New Resources from Mathematics and Science

Jenise Sexton
Renee Shirley-Stevens
Resources PDF

• Use the following link to access our resources and other links that complement this Presentation:

Supporting Students with Distance Learning Documents

Supporting Students with Disabilities with Distance Learning

Plans for Support

Teachers are encouraged to collaborate with parents or guardians as plans for support are developed.

<table>
<thead>
<tr>
<th>Choice of Tools</th>
<th>*Preferred Types of Activities</th>
<th>Aligning to IEP Goals</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Learning Management System (LMS)</td>
<td>✓ Games</td>
<td>✓ Educators curate and/or share learning activities for families and students which support IEP goals.</td>
<td>✓ Development of a distance learning plan</td>
</tr>
<tr>
<td>✓ Virtual Platform</td>
<td>✓ Videos</td>
<td></td>
<td>✓ Document schedule of parent-teacher consultation</td>
</tr>
<tr>
<td>✓ Telephone/Cell Phone</td>
<td>✓ Discussions</td>
<td>✓ Students with 504 Plans and Individual Education Plans should be administered their standard classroom instructional accommodations.</td>
<td>✓ Document accommodations offered to students</td>
</tr>
<tr>
<td>✓ Pencil/Paper</td>
<td>✓ Puzzles</td>
<td></td>
<td>✓ Document communication to students</td>
</tr>
<tr>
<td>✓ Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Ideas for Supporting Students with Disabilities

Specially Designed Instruction, generally, is adapting content, methods, and/or instructional delivery to address the unique needs of a student.

| Time of Instruction | | |
|---------------------|------------------|
| ✓ Assignments in small chunks with high levels of student engagement | ✓ A fraction of the face-to-face, classroom time |
| ✓ Mini lessons for no more than 5-7 minutes | ✓ Consider student interest |

| Student Choice | |
|----------------|
| ✓ Choice in demonstrating knowledge |
| ✓ Choice in receiving information |
| ✓ Choice Board of activities/tasks: low and no tech options |
| ✓ Choice in what to study with help connecting to grade appropriate learning |
## Supporting Students with Distance Learning Documents

### Kindergarten

#### Choice Board Tasks and Activities

**Option 1: American Symbols**

**Why do we have flags? What do they represent?**
- Draw a picture of the American flag. How many stars? How many stripes?
- Create your own flag using shapes (squares, circles, triangles, rectangles, or hexagon). Write about what it represents. What do the colors or shapes mean?
- Ask questions about what the flags are made of and then investigate the flags that are safe to approach and touch. Are all of the flags made of the same material? What are the characteristics of the material that the flags are made of? Talk to a friend, make a list, or draw and label what you noticed.

**Option 2: Time Patterns**

**Can you use time words?**
- Make a timeline of your life with pictures or drawings. Don’t forget to label your timeline using time words.
- Use pictures or drawings to make a schedule of your day. Don’t forget to use your time words.
- Create a model of the sky showing day, evening, night and morning on a paper plate. Remember to use time words to show changes in time to describe changes in the sky.

**Option 3: Earth Materials**

**What about the ground?**
- Compare two types of soil, for example, Georgia red clay vs potting soil or sand. Create a list of similarities and differences.
- Directly compare the two types of soil. Describe the difference between the two with a “more of/less of” statement.
- Look at a simple map. Identify and count how many places where you would find soil. Using the numbers 0 to 20, represent the number of places you would find soil with a written numeral. Explain why soil would be found there.

**Additional Family Connections**

**Essential Skills to Practice Weekly**
- **Notice and Wonder:** Take a walk with a grown up. Did you see any flags? What kind of flags did you see? How many did you see?
- **Text Connection:** Read a book for 20 minutes. Do you notice any symbols in the book?
- **Purposeful Counting:** Observe nature with a parent. Each of you look for a different kind of animal, count it, and then discuss who saw more/less? Reading and Comprehension: Play “I Spy” with sounds. For example, “I spy something that starts with the letter S.” or “I spy something that starts with the /n/ sound.”
- **Purposeful Counting:** Work with one person to make collections with no more than 10 objects (coins, Legos, dolls, rocks, etc.). Count your collections. Identify whether the number of objects in your collection is greater than, less than or equal to the other collection.
Supporting Students with Distance Learning Documents

Virtual Supports for Struggling Students

The GaDOE Content Integration Team
Supporting Students with Distance Learning Documents

Accessibility Resources for Virtual Learning

Companion resources for the video entitled, Virtual Supports for Struggling Learners
Where can I find these resources?

The content integration webpage contains all these resources that we have been discussing today.

Integrated Instructional Supports for All Students

Integrated Instructional Supports for All Students provides resources for students, families, and teachers curated and developed by our Curriculum and Instruction Content Integration Specialists. A dedicated team member in each content area works with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the Whole Child.
GPB and GaDOE Resources

Georgia Home Classroom

Getting Ready for K-3

Getting Ready for K - 3
GPB and GaDOE Resources

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.
GPB and GaDOE Resources

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. Check back for more Remote Learning Plans in each content area as they are updated weekly.

English Language Arts (ELA) Remote Learning Plans

Fine Arts Remote Learning Plans

Mathematics Remote Learning Plans

Physical Health and Wellness Remote Learning Plans

Social Studies Remote Learning Plans

Science Remote Learning Plans
Science Updates
GPB and GaDOE Resources

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

LEARN MORE
GPB and GaDOE Resources

K-12 Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. Check back for more Remote Learning Plans in each content area as they are updated weekly.

- English Language Arts (ELA) Remote Learning Plans
- Fine Arts Remote Learning Plans
- Mathematics Remote Learning Plans
- Physical Health and Wellness Remote Learning Plans
- Social Studies Remote Learning Plans
- Science Remote Learning Plans
4th Grade
Big Idea/Topic: The student will learn about weather, moon phases, collecting data. Click to download.

5th Grade
Big Idea/Topic: The student will learn about Earth changes over time, including erosion and weathering. Click to download.

7th Grade
Big Idea/Topic: The student will learn about the interdependence of organisms, relationships in ecosystems, cycling of matter and energy, biomes. Click to download.

8th Grade
Big Idea/Topic: The student will learn about atomic structure, chemical and physical properties and changes, periodic table. Click to download.

Biology (HS)
Big Idea/Topic: The student will learn about the interdependence of organisms, cycling of energy, cycling of matter, stability of an ecosystem, and human impact. Click to download.

Environmental Science (HS)
Big Idea/Topic: The student will learn about planet Earth, energy, succession, and biodiversity. Click to download.

Chemistry (HS)
Big Idea/Topic: The student will learn about atomic theory and characteristics of atoms and elements. Click to download.

Physical Science (HS)
Big Idea/Topic: The student will learn about atomic structure, subatomic particles, periodic table and bonding. Click to download.

Physics (HS)
Big Idea/Topic: The student will be introduced to one-dimensional motion. Click to download.
Distance Learning Resources

4th Grade

Sample Science Learning Plan

<table>
<thead>
<tr>
<th>Big Idea/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather, moon phases, collecting data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S4E4.</strong> Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.</td>
</tr>
<tr>
<td>a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.</td>
</tr>
<tr>
<td>c. Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events.</td>
</tr>
<tr>
<td><strong>S4E2.</strong> Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.</td>
</tr>
<tr>
<td>b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).</td>
</tr>
</tbody>
</table>
Distance Learning Resources

**Instructional Design**
This startup segment will allow students to begin the data collection of weather and moon phases. This segment will have students begin the process of collecting and analyzing weather data to predict the weather for their local area. Students will also begin collecting and recording observations of the moon phases to recognize the repeating pattern.

Use the handout [Parent Letter](#) or write your own to inform parents about the instructional segment and materials they can gather for their child to successfully participate in the activities and investigations.

**Engage**
Phenomenon: Work of the astronauts on the International Space Station and their life in microgravity conditions.

Ask students questions like
- What is it like to live in space?
- Would you float instead of walk?
- How would you sleep?
Distance Learning Resources

Explain:
The instruction will begin with clouds even though students are also making observations about the moon. Continue to remind students and encourage them to continue to compile data about the weather and the moon viewing. Students can refer to their charts when the moon phase study begins and already have several entries to see the repeating pattern of the moon phases.

The science of forecasting the weather takes careful observation and time to recognize patterns. Have students begin by focusing on observing the clouds and the weather associated with those clouds. They can use their My Observation Chart information and their journal/notebook entries to make general statements such as “When the clouds were fluffy and white, we didn’t have rain.” Or “When the clouds turn real dark and build very high, we have thunderstorms.” Or “Gray cloudy days when I don’t see much blue sky seem cooler.”

Have students collect data for several days since weather sometimes stays the same over several days. That is okay. It helps students recognize patterns in seasonal weather. After students are proficient at recognizing basic cloud types and have seen examples of each, you can continue with more data.

Plugged:
You can explain what information to collect when you meet with them. A video of samples will help students understand the depth of data. Students can use an online journal to upload photos of clouds and descriptions of what they see. They can compile cloud pictures in a power point presentation giving examples of the main types of clouds with descriptions and share to the class website.

Unplugged:
Provide students with the handout and expectations/samples of what information is recorded in their journal/notebook. Schedule a time and place for students to bring their notebook/journal so that you can check their progress and a time and place for them to collect their journal/notebook with the feedback you provide. You can ask them questions about what they are recording in their journals when you talk to them on the phone (be sure to consult district policy about communication with students prior to initiating phone conversations).

You can scan their entries onto the class website for sharing with the rest of the class.
Distance Learning Resources

Evidence of Student Success
Student mastery is assessed throughout this unit using formative and summative components. Student discussion, explanations and products should reflect the understanding indicated in the Evaluate section above. Each activity in the segment functions as an assessment opportunity as well to plan targeted supports or provide extension items. Formative options using the self-evaluation checklist and the sorting activity at various points during the segment.

Student Learning Supports
The goal for science education in the state of Georgia is as follows: All Students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. The learning experiences provided for students should engage them with fundamental questions about the world and with how scientists have investigated and found answers to those questions. This lesson includes the disciplinary core ideas, science and engineering practices and crosscutting concepts to actively engage students in exploring science concepts with real world topics. As part of the vision we must support the inclusion of all students in science learning.

Some general strategies to include all students in the learning process of science are as follows:
Science Professional Learning Playlist

Phenomenal Professional Learning Playlist

Science professional learning, on demand. You can participate from anywhere at anytime.

- What is 3D Science? Part 1-An Introduction to 3D Science for Special Education Teachers (19:44)
  - Resources for 3D Science Supports Video
- 3D Science Supports for Struggling Learners-Part 2 (41:20)
  - Resources for Supports for Struggling Learners Video
- Co-teaching in the 3D Classroom-Part 3 (27:14)
  - Resources for Co-teaching in the 3D Classroom
- Virtual Supports for Struggling Learners (33:27)
  - [Accessibility Resources for Virtual Learning](#)
  - Supporting Students with Disabilities with Distance Learning
    - This document has choice boards with low-to-no technology options for teaching integrated lessons (K-5) in a distance format. It also provides family connections to keep students practicing skills at home.
  - Virtual Supports for Struggling Learners: Video Slides

- This is the link to the GaDOE science page: bit.ly/GaDOEScience
- Science also has a Ga Learns Course is available for 3-D science instruction.
Science web page

New Updates

- Sample Learning Menu Strategies for K-12 Science
- Science Support for Families During School Closures
- Science Support for Students’ Learning During School Closures

- Self-Care Resources: Resources for caring for yourself in the face of difficult work
- Georgia Virtual Learning has an Effective Free Training Course to Support Digital Learning
- Integrated Instructional Supports for All Students is resources curated and developed by Curriculum and Instruction Content Integration Specialists (English Language Arts, Mathematics, Science and Social Studies). They work with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the Whole Child.
- All published science instructional segments in the Essential Toolkit have been updated to include student support suggestions and are organized to match the 5E format.
Coming Soon

- Science Teacher communities
- Progressions Document for Science GSE
- Choice Boards for Unplugged Learning
GaDOE Science Team

Amanda Buice
Science Program Manager
abuice@doe.k12.ga.us

Keith Crandall
Science Program Specialist
kcrandall@doe.k12.ga.us

Renee Shirley-Stevens
Content Integration & Special Education Specialist for Science
Renee.Shirley-stevens@doe.k12.ga.us

Follow us:
@GaDOEScience
GaDOE Science Website
Mathematics Updates
Resources
2020 Guides for Effective Mathematics Instruction

Created to support schools during the COVID-19 pandemic, these mathematics toolkits provide Georgia’s teachers and leaders with strategies to identify gaps in learning and evidence-based practices to address the identified gaps.

Click this icon for the grade level or course toolkit which includes an example diagnostic assessment, evidence-based practices, and a sample learning plan.

Click this icon for the grade level or course exemplar learning plan that models synchronous, asynchronous, and offline strategies to address learning gaps.
NEW Resources

Back-to-School Resources

This toolkit was created for each grade level and course to support mathematics classroom teachers with the implementation of best practices in the remote learning environment. This was specifically created to support teaching professionals during the 2020 COVID-19 era.
NEW Resources

Distance Learning Resources

Sample learning plans with exemplar diagnostic assessments, evidence-based practices, resources, plugged and unplugged activities, and ideas for differentiation and acceleration for each grade and course.
BELTS Frameworks

Big Idea
- Essential Knowledge and Skills

Success
- Formative and Summative Assessments

Teach
- Grade Level/Course Specific Guidance

Examine
- Exemplar Diagnostic Tasks

Link
- Research-Based Instructional Strategies

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
### Essential Knowledge and Skills for Mathematics

#### High School

For a complete understanding of the essential knowledge and skills for Mathematics, read the Mathematics GSE in its entirety. The GSE Standards for Mathematical Practice should be integrated throughout all units of study and lessons.

#### Coordinate Algebra (and CA Support)
- Interpret relationships between quantities.
- Analyze, graph, and solve linear equations and inequalities to interpret solutions.
- Solve systems of linear equations and interpret solutions in context.
- Write, interpret, and use expressions and equations based on linear and exponential relationships.
- Use function notation to analyze, graph, interpret, compare, and contrast linear and exponential relationships.
- Use regression analysis and descriptive statistics to interpret data.
- Interpret linear models.
- Experiment with transformations of this plane.

#### Analytic Geometry (and AG Support)
- Analyze and solve quadratic functions and use quadratic models to interpret solutions.
- Develop an understanding of congruence in terms of rigid motions.
- Use similarity and congruence to prove theorems.
- Apply similarity in right triangles to understand right triangle trigonometry.
- Investigate geometric constructions.
- Use properties of radical and rational numbers to rewrite algebraic expressions.
- Solve problems involving right triangle trigonometry.
- Write, interpret, and use expressions, equations, and inequalities based on quadratic, polynomial, rational, radical, exponential, and logarithmic relationships.

#### Advanced Algebra (and AA Support)
- Draw inferences and conclusions based on data.
- Extend the laws of exponents to rational exponents.
- Analyze, solve, and interpret quadratic equations with complex solutions.
- Write, interpret, and use expressions, equations, and inequalities based on quadratic, polynomial, rational, radical, exponential, and logarithmic relationships.
- Graph different types of functions.
- Interpret the average rate of change of a function.

---

**Georgia Department of Education • June 2019**

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Anticipating Student Thinking

Interpreting Algebraic Expressions

1. Write an algebraic expression for each of the following:
   a. Subtract 2 from the product of 3 and \( b \).
   b. Subtract 2 from \( b \) and then multiply by 3.
   c. Divide \( b \) by 3 and then add 2.
   d. Divide the sum of \( b \) and 2 by 3.
   e. Square the product of 3 and \( b \).
   f. Multiply \( b \) by \( b \) and then multiply by 3.
## Evidence-Based, Research-Based Practices Overview

<table>
<thead>
<tr>
<th>Evidence-Based, Research-Based Practices</th>
<th>Increase Engagement</th>
<th>Integrated Framework</th>
<th>Contextualized Learning</th>
<th>Modeling with Mathematics</th>
<th>Math Tasks</th>
<th>Patient Problem-Solving</th>
<th>Mindset</th>
<th>Conceptual Understanding</th>
<th>Numeracy Development</th>
<th>Productive Discourse</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Learning</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Act Math Tasks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFA Integration</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bootstrap</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitively Guided Instruction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Groupwork</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computational Thinking and Computational Literacy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gamification</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporating the 8 Standards for Mathematical Practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling with Mathematics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Representations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novel Engineering</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Talks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numberless Word Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy Intervention Resources</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient Problem-Solving</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern Talks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Mathematical Mindsets and Productive Struggle</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-Based Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning for Instruction

- Engage
- Explore
- Apply
- Reflect

Synchronous
Asynchronous
Unplugged/offline
## Over 1300 Curated K-12 Remote Learning Resources

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>3rd Grade</td>
</tr>
<tr>
<td>6th Grade</td>
</tr>
<tr>
<td>Coordinate Algebra</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>Calculus-Based HS Courses</td>
</tr>
<tr>
<td>Additional Teacher Resources</td>
</tr>
</tbody>
</table>

*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
GADOE & GPB PARTNERSHIP

https://www.gpb.org/education/learn/k-12-learning-plans
Professional Learning
Georgia Numeracy Project Virtual Trainings

Georgia Numeracy Project
Empowering Students to Do Mathematics
Calling All K-8 General Education & Special Education Mathematics Teachers, Instructional Leaders, and Intervention Specialists

Now supporting the virtual learning environment!

September 10, 2020 3:30 – 5:00 pm
Day 1: Understanding and Administering Diagnostic Assessments
September 11, 2020 3:30 – 5:00 pm
Day 2: Using Diagnostic Assessment Data
FREE Online Learning Opportunity

Click Here to Join Each Meeting:
September 10th
September 11th

Remote Learning Chats

Developing Strong Relationships and Content PL
Professional Learning - gadoe.org/mathematics
Remote Learning Chats (RLCs)
Remote Learning Chats (RLCs)

2020 Remote Learning Chats

- **NEW 2020 Remote Learning Chats**

Starting the School Year: Developing Strong Relationships While Teaching Mathematics Conceptually.

Click on the links below to view the Recordings and Presentations:

- K-5 RLC Starting the School Year
- K-5 RLC Starting the School Year Slide Deck
- 6-8 RLC Starting the School Year
- 6-8 RLC Starting the School Year Slide Deck
- High School RLC Starting the School Year
- High School RLC Starting the School Year Slide Deck

Mathematics Content Professional Learning

Click on the links below to view the Recordings and Content Presented:

- K-2 RLC Mathematics Content
- K-2 RLC Mathematics Content Slide Deck
- 3-5 RLC Mathematics Content Slide Deck
- 6-8 RLC Mathematics Content
- 6-8 Mathematics Content Slide Deck
- High School RLC Mathematics Content
- High School RLC Mathematics Content Slide Deck
Mathematics Professional Learning Modules (On-Demand PL for Teachers)

- 6 new modules for K-5
Mathematics Resource Updates – July 2020

• 2020 – 2021 Mathematics Resource Edits Document
  ▪ Posted July 2020 on GSO
    ❖ Updated tasks
    ❖ Updated links
    ❖ Updated Hyperlinks
    ❖ Updated Interventions
Georgia Virtual Learning – FREE Resources
Digital Learning Resources for ALL teachers offered by GAVS

Welcome to Georgia Virtual Learning Shared Resources

Navigate through the Georgia Virtual Learning Courses by selecting a Subject Area and then Course from the menus on the right.

Note: designated courses contain Open Educational Resources and Teacher Created Material.

By viewing or downloading content from this page, the school/user agrees to the terms and conditions of the End User Licensing Agreement. To view the agreement, click here.

New Microcourse on Digital Learning Days!

Just in Time for Teachers: Digital Learning Days Course (click here) will introduce digital learning basics and will assist in planning for digital learning days. As Georgia's trusted partner for innovative digital learning experiences, emphasizing skills to prepare students for success in the global world, this course will share critical best practices, tools and knowledge based on 15 years of virtual education experience at Georgia Virtual to assist educators who are planning for and transitioning to an online format to support digital learning days.

GeVirtual Learning’s Effective Online Teaching Course

The Effective Online Teaching Course (click here) from Georgia Virtual is thorough, and the material is focused on the basic skills necessary to be an effective online instructor. Topics include aspects of participation and communication in an online learning environment, development of savvy navigation and evaluation skills online, and the creation of learning content and opportunities for students.
Mathematics Team

• Lya Snell, Program Manager
  • lsnell@doe.k12.ga.us

• Michael Wiernicki, Elementary Program Specialist
  • mwiernicki@doe.k12.ga.us

• Jenise Sexton, Special Education Content Integration Specialist
  • jsexton@doe.k12.ga.us

Follow us:
@GaDOEMath
Content Integration Team

• Franeka Colley (ELA)
  • franeka.colley@doe.k12.ga.us
• Jenise Sexton (Mathematics)
  • jsexton@doe.k12.ga.us
• Renee Shirley-Stevens (Science)
  • Renee.Shirley-Stevens@doe.k12.ga.us
• Jennifer Zoumeris (Social Studies)
  • Jzoumeris@doe.k12.ga.us
Thank you!

Please provide feedback by completing a brief survey.

**Session Title:** Reaching for Success: How Thoughtful Planning of Integrated Lessons Help Students Achieve Success

**Presenters:** Colley, Sexton, Shirley-Stevens, Zoumeris

bit.ly/2G41KHi
Preparing students for life.

www.gadoe.org @georgiadeptofed
youtube.com/georgiadeptofed