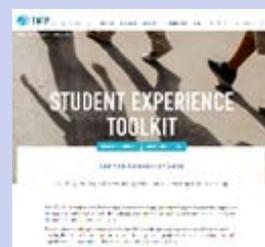




Learning Acceleration Guide

<https://tntp.org/student-experience-toolkit/view/learning-acceleration-guide>

This guide will help you figure out how to go about answering guiding questions and assembling the people, information, and processes needed to plan for restarting school.



Scheduling Considerations for Districts, Schools, and Families During the COVID-19 Shutdown

https://tntp.org/assets/documents/Scheduling_Guidance_for_At-Home_Learning-TNTP.pdf

This article includes scheduling options to consider—it can be useful to educators and families alike, as it contains practical weekly, and daily guidance for elementary and secondary students, families, schools, and districts.



ASSESSMENT TOOLS



Diagnostic Tools

<https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools>

Diagnostic tools provide data to assist educators in designing individualized instruction and intensifying intervention for students who do not respond to validated intervention programs.



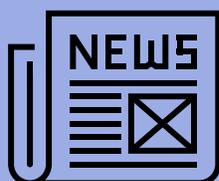
Formative Assessment in Distance Learning

<https://www.edutopia.org/article/formative-assessment-distance-learning>

Formative assessment at a distance is challenging but possible, and we still need to check for understanding and provide meaningful feedback. These practices will look and sound different than they do in the classroom.



DIVERSE STUDENTS

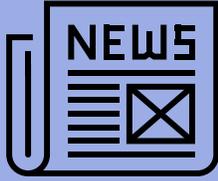


Supporting multilingual learners (MLLs)/English language learners (ELLs) during the COVID-19 Shutdown

<https://tntp.org/assets/documents/ELL and ELD At-Home Learning Support-TNTP.pdf>

As districts and schools take the difficult but necessary step of closing schools to slow the spread of COVID-19, supporting student learning at home is a top priority. When it comes to slowed academic progress, multilingual learners (MLLs)/English language learners (ELLs) are among the most vulnerable of our students during this critical time.





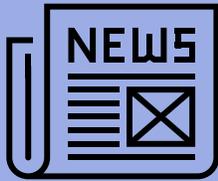
Specialized Support for Students with Diverse Learning Needs Engaged in At-Home Learning

https://tntp.org/assets/documents/At-Home_Support_for_Students_with_Diverse_Learning_Needs-TNTP.pdf

As more classrooms shift to virtual learning, vulnerable students—including English Language Learners, students with disabilities, and students with learning and thinking differences—will need specialized, differentiated support. This guide provides recommendations and resources to ensure online learning environments meet all students’ needs.



REMOTE LEARNING



Resources for Learning at Home When Schools Close

<https://tntp.org/blog/post/resources-for-learning-at-home-when-schools-close>

Choosing among countless virtual learning resources can be overwhelming, but you can use a few basic principles to narrow your search.



TNTP Resources to Support Systems

https://tntp.org/assets/documents/Shifting_to_At-Home_Learning-TNTP.pdf

A roadmap that can help school systems provide high-quality learning at home during extended school closures. *Shifting to At-Home Learning* including guiding principles, planning phases, implementation phases, messaging, actions, communications, guiding questions, and resources.



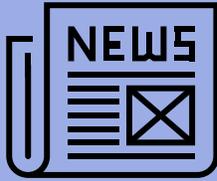
CCSSO High-Quality Curriculum State Resources

<https://drive.google.com/drive/folders/1sIRX-gisnZD16zg8614iWg-ZA8OnLd7h5>

A resource on high-quality, full course, curriculum that is offering resources for free.



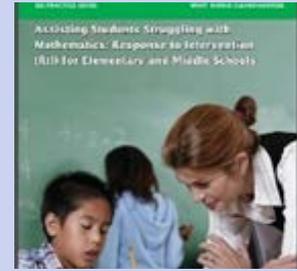
MATHEMATICS



Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who struggle with mathematics by using “response to intervention” (RtI) as a means of both identifying students who need more help and providing these students with high-quality interventions.



Utah Multi-tiered System of Supports Framework for Mathematics

<https://schools.utah.gov/curr/mathematics/umtss>

A Multi-Tiered System of Support (MTSS) is a framework focused on three instructional tiers (Universal, Targeted, and Intensive) engineered to meet student needs using a systematic approach. The Utah Multi-Tiered System of Support (UMTSS) is designed to address student learning in mathematics encompassing these critical components: High-quality Instruction, Team-based Problem Solving, and Data-based Decision Making.



HEALTH AND PHYSICAL EDUCATION



SHAPE America Virtual Resources for Health & PE

<https://www.shapeamerica.org/covid19-resources.aspx#healthed>

Great resources and examples of lessons and modules that can be adapted for distance learning. Activity ideas within the document are organized by the National Standards for K-12 Physical Education. There are also tips for how to create videos for instruction and websites to create quizzes and discussions.



SCIENCE



STEM Teaching Tools site

<http://stemteachingtools.org/>

The STEM Teaching Tools site has tools that can help teach science, technology, engineering, and math (STEM). It currently is focused on supporting the effective teaching of science and engineering by implementing research from A Framework for K-12 Science Education, which is the foundation for Utah's new science standards.



WORLDWIDE

Science Learning Experiences

<https://www.uen.org/learnathome/subject/science.shtml>

Short, quality distance student science learning experiences for teachers to utilize that are built around the new SEEd Standards. The resources could be utilized as part of instruction that teachers design. They can be completed digitally or downloaded and provided to students in print.



WORLDWIDE

Utah Science K-12 Open Educational Resource (OER) textbooks

<https://www.uen.org/oer/>

Links to Utah K-12 Open Educational Resource (OER) textbooks. There is one textbook for each grade level (K-8) or content area (9-12). The Utah Science OER textbooks are not intended to be curriculum as they do not include labs, assessments, or a teacher guide with answers. They are intended as a reference material for students with content to support teachers' classroom instruction and help make sense of science concepts found in standards.



DRIVER EDUCATION



WORLDWIDE

Virtual Training Tutorial for Driver Education

<https://www.adtsea.org/driver-ed-news.phtml?id=987ECC40>

The purpose of the webinar was to provide information and examples to State Administrators, State and Regional Associations, schools and educators for conducting driver education classroom training via virtual and distance learning platforms.



PRESCHOOL



WORLDWIDE

Preschool Pioneer Utah's Online Library

<https://preschool.uen.org/>

Quality early childhood resources for youngsters age 3-6, parents, and caregivers are essential for the success of individual children and their families.



WELLNESS: Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.



WORLDWIDE

SEL Implementation Tools and Resources

<https://casel.org/resources-support/>

CASEL has an online suite of tools accessed by users worldwide that provides guidance and support for districts and schools to implement high-quality, evidence based SEL in their communities.



WORLDWIDE

SEL Implementation COVID Tools and Resources

<https://casel.org/resources-covid/>

CASEL shares guidance for keeping SEL at the forefront during the COVID-19 pandemic following the four core focus areas of CASEL's guides for schoolwide and district SEL.

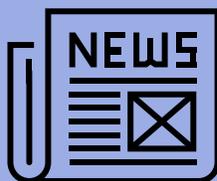


WORLDWIDE

Managing Anxiety Around COVID-19

<http://www.rulerapproach.org/wp-content/uploads/2020/03/RULER-Community-Strategies-for-Managing-Anxiety.pdf>

We know that this is a challenging time for everyone. COVID-19 Resources for School Communities. Dealing with the uncertainty of the current situation is difficult, and we want to support in any way we can.



Talking With Children During Infectious Disease Breakouts

<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006>

Talking with children: Tips for Caregivers, Parents, and Teachers with strategies for helping children manage their stress during an infectious disease outbreak.





Virtual Resources for Health & PE

<https://www.shapeamerica.org/covid19-resources.aspx#healthed>

SHAPE America Virtual Resources for Health & Physical Education. A collection of resources from SHAPE America and other K-12 health and physical educators to help you continue to provide high-quality, standards-based lessons despite the circumstances.

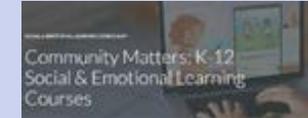


Community Matters: K-12 Social & Emotional Learning Courses

<https://everfi.com/partners/k-12-educators/social-emotional-learning/>

Free curriculum on mental wellness, bullying, empathy and compassion, character building, and meaningful reflection.

Note: Requires user to setup an account.

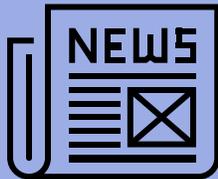
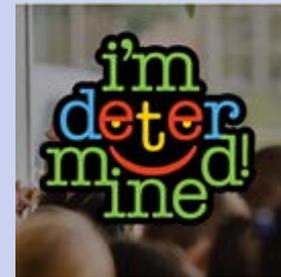


WORLDWIDE

Resources and Tools for Teaching Self-Determination

<https://www.imdetermined.org/>

Virginia Dept of Education resources and tools for teaching self-determination (i.e., self-advocacy, decision making, self-exploration, etc.) specifically created for students with disabilities. However, VA has used it with regular ed classes as well. Activities, lesson plans, videos, etc.



Management and Risk Minimization within Driver Education

<https://www.adtsea.org/driver-ed-news.phtml?id=-660CA365>

Administering and conducting driver education courses will likely not be the same as before. While we must be prudent today to reduce risk, we must also be vigilant in the future.



CIVIC, FINANCIAL, & ECONOMIC LITERACY:

Understand various governmental and economic systems, and develop practical financial skills.



WORLDWIDE

KidCitizen introduces a new way for young students (k-5) to engage with history through primary sources.

<https://www.kidcitizen.net/about-kidcitizen>

In KidCitizen's interactive episodes, children explore civics and government concepts by investigating primary source photographs from the Library of Congress. They also connect what they find with their daily lives.





WORLDWIDE

Curated collection of resources on voting and elections for elementary, middle, and high schools

<https://www.civicsrenewalnetwork.org/featured/resources-for-teaching-about-voting-and-elections/>

An alliance of 33 nonprofit, nonpartisan organizations that provide free online classroom resources for civics education. A founding group of organizations gathered in April 2013 during a Civics Summit convened at the Annenberg Public Policy Center of the University of Pennsylvania.



WORLDWIDE

Videos, lesson plans, and interactive games in Economics.

<https://utah.pbslearningmedia.org/subjects/social-studies/economics/#.XoJHxhKg2x>

Investigate how the supply and demand for goods and resources are globally intertwined with videos, lesson plans, and interactive games in Economics. Preview a lesson on personal finance using a video on “Digging Out of Debt,” practice running a start-up business with an interactive game, and more.



DIGITAL LITERACY: Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.



WORLDWIDE

UEN Learn at Home for Teachers

<https://www.uen.org/learnathome/teachers.shtml>

List of vetted instructional resources for teachers.



WORLDWIDE

Utah's Online Library

<https://www.uen.org/onlinelibraryactivities/>

Utah's Online Library provides Utah educators and students free access to high quality reference collections such as EBSCO, Gale Reference Collection, World Book, eMedia and LearningExpress Library.



WORLDWIDE

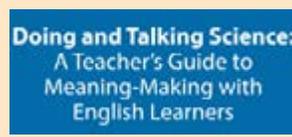
Digital Respons-A-Bility

<https://respons-ability.net>

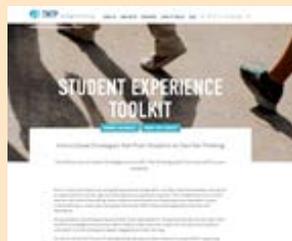
Digital Respons-A-Bility believes in a prevention science approach to preventing unhealthy online behavior that involves the individual, family and community. Resources for digital citizenship and literacy are available here.



COMMUNICATION: Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media, and languages.

	<p><i>Doing and Talking Science</i></p> <p>http://stem4els.wceruw.org/resources/WIDA-Doing-and-Talking-Science.pdf</p> <p>This guide was developed to help science teachers tap into the knowledge and experience that ELs bring to their science classrooms, and to help all students develop the language to be successful collaborators and meaning-makers in science. Information, guidelines, and tools are shown in separate sections on Teaching for Meaning, Meaning-making in Science, and Meaning-Making in English, but none of these operates separately.</p>	
	<p><i>Discourse Moves for Teachers and Students</i></p> <p>http://stem4els.wceruw.org/resources/Student-and-Teacher-moves.pdf</p> <p>This resource provides ways for teachers to effectively engage students in academic discourse. It provides scaffolds for both teachers and student discourse moves.</p>	
 <p>WORLDWIDE</p>	<p><i>WIDA-Can Do Descriptors</i></p> <p>https://wida.wisc.edu/teach/can-do/descriptors</p> <p>The Can Do Descriptors highlight what language learners can do at various stages of language development as they engage in English language acquisition.</p>	

CRITICAL THINKING AND PROBLEM SOLVING: Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

	<p><i>Instructional Strategies that Push Students to Own the Thinking</i></p> <p>https://tnp.org/student-experience-toolkit/view/instructional-strategies-that-push-students-to-own-the-thinking</p> <p>Strategies for enduring students have frequent opportunities to be responsible for “doing the thinking” in order to build the knowledge and skills they need to deeply understand content.</p>	
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Building Lesson Plans for Critical Thinking

http://readwritethink.org/search/?resource_type=6&learning_objective=44

Read Write Think provides lesson plans focused on building critical thinking and problem-solving skills



Discussion Strategies to Enhance Creative and Critical Thinking

<http://www.ascd.org/ascd-express/vol15/num16/discussion-strategies-to-enhance-creative-and-critical-thinking.aspx>

Oral communication is useful for more than building critical thinking—it works just as well for creative thinking. Creativity involves developing an idea that is both novel and useful, and a successful creative concept goes through three phases.



8 Science-Based Strategies For Critical Thinking

<https://www.teachthought.com/critical-thinking/8-science-based-strategies-for-critical-thinking/>

Summarizes 8 strategies for critical thinking in education. These can be used educators at all grade levels to support strong discourse and thinking in school assignments and discussions (both online and face-to-face) could work in all content areas.



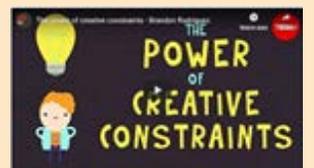
CREATIVITY & INNOVATION: Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.



The Power of Creative Constraints

<https://ed.ted.com/lessons/the-power-of-creative-constraints-brandon-rodriguez>

Imagine you were asked to invent something new. It could be whatever you want, made from anything you choose, in any shape or size. That kind of creative freedom sounds so liberating, doesn't it? Or ... does it? if you're like most people you'd probably be paralyzed by this task. Why? Brandon Rodriguez explains how creative constraints actually help drive discovery and innovation.



COLLABORATION AND TEAMWORK: Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

 <p>WORLDWIDE</p>	<p>Why Use Collaborative Learning? https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning Cornell University Center for Teaching Innovation provides content around the considerations for using collaborative learning, including a getting started with collaborative learning teaching resources library.</p>	
	<p>Creating Classrooms that Foster Collaboration https://eleducation.org/resources/collections/management-in-the-active-classroom This resources delves into protocols, articles, blog posts, and more focused on creating classrooms where students are respectful, active, collaborative, and growth oriented.</p>	

HONESTY, INTEGRITY, & RESPONSIBILITY: Are trustworthy, ethical, reliable, and are accountable for the results they produce.

 <p>WORLDWIDE</p>	<p>Academic Integrity http://crlt.umich.edu/gsis/P8_4 Resources from the Center for Research on Learning and Teaching from the University of Michigan to address academic integrity in the classroom primarily relevant for secondary age students.</p>	
 <p>WORLDWIDE</p>	<p>Teaching Honesty https://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell Resources on 5 strategies for increasing student integrity--great for establishing a classroom culture at the beginning of the year.</p>	

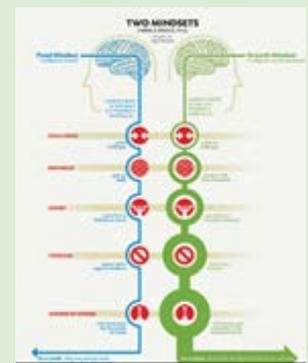
HARD WORK AND RESILIENCE: Set personal goals, apply best efforts to achieve them, and persevere when face with challenges and setbacks.



Carol Dweck: A Summary of Growth and Fixed Mindsets

<https://fs.blog/2015/03/carol-dweck-mindset/>

Carol Dweck studies human motivation. She spends her days diving into why people succeed (or don't) and what's within our control to foster success. This site summarizes her book which takes the reader on a journey into how our conscious and unconscious thoughts affect us and how something as simple as wording can have a powerful impact on our ability to improve.



PERTS: Student Mindset Kit

<https://tntp.org/student-experience-toolkit/view/perts-student-mindset-kit>

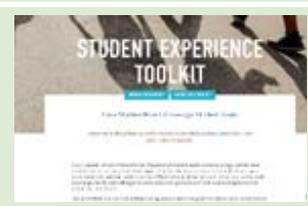
This free set of online lessons and practices is designed to help you develop your students' confidence and ability to embrace learning challenges. Visit the Mindset Kit for free resources designed to support teachers in building students' growth mindset and sense of belonging.



Case Studies: How to Leverage Student Goals

<https://tntp.org/student-experience-toolkit/view/case-studies-how-to-leverage-student-goals>

Learn more about how schools have incorporated student goals into their instructional models.



How to Get SMART about Goal Setting

<https://www.ahealthiermichigan.org/2011/01/12/how-to-get-smart-about-goal-setting/>

If you're really serious about achieving your goals, make them SMART. S.M.A.R.T. is an acronym that stands for specific, measurable, attainable, realistic, and timely.



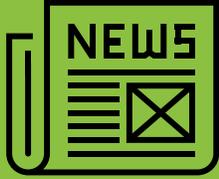
The Neuroscience Behind Productive Struggle

<https://www.edutopia.org/article/neuroscience-behind-productive-struggle>

Challenging tasks spur the production of myelin, a substance that increases the strength of brain signals. Here are four strategies to incorporate productive struggle into your lessons.



LIFELONG LEARNING AND PERSONAL GROWTH: Continue to seek knowledge and develop skills in all settings.



Putting Learning First With New Tech Tools

<https://www.edutopia.org/article/putting-learning-first-new-tech-tools>

This article focuses on what technology tools can do to support learning, and in keeping the learning first - leveraging these tools with sound practices in mind as students are engaging with them to achieve intended outcomes.



WORLDWIDE

Resources for virtual instruction and online learning

<https://ncte.org/resources/resources-virtual-instruction-online-learning/>

Online professional learning resources are designed to be engaging and practical across a variety of contexts and roles. You deserve a differentiated experience just as much as your students do.

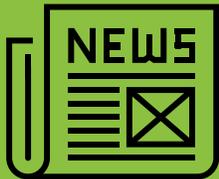


WORLDWIDE

UEN Professional Development

<https://uen.catalog.instructure.com/>

This site offers PD development for teachers and supports their learning.



Authenticity = Lifelong Learners

<https://www.edutopia.org/blog/authenticity-equals-lifelong-learners-john-mccarthy>

The article focuses on how teachers can build authenticity into their lessons and units in order to encourage students to develop an appreciation for lifelong learning.



SERVICE: Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



President's Volunteer Service Award

<https://www.presidentialserviceawards.gov/about>

This award honors individuals whose service positively impacts communities in every corner of the nation and inspires those around them to take action, too.





Learning to Give: Service Learning 101 Guide for Teachers

<https://www.learningtogive.org/resources/service-learning-101-guide-teachers>

A collection of K-12 lessons centered around the service learning process of Investigate → Plan → Act → Reflect → Demonstrate.



RESPECT: Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.



WORLDWIDE

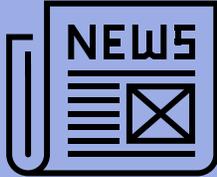
Teaching Tolerance

<https://www.tolerance.org/>

Teaching Tolerance provides free resources to educators to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.



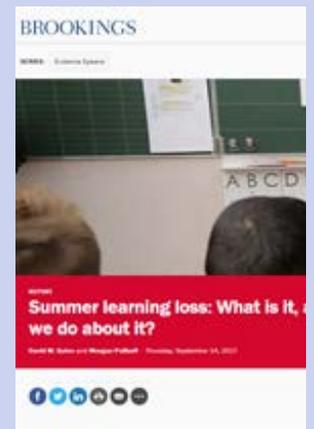
PHASE TWO AND THREE RESOURCES FOR FAMILIES



Report: Summer Learning Loss: What it is, and what can we do about it?

<https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>

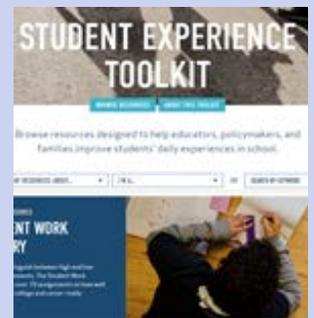
As students return to school this fall, many of them – perhaps especially those from historically disadvantaged student groups – will be starting the academic year with achievement levels lower than where they were at the beginning of summer break. This report reviews what is known about summer loss and offers suggestions for districts and states looking to combat the problem.



Student Experience Toolkit

<https://tntp.org/student-experience-toolkit>

The Student Experience Toolkit is a suite of resources designed to help policymakers, educators, students, and families take the first steps in acting on the recommendations outlined in our latest major research report. Browse resources designed to help educators, policymakers, and families improve students' daily experiences in school.



WORLDWIDE

Preschool Pioneer Utah's Online Library

<https://preschool.uen.org/>

Quality early childhood resources for youngsters age 3–6, parents, and caregivers are essential for the success of individual children, their families, and ultimately the economic viability of our state.



WORLDWIDE

Playworks Play at Home

<https://www.playworks.org/get-involved/play-at-home/>

Through play, kids learn to make friends, solve problems, and believe in themselves. Even in hard times. We help schools and youth programs create recess and play environments where every child can join in.



WORLDWIDE

Find a Book

<https://hub.lexile.com/find-a-book/search>

A tool for building a personalized summer reading list for your child.





What Is COVID-19? And How Does It Relate to Child Development?

<https://developingchild.harvard.edu/resources/what-is-covid-19>

COVID-19 is an illness related to the lungs. It is caused by a virus that can spread quickly from person to person. It's important to learn how stress can affect us.



WORLDWIDE

Helping Children Cope with Emergencies

<https://www.cdc.gov/childrenindisasters/helping-children-cope.html>

Children react, in part, on what they see from the adults around them. When parents and caregivers deal with a disaster calmly and confidently, they can provide the best support for their children.

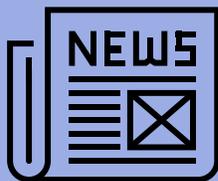


WORLDWIDE

Helping Children Cope

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. It is very important to remember that children look to adults for guidance on how to react to stressful events.



Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks

<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006>

This fact sheet provides parents, caregivers, and teachers with strategies for helping children manage their stress during an infectious disease outbreak.



WORLDWIDE

COVID 19 Symptoms, Testing

<https://espanol.cdc.gov/coronavirus/2019-ncov/faq.html>

Spanish -Q&A COVID 19 Symptoms, Testing, Cases, Data & Surveillance, Coping Strategies. Also available in Chinese, Vietnamese & Korean



Cognition, Thinking & Understanding

<https://pz.harvard.edu/at-home-with-pz>

Project Zero provides activities to engage PreK-12 students in to nourish inquiry into the complexity of human potentials – intelligence, understanding, thinking, creativity, cross-disciplinary and cross-cultural thinking, etc.





WORLDWIDE

Supporting Young Adult Goal-Setting and Self-Management

<https://www.parenttoolkit.com/social-and-emotional-development/advice/self-management/supporting-young-adult-goal-setting-and-self-management>

Self-management, or the ability to recognize your emotions and control the behaviors sparked by those emotions, is a skill that makes a difference in all of our relationships.



WORLDWIDE

UEN Learn at Home for Families

<https://www.uen.org/learnathome/teachers.shtml>

List of numerous, vetted resources for families



WORLDWIDE

Mathematics Core Standards Guides

<https://www.schools.utah.gov/curr/mathematics/core?mid=4514&tid=2>

Core guides provide a description of the Core Standards, including concepts and skills to master, critical background knowledge and academic vocabulary.



WORLDWIDE

Health Core Standards Guides

<https://www.uen.org/core/health/resource-guides.shtml>

Core guides provide a description of the Core Standards, including concepts and skills to master, critical background knowledge and academic vocabulary.



WORLDWIDE

Utah Core Standards

<https://www.schools.utah.gov/curr/utahcorestandards>

Identify the basic knowledge, skills, and competencies—each student is expected to acquire or master as the student advances through the public education system



