義 德 中 學 *ic@nline*

A Primer for High School Students and Parents on

ONLINE DISTANCE LEARNING

CONTENTS

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Welcome to *ic@nline*, a primer that aims to guide students and parents through the Online Distance Learning (ODL) plan of the Immaculate Conception Academy High School Department for School Year 2020-2021.

This primer gives a foretaste of what students and parents can expect as we enter into the new school year. It begins by defining essential terms about a new learning modality where students and teachers will meet online for classes and perform offline tasks. Predicted total hours of academic workload and sample class schedules will be presented. The primer also details the various student support services available and the necessary preparations to ensure a successful ODL experience.

We are looking forward to an exciting school year ahead! Our school leaders and teachers are ready to begin this journey with you.

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D E F I N I T I O N S

Distance Learning is learning delivered outside the physical set-up of a traditional classroom. It uses online platforms, educational programs (TV and radio) or printed modules.

Online Learning is a kind of distance learning. Essentially, it pertains to learning through the use of the internet.

In a nutshell,
Online Distance Learning (ODL)
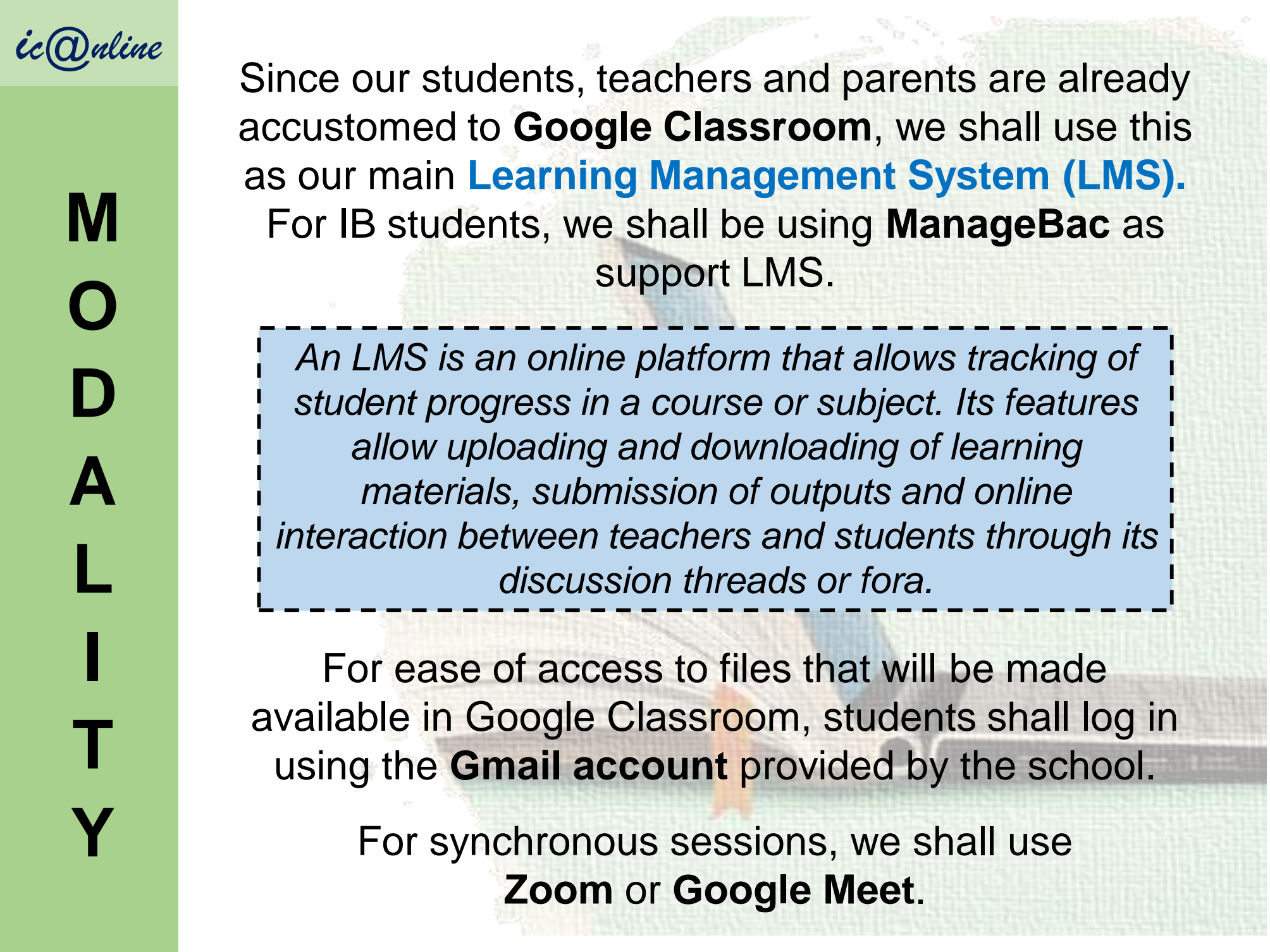is learning outside the traditional classroom using online means.

In ICA, we shall carry out ODL through the use of the internet.

There are different types of ODL but we shall focus on the learning model that ICA will adopt. This is the **MODIFIED HYBRID** learning plan.

A *modified hybrid* learning plan involves a **combination of online class meetings and offline assignments or tasks** given within a specific schedule.

Online class meetings are called **SYNCHRONOUS** learning. During this time, teachers and students log in simultaneously through a common online platform where they meet for class face-to-face.

Offline assignments or tasks are called **ASYNCHRONOUS** learning. The content and tasks are given to the students through a common online platform with scheduled due dates.

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D E F I N I T I O N S

M O D A L I T Y

Since our students, teachers and parents are already accustomed to **Google Classroom**, we shall use this as our main **Learning Management System (LMS).** For IB students, we shall be using **ManageBac** as support LMS.

An LMS is an online platform that allows tracking of student progress in a course or subject. Its features allow uploading and downloading of learning materials, submission of outputs and online interaction between teachers and students through its discussion threads or fora.

For ease of access to files that will be made available in Google Classroom, students shall log in using the **Gmail account** provided by the school.

For synchronous sessions, we shall use **Zoom** or **Google Meet**.

We shall follow a **SEMESTRAL** grading period.

Junior High School (JHS) and Senior High School (SHS) classes will begin on August 3, 2020 and will end on March 31, 2021.

International Baccalaureate Diploma Programme (IBDP) classes will begin on July 9, 2020 (student orientation) and will end on March 31, 2021.

The following table shows the schedule of the 1st and 2nd Semesters:

	FIRST SEMESTER	SECOND SEMESTER
JHS	August to November	December to March
SHS	August to November	December to March
IBDP	July to October	November to March

C L A S S   S C H E D U L E

ODL classes shall follow a **weekly schedule** from Monday to Friday.

Synchronous learning is scheduled on weekdays from **7:40 am to 12:10 pm** (4 hours and 30 minutes).

Each period, called learning block, is **30 minutes long**, with 15-minute breaks / transfer time in between. Recess will be for 30 minutes.

Asynchronous learning is **self-paced,** thus time spent on the assigned tasks will vary from one student to another. Instructions will be given by the teacher prior to accomplishing the tasks.

Although self-paced, these tasks still have **scheduled due dates** for accomplishment. Submission is done online through the LMS.

The following table details each subject area's total
number of academic time (in hours) **PER WEEK in JHS**:

SUBJECT	Grade 7	Grade 8	Grade 9	Grade 10
Christian Life Education	2	2	2	2
English	3	3	3	3
Math	3	3	3	3
Science	3	3	3	3
Araling Panlipunan	2	2	2	2
Filipino	2	2	2	2
Chinese	2.5	2.5	2.5	2.5
Computer	1.5	1.5	1.5	N/A
Robotics	1.5	1.5	1.5	1.5
Music	1	1	1	1
Physical Education	1.5	1.5	1.5	1.5
TLE	1.5	1.5	1.5	2
Homeroom	0.5	0.5	0.5	0.5
Study Hall	2	2	2	2
Total Hours Per Week	**27**	**27**	**27**	**27**

CLASS SCHEDULE

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	MON	TUES	WED	THURS	FRI
7:40 - 8:10	HR	PE	TLE	AP	COMPUTER
8:10 - 8:25	BREAK / TRANSFER TIME				
8:25 - 8:55	CLE	FILIPINO	ENGLISH	MATH	SCIENCE
8:55 - 9:10	BREAK / TRANSFER TIME				
9:10 - 9:40	MATH	MUSIC	ENGLISH	MATH	SCIENCE
9:40 - 10:10	RECESS				
10:10 - 10:40	ENGLISH	AP	CHINESE	FILIPINO	ASYNCH / OIKOS
10:40 - 10:55	BREAK / TRANSFER TIME				
10:55 - 11: 25	CHINESE	ASYNCH / OIKOS	ROBOTICS	STUDY HALL	STUDY HALL
11:25 - 11:40	BREAK / TRANSFER TIME				
11:40 - 12:10	ASYNCH / OIKOS	SCIENCE	ASYNCH / OIKOS	STUDY HALL	STUDY HALL
12:10	END OF SYNCHRONOUS CLASSES				

The following table details each subject area's total number of academic time (in hours) **PER WEEK in __Grade 11__ (1ˢᵗ Sem)**:

Grade 11 ABM		Grade 11 HUMSS		Grade 11 STEM	
Oral Communication	1.5	Oral Communication	1.5	Oral Communication	1.5
General Math 1	3	General Math 1	3	General Math 1	3
21st Century Literature	2.5	21st Century Literature	2.5	21st Century Literature	2.5
Komunikasyon	2	Komunikasyon	2	Komunikasyon	2
Physical Education	1.5	Physical Education	1.5	Physical Education	1.5
Chinese	2	Chinese	2	Chinese	2
Introduction To Philosophy Of The Human Person 1	2	Introduction To Philosophy Of The Human Person 1	2	Introduction To Philosophy Of The Human Person 1	2
English For Academic & Professional Purposes	2	English For Academic & Professional Purposes	2	English For Academic & Professional Purposes	2
Filipino Sa Piling Larangan	2	Filipino Sa Piling Larangan	2	Filipino Sa Piling Larangan	2
Fund Of ABM 1	3	Journalism	3	Precalculus 1	3
Business Math	3	Philippine Politics	3	General Chemistry 2	3
Homeroom	0.5	Homeroom	0.5	Homeroom	0.5
Study Hall	2	Study Hall	2	Study Hall	2
Total Hours Per Week	**27**	**Total Hours Per Week**	**27**	**Total Hours Per Week**	**27**

CLASS SCHEDULE

The following table details each subject area's total number of academic time (in hours) **PER WEEK in Grade 12 (1st Sem):**

Grade 12 ABM		Grade 12 HUMSS		Grade 12 STEM	
Media Information Literacy	1.5	Media Information Literacy	1.5	Media Information Literacy	1.5
Statistics and Probability	3	Statistics and Probability	3	Statistics and Probability	3
PE	1.5	PE	1.5	PE	1.5
Chinese	2	Chinese	2	Chinese	2
Christian Social Responsibility	2	Christian Social Responsibility	2	Christian Social Responsibility	2
Physical Science	3	Physical Science	3	DRRR	3
Empowerment Technologies (ICT)	1.5	Empowerment Technologies (ICT)	1.5	Empowerment Technologies (ICT)	1.5
Robotics	1.5	Robotics	1.5	Robotics	1.5
Practical Research 1	3	Practical Research 1	3	Practical Research 1	3
Entrepreneurship	3	Entrepreneurship	3	Entrepreneurship	3
Business Finance	3	Creative Writing 2	3	Anatomy & Physiology	3
Principles of Marketing	3	Discipline and Ideas in the Applied Social Sciences	3	Gen. Physics 2	3
Homeroom	0.5	Homeroom	0.5	Homeroom	0.5
Study Hall	2	Study Hall	2	Study Hall	2
Total Hours Per Week	**30.5**	**Total Hours Per Week**	**30.5**	**Total Hours Per Week**	**30.5**

Sample Class Schedule for SHS

	MON	TUES	WED	THURS	FRI
7:40 - 8:10	HR	ORAL COMM	PE	21ST CENT LIT	JOURN
8:10 - 8:25	BREAK / TRANSFER TIME				
8:25 - 8:55	GEN MATH 1	21ST CENT LIT	PHIL POL	GEN MATH 1	JOURN
8:55 - 9:10	BREAK / TRANSFER TIME				
9:10 - 9:40	GEN MATH 1	KOMUNIKA-SYON	ASYNCH / OIKOS	JOURN	EAPP
9:40 - 10:10	RECESS				
10:10 - 10:40	CHINESE	CHINESE	KOMUNIKA-SYON	EAPP	ASYNCH / OIKOS
10:40 - 10:55	BREAK / TRANSFER TIME				
10:55 - 11: 25	PHILO	PHIL POL	ASYNCH / OIKOS	STUDY HALL	STUDY HALL
11:25 - 11:40	BREAK / TRANSFER TIME				
11:40 - 12:10	ASYNCH / OIKOS	PHIL POL	ASYNCH / OIKOS	STUDY HALL	STUDY HALL
12:10	END OF SYNCHRONOUS CLASSES				

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CLASS SCHEDULE

The following table details each subject area's total number of academic time (in hours) **PER WEEK in <u>IB</u> (1st Sem):**

IB Grade 11 July 13 to September 4:	
IB HL/SL Subjects (6)	24
HR	0.5
IBDP Coordinator/CORE	1
Study Hall	2
CLE	0.5
Total Hours Per Week	28
Starting September 7:	
IB HL Subjects (3)	10.5
IB SL Subjects (3)	10.5
CLE	2
FIL	1.5
PE	1.5
ToK	2
CAS	1
EE	1
HR	0.5
Study Hall	2
Total Hours Per Week	32.5

IB Grade 12 July 13 to September 4:	
IB HL Subjects (3)	13.5
IB SL Subjects (3)	10.5
ToK	2
CAS / CLE	2
EE	1.5
HR	0.5
Study Hall	2
Total Hours Per Week	32
Starting September 7:	
IB HL Subjects (3)	12
IB SL Subjects (3)	9
CLE	2
FIL	1.5
PE	1.5
ToK	2
CAS	1
EE	1
HR	0.5
Study Hall	2
Total Hours Per Week	32.5

Sample Class Schedule for IBDP: July 13 to September 4

	MON	TUES	WED	THURS	FRI
7:40 - 8:10	HR	BIO2/CHEMSL/CHISL2	TOK (Wisdom) CAS/EE (Zeal)	MATHHL/ENG3/ENG4	CHI3/PSYCH2/VA
8:10 - 8:40	TRANSFER TIME (8:10 - 8:25)				
8:40 - 8:55	BM2/CHI1/PSYCH1 (8:25 - 9:25)	TRANSFER TIME			
8:55 - 9:25		MATHSL/ENG1/ENG2	BM2/CHI1/PSYCH1	BIO1/BM1/CHEMHL	BIO2/CHEMSL/CHISL2
9:25 - 9:55	Recess (9:25 - 9:55)				
9:55 - 10:25	RECESS				
10:25 - 10:55	BIO1/BM1/CHEMHL (9:55 - 10:55)	CHI3/PSYCH2/VA	TOK (Zeal) CAS/EE (Wisdom)	MATHSL/ENG1/ENG2	ASYNCH / CAS or EE interviews / OIKOS
10:55 - 11:25	TRANSFER TIME (10:55 - 11:10)				STUDY HALL
11:25 - 11:40	TRANSFER TIME				
11:40 - 12:10	MATHHL/ENG3/ENG4 (11:10 - 12:10)	ASYNCH / CAS or EE interviews / OIKOS	STUDY HALL	STUDY HALL	STUDY HALL
12:10	END OF SYNCHRONOUS CLASSES				

ASSESSMENTS

To track the progress of student learning, assessments will be given at different points during the semester. They may come in the form of online exercises, worksheets, written works or performance tasks.

FORMATIVE assessments aim to check how students are learning. They serve as the teacher's guide to determine what assistance she can further extend to the students in order for them to attain the lesson goals. These will **NOT** be graded but recorded.

SUMMATIVE assessments are given to measure overall student learning at the end of a unit. These will be **GRADED.**

Mid-semester feedback will be released in September and January.

Report cards will be issued **TWICE** this schoolyear, at the end of each semester.

Details on the grading system will be discussed during the orientation sessions in July.

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ASSESSMENTS

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We put premiere importance to our mission as a Catholic school. Thus, **spiritual formation** will continue through regular "oikos" prayer services, online masses and community prayers.

To promote class unity, friendships, mindfulness and character formation, **Homeroom** periods will be conducted once a week. Class advisers will facilitate the sessions.

Study Hall periods will be held two hours every week, where students may set appointments with their respective subject teachers for academic consultation. Further consultations may be arranged outside the Study Hall periods, upon the availability of the teachers.

Online Distance Counseling Service will be available where Routine Interview and Career Counseling will be conducted among students outside the synchronous class schedule. College Placement services will be provided for Senior High School students.

In support of our students' holistic growth and wellness, we shall conduct **Pathways activity periods.** Registration to selected clubs will be optional.

Enrichment activities that will supplement the academic inputs and promote student wellness may be scheduled on Saturdays.

For access to online references and scholarly articles, students may log in to **http://search.ebscohost.com/**. The **virtual library** is available to students through **askalibrarian@icagh.edu.ph**.

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S U P P O R T

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The **Online Distance Learning Core Group (ODLCG)** is created to provide year-round support for the faculty in the overall implementation of ODL.

Additionally, a **HOTLINE** is available to address student and parent concerns regarding their experience of ODL.

You may directly send your concerns to:
hso@icagh.edu.ph

Character Formation remains a priority.

Policies and procedures relating to proper online decorum will be published in the **Code of Conduct** handbook.

Orientation sessions will also be given to parents and students.

CONDUCT

Electronic Gadget: Laptop / Desktop

Minimum System Recommendations	
PROCESSOR	Core i5 or higher (Non-Intel processor with equivalent or higher speed)
RAM	At least 8GB or higher
STORAGE	500GB or higher
CAMERA	A webcam capable of producing HD video
OPERATING SYSTEM	At least Windows 10 / OS X Yosemite or higher

Additional Notes:
- *Microphones and Headsets are required.*
- *Storage: Above 500GB is needed for video recording activities.*
- *Processor: Core i3 (or lower) slows down if there are multiple browsers opened during video conferencing.*

A stable internet connection of **at least 10 Mbps** is recommended. It is necessary to consider that, often, internet connection is SHARED among people inside a household.

You may consider getting a higher internet speed (above 10 Mbps) if:

❑ multiple students will engage in ODL simultaneously
❑ adults will also use the internet on a "Work From Home" arrangement
❑ other people in the household will connect to the internet during synchronous class time

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C O L L A B O R A T I O N

H O M E - S C H O O L

Preparation is key to a smooth transition into ODL.

Set-up a CONDUCIVE LEARNING SPACE at home.
Select an area in the house that is **well-lit** (natural lighting may help boost energy), allows for **comfortable sitting and a table-top height** for working, and is located **near an electronic socket** for easy access to charging gadgets.

Encourage the formation of good STUDY HABITS.
Asynchronous learning may be a challenge if no routine will be established. Creating **calendars and "to do" lists** may help students keep to a schedule and efficiently manage their time. When possible, parents may also **monitor** the completion of asynchronous tasks.

COMMUNICATE your concerns to the school.
The Hotline may be used to schedule **Parent-Teacher Consultations**.

Drawing inspiration from our Mother Foundress, Venerable Délia Tétreault, we move forward in joy and thanksgiving towards this new learning experience. We recognize the opportunities that ODL presents, not only to enrich our minds, but also to develop resilience and personal accountability for our own growth and improvement.

Yes, there is much work to do—but it is necessary work that will lead us to become better versions of ourselves in the end. And so, it is work worthy to be done well.

More than ever, we need to work together to ensure each other's success.

In the words of Mother Délia, let all our efforts be expressions of "gratitude to our Lord from whom all good things come."

F I N A L   N O T E S

Stay Connected.

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