

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

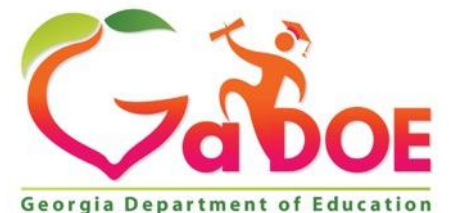
Whole Child Instructional Supports in Fine Arts, Health & Physical Education and World Languages

**2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020**

Jessica Booth
Fine Arts Program Manager
Curriculum and Instruction
Jbooth@doe.k12.ga.us

Therese McGuire
Program Specialist -Health and Physical Education
tmcguire@doe.k12.ga.us

Patrick Wallace
Program Specialist World Languages and Global Initiatives
pwallace@doe.k12.ga.us



Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](#)

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

World Languages Updates and Resources

Patrick Wallace
Program Specialist
Georgia Department of Education



GaDOE World Languages & Global Workforce Initiatives

Committed to providing high quality instructional and program support in the area of world languages and global education for all of Georgia's districts and stakeholders.

Contact Information

Mr. Patrick Wallace

Program Specialist for World Languages & Global Work Initiatives

Office Phone: 404-651-8373

Mobile Phone: 404-694-4633

pwallace@doe.k12.ga.us

Facebook: [Georgia Department of Education World Languages](#)

Instagram: [gadoeworldlanguages](#)

Twitter: [gadoeworldlanguages](#)



Georgia's Seal of Biliteracy

Professional Development Page

International Skills Diploma Seal

Georgia's Dual Language Immersion Initiative

Georgia Skills Initiative

**Georgia Global Workforce & International Education
Resources**



World Languages and Global Workforce Initiative

GaDOE World Languages Update, June 2020

Facebook: [Georgia Department of Education World Languages](#)

Twitter: [gadoworldlanguages](#)

Summer 2020 News

Georgia Seal of Biliteracy

The 1st cycle of the 4th year of reporting for the Georgia Seal of Biliteracy is complete with just under a 1,000 seniors reporting having earned the Seal of Biliteracy in Georgia. This year saw the first seals of Biliteracy earned in Korean and Croatian representing a 4th year of growth in the number of languages earned by Georgia students. Since inception in May of 2016, Georgia Seals of Biliteracy have been earned in Spanish, French, German, Chinese, Japanese, Korean, Arabic, American Sign Language, Haitian-Creole, Vietnamese, Cambodian, Croatian, Tamil, Russian, Hindi, Czech, Latin, Bulgarian and Portuguese. The 2nd cycle of reporting for the Seal of Biliteracy ends on September 1st, 2020. For more information, [please visit our website](#).

International Skills Diploma Seal

This year, 812 seniors across the state earned the coveted International Skills Diploma Seal. In lieu of a face to face awards ceremony, GaDOE World Languages was proud to honor some of the STAR ISDS graduates via an online program. [You can see a pdf of their words and future plans via this link](#). If your school is interested in joining this program, school applications are available on our website. The first deadline for school applications is August 30th. [You can find this and more information about the program on our website located here](#).

7th Annual GADII will be online!

This year's 7th annual Georgia Dual Language Immersion Institute will be a virtual event scheduled for Saturday, August 29th from 8:45am—4pm. This year's event will feature a keynote by Sonia W. Soltero, Professor and Chair of the Department of Leadership, Language, and Curriculum, and former Director of the Bilingual-Bicultural Education Graduate Program at DePaul University in Chicago. [Registration is free and can be accomplished via this link](#). Session proposals for this year's GADII conference are being accepted until Monday August 3rd [via this link](#).

CULTR Summer Workshops

The Center for Urban Language Teaching and Research is offering several summer workshops for teachers. You can find out more by following the links below or [visit their website via this link](#)
 July 7-8: [Assessing in Modern Languages](#)
 July 9-10: [Google Certified Educator: Level 1](#)
 July 15-16: [Reduce, Reuse, Recycle: Pandemic Planning For 2020-21](#)
 Consider contributing a [THRIVE Video](#) and encourage other educators with your story!

AATSP Resources and Events

AATSP has an upcoming Facebook live event scheduled for July 2nd. [Find out more via this link](#). You may also want to check out their resources including past webinars [via this link](#). To find out more about AATSP GA and how to join, [follow this link](#).

AATF Resources and Events

AATF has several scheduled summer webinars available for teachers. [Find out more via this link](#). They have also recently shared a wakelet with a list of links of interest to French teachers [which you can see here](#).

GATESOL Conference Announced

The Georgia Teachers of English to Speakers of Other Languages has an upcoming virtual conference Oct 25-30th. [Find out more via this link](#).

Georgia Virtual Resources Available

Georgia Virtual School is sharing webinars on how to use their language resources in support of online teaching. [You can see the Spanish recording via this link](#).

SCOLT News

SCOLT is now [accepting session proposals](#) for the 2021 SCOLT/FLAG/SEALLT conference, to be held March 18-20, 2021, in Atlanta. They are also hosting an upcoming webinar on July 1st. [Find out more here](#).

The Ga WL events calendar has been updated and [you can see the latest version here](#).

July 9 th	<input type="checkbox"/> AATF PD Zoom Webinars (See complete description here) Register here Courageous Conversations in the Classroom: 3pm - Link to join
July 9-10	CULTR Workshop: Google Certified Educator: Level 1
July 14 th	AATF PD Zoom Webinars (See complete description here) Register here
July 15 th	Prioritizing diversity and inclusion in Course Design: Webinar by the AGSC. 3-4pm. Link to zoom here Deadline for applications for Global Literacy Grants to explore Intercultural Education
July 14 th -15 th	ACTFL Summer Webinar Series: Strategies for Using Target Language. More info and Registration Info via this link .
July 15-16	CULTR Workshop: Reduce, Reuse, Recycle: Pandemic Planning For 2020-21
July 15-17	PEARLL Summer Workshop: Cover Less, Learn More Register here
July 16 th	AATF PD Zoom Webinars (See complete description here) Register here Courageous Conversations in the Classroom: 3pm - Link to join
July 21 st	Deadline to participate in study through Valdosta State University on Georgia Secondary Foreign Language Teachers' Practices and Use of the Target Language to Deliver Instruction and of their Professional Development Activities to Maintain or Advance their Target Language Proficiency.



Online PD Modules available through SLDS




Good Morning ✕

Your Completion Certificate is generated within 10-15 minutes of course completion.

Home My Courses ▾ My Accomplishments ▾ Browse Topics ▾ Manage PL ▾ Release Notes

Keyword ▾ can-do Sort By: Most Recent ▾

Course Catalog (Courses Found - 3) ▲

		
Understanding and Using the Novice Level NCSSFL-ACTFL Can-Do Statements Course ID: 966115	Connecting the Modes of Communication with the Novice Level NCSSFL-ACTFL Can-Do Statements Course ID: 997428	An Introduction to the NCSSFL-ACTFL Intercultural Can-do Statements at the Novice Level of Proficiency Course ID: 930235



The World Language's Can-Do Courses are within the **Professional Learning tab**, which is accessible through the SLDS.

For World Language Educators and Administrators in Georgia, there are several groups available to join: Select and join the groups you are most interested in.

You're an Organizer

World Languages and Global Workforce Initiatives

Public / Group

You're an Organizer

Middle School World Languages

Public / Group

You're an Organizer

High School World Languages

Public / Group

You're an Organizer

Georgia's Dual Language Immersion Initiative

Public / Group

You're an Organizer

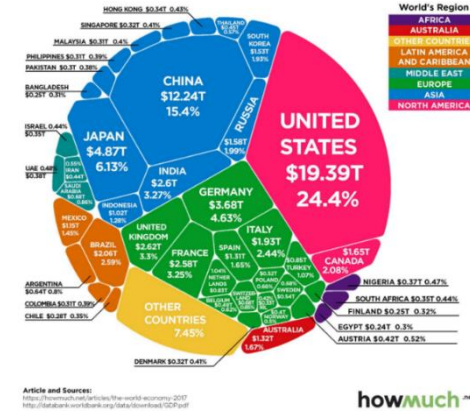
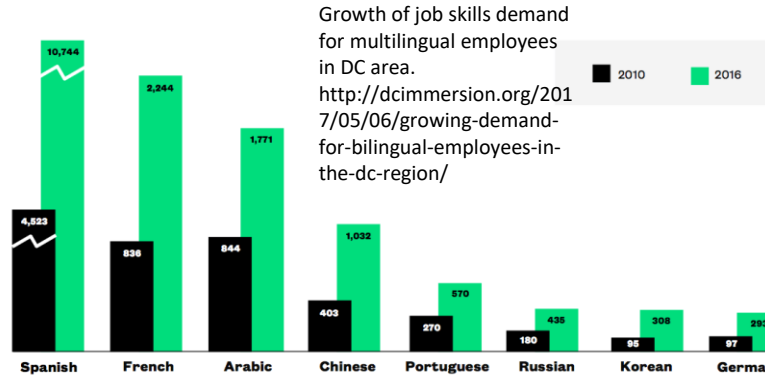
Elementary School World Languages

Public / Group

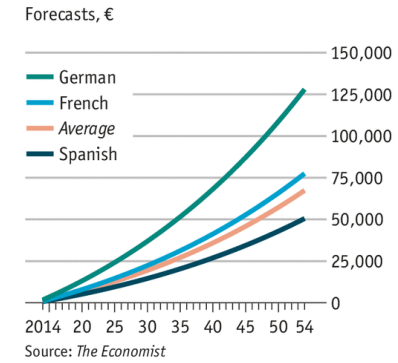
This is our main page and will have updates and feeds of the latest info. ES, MS and HS pages are subcategories under this page. Georgia's DLI page is a stand-alone community for DLI teachers and administrators.

The realities of a Global economy. Half of the world's population is at least bilingual!

Growing Demand for Different Languages



Accumulated language bonuses



U.S. job postings seeking **multilingual speakers** more than doubled in five years.

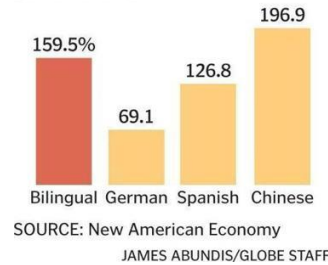
2010: 239,267

2015: 627,182

New American Economy

Bilingual help wanted

The change in the number of job postings in Massachusetts seeking candidates who speak world languages. (2010 to 2015)



- Google is available in 123 different languages!
- Facebook is available in 101 languages!
- Twitter is available in 33 languages!
- Instagram is available in 25 languages!
- Youtube is available in 76 languages!
- Whatsapp is available in 40 languages!
- Waze App is available in 27 languages!
- Microsoft office is available in 102 languages!

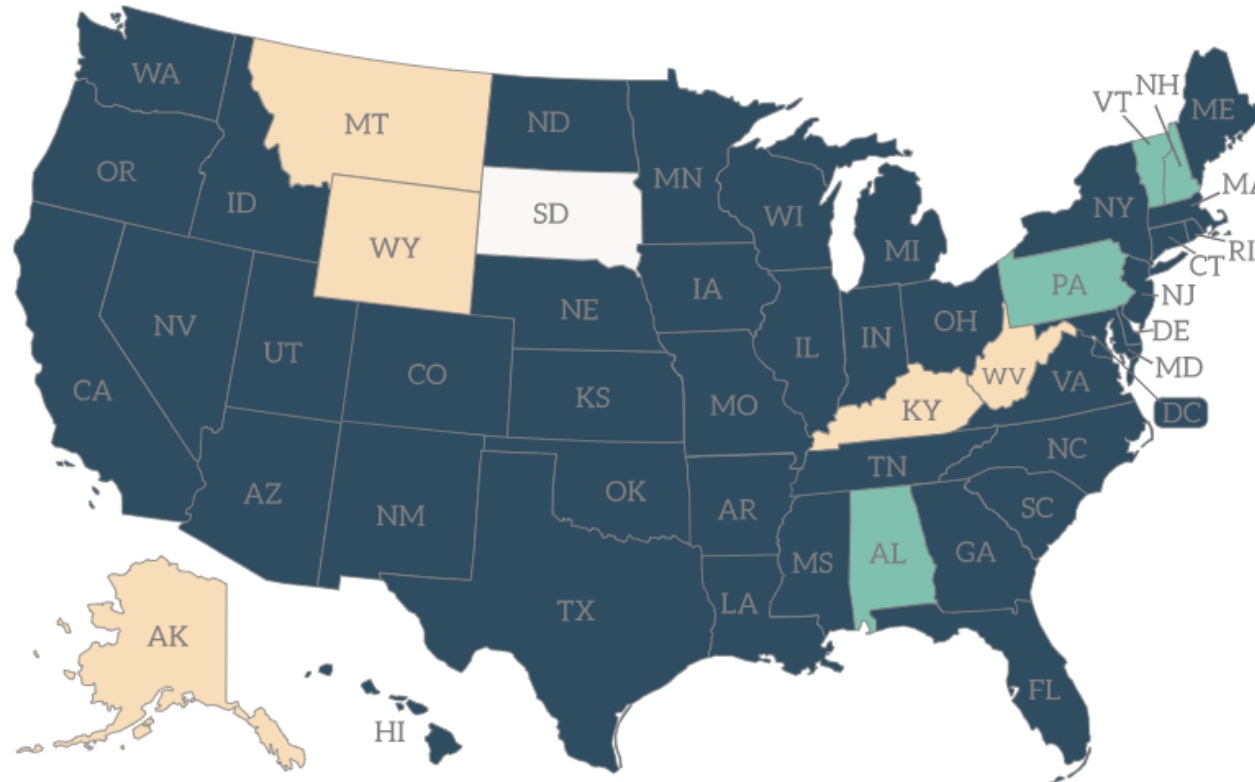
Georgia's Biliteracy Seal

Part of a nationwide effort.

40 States and D.C. now offer the Seal



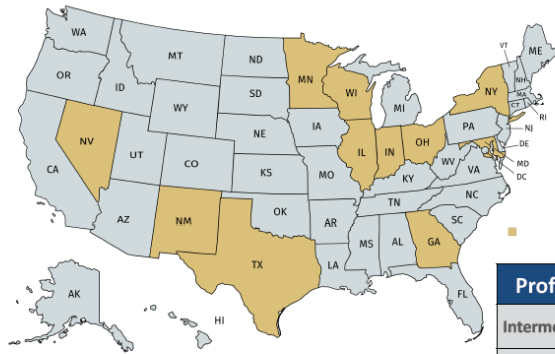
● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



Georgia's Biliteracy Seal Aiming for increased proficiency

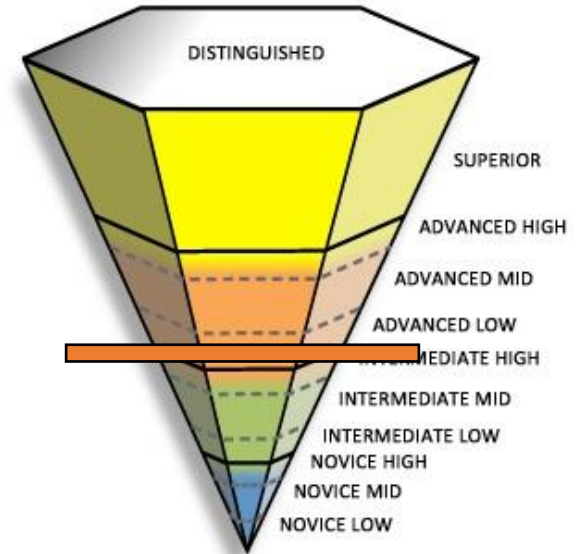


Minimum Requirement – *Intermediate High*



Created with mapbox.com

Proficiency	State Policy
Intermediate Low	Illinois (Level 1: Commendation); North Carolina
Intermediate Mid	Arizona, Kansas (Level 1: Gold); New Jersey; Missouri (Level 1); Rhode Island (Level 1; Silver); Virginia; Washington; Utah (Level 1: Gold)
Intermediate High	Georgia; Illinois (Level 2: Gold); Indiana; Maryland; Minnesota (Level 1: Gold); Nevada; New Mexico; New York; Ohio; Texas; Wisconsin (Level 1: Seal of Biliteracy)
Advanced Low	D.C. ; Kansas (Level 2: Platinum) Louisiana; Minnesota (Level 2: Platinum); Missouri (Level 2: Distinguished); Oregon; Rhode Island (Level 2: Gold); Utah (Level 2: Platinum)
Advanced Mid	Wisconsin (Level 2: Distinguished Seal of Biliteracy)



Georgia's Seal of Biliteracy Update

Preparing Students for the Global Workforce

Georgia is on the move, certifying high levels of proficiency in more languages than ever before! GaDOE World Languages is committed to recognizing and honoring the achievement of Georgia's multilingual and multicultural global workforce.



French

Japanese

Spanish

German

Vietnamese

Cambodian

Portuguese

Mandarin

Korean

Arabic

Bulgarian

Twi

Russian

Latin

American Sign Language

Czech

Tamil

Hindi

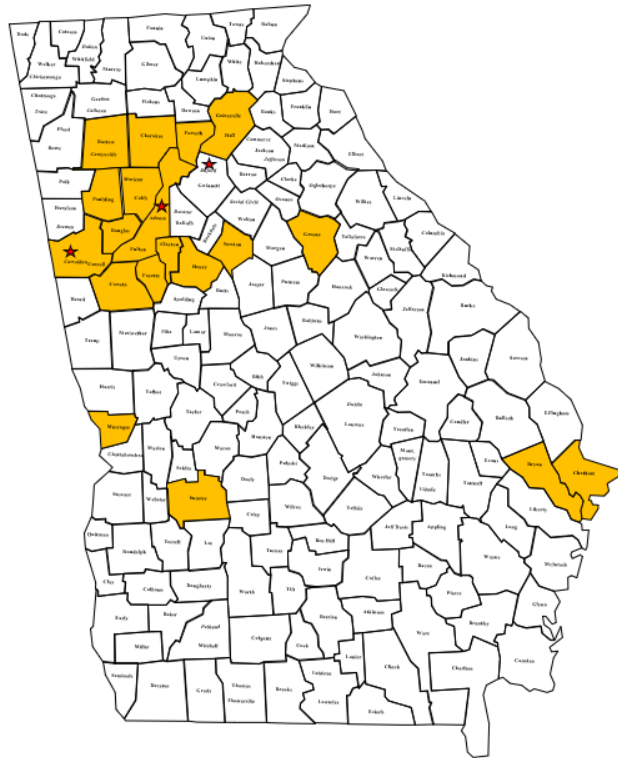
Haitian-Creole

Croatian

2020 International Skills Diploma Seal Graduates Honor Roll



“Georgia’s 2020 International Skills Diploma Seal STAR students explain what the seal means to them and share their future dreams in their own words.”



GaDOE World Languages & Global Workforce Initiatives

Committed to providing high quality instructional and program support in the area of world languages and global education for all of Georgia's districts and stakeholders.

2020 International Skills Diploma Seal Graduates Honor Roll

“Georgia’s 2020 International Skills Diploma Seal STAR students explain what the seal means to them and share their future dreams in their own words.”

In today’s global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy.



Georgia Department of Education
World Languages and Global Workforce
205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334
www.gadoe.org



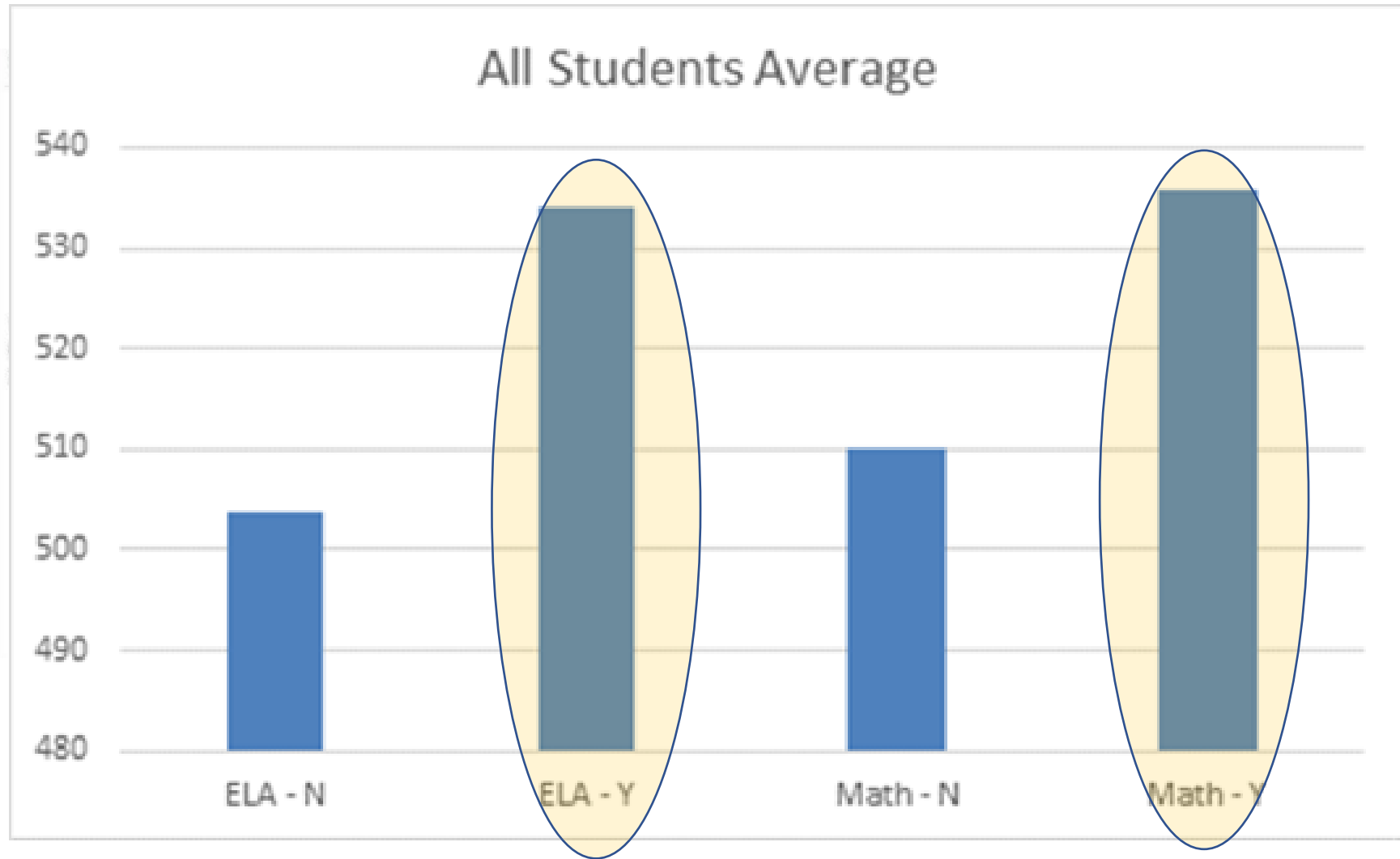
@georgiadeptoled



DUAL LANGUAGE IMMERSION In Georgia



DLI is the reason why! ★





REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Fine Arts Updates and Resources

Jessica Boothe
Program Manager
Georgia Department of Education

Session Goals

- What the Arts Teach
- Professional Development
- Arts Instructional Resources
- Digital Teaching Support

OUR TEAM



**J e s s i c a
B o o t h**

Fine Arts
Program Manager



**P a u l
M c C l a i n**

Fine Arts
Program Specialist



**C a s e y
H a l l**

Fine Arts
Program Specialist



THE ARTS TEACH STUDENTS

To make good judgements in the absence of rules
To celebrate multiple perspectives
To see unanticipated possibilities in work as it unfolds
To learn that small differences can have large effects



THE ARTS INCREASE ACHIEVEMENT

Students who take four years of fine arts courses in high school (only 18 percent) score an average of 100 points higher on the SAT's than students who took only a half year or less. Americans for the Arts.

Student engagement and school community engagement increases as the number of arts courses increases at a school.



FINE ARTS
SUPPORT &
RESOURCES



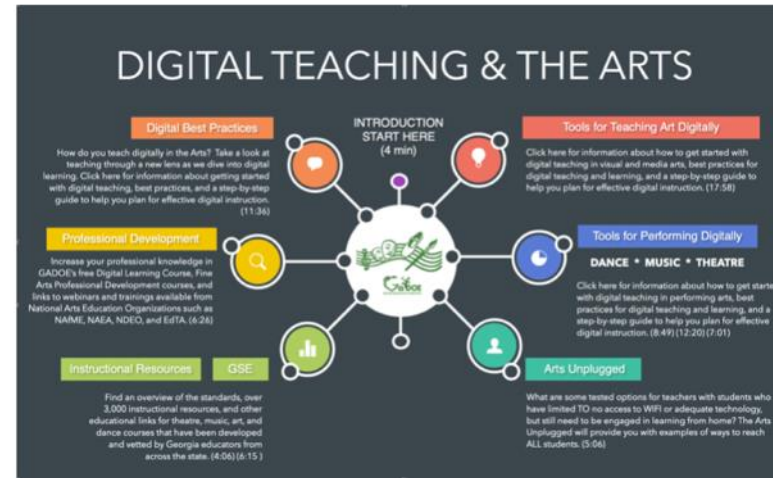
Professional Learning



Professional Development for Arts Teachers

The Fine Arts Department creates subject-specific staff development for public school districts and RESA's. For the 2020-21 school year, all training will be online. There will be both one time sessions and continued courses containing three sessions over the school year with activities embedded in the classroom.

One Hour Courses:



- *Digital Teaching & the Arts (Click Link for Immediate Download)*
- *Social Media for Arts Advocacy (Live September 15th, 4:00 pm)*
- *Utilizing Title Funding to Support the Arts (Live September 17th, 4:00 pm)*

Series: Courses will meet in October, December, and February (exact dates TBD)

- *Text into Action (Theatre)*
- *Dramatic Writing (Theatre & Film)*

Professional Learning

DIGITAL TEACHING & THE ARTS

Digital Best Practices

How do you teach digitally in the Arts? Take a look at teaching through a new lens as we dive into digital learning. Click here for information about getting started with digital teaching, best practices, and a step-by-step guide to help you plan for effective digital instruction. (11:36)

INTRODUCTION START HERE (4 min)

Tools for Teaching Art Digitally

Click here for information about how to get started with digital teaching in visual and media arts, best practices for digital teaching and learning, and a step-by-step guide to help you plan for effective digital instruction. (17:58)

Professional Development

Increase your professional knowledge in GADOE's free Digital Learning Course, Fine Arts Professional Development courses, and links to webinars and trainings available from National Arts Education Organizations such as NAFME, NAEA, NDEO, and EdTA. (6:26)

Tools for Performing Digitally

DANCE * MUSIC * THEATRE

Click here for information about how to get started with digital teaching in performing arts, best practices for digital teaching and learning, and a step-by-step guide to help you plan for effective digital instruction. (8:49) (12:20) (7:01)

Instructional Resources

GSE

Find an overview of the standards, over 3,000 instructional resources, and other educational links for theatre, music, art, and dance courses that have been developed and vetted by Georgia educators from across the state. (4:06) (6:15)

Arts Unplugged

What are some tested options for teachers with students who have limited TO no access to WIFI or adequate technology, but still need to be engaged in learning from home? The Arts Unplugged will provide you with examples of ways to reach ALL students. (5:06)



Professional Learning



In the PLO

Teacher Courses Developed:

Elementary Visual Art

Elementary Music

Dramatic Writing



WHAT WE OFFER

INSTRUCTIONAL
RESOURCES

4000 + Instructional Resources for Fine
Arts in TRL

INSTRUCTIONAL RESOURCES

COURSES INCLUDED



Theatre & Film – Middle School Theatre, Fundamentals of Theatre Acting I, Advanced Drama I, Acting and Production for Film, Dramatic Writing, Musical Theatre



Visual Arts – Visual Arts K-8, Art History, Ceramics I, Drawing and Painting I, Graphics I, Jewelry I, Photography I, Printmaking I, Sculpture I, Comprehensive I



Music- General Music K-8, Band I, Chorus I, Music Technology, Orchestra I



Dance- Classical and Contemporary Partnering I, Dance I, Dance for Theatre I, Modern Dance I, World Dance Forms I



INSTRUCTIONAL RESOURCES

Curriculum Maps

Unit Plans

Visual Arts: Ceramics I

Georgia Standards of Excellence

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the Ceramics I Visual Art Course.

Unit #/Title	Unit 1: Introduction to Ceramics	Unit 2: Form and Function	Unit 3: Pinch Techniques
GSE for Visual Art	VAHSCR.CR.1(b), CF.2(a,c), CR.3(c,e), CR.6(a,c)	VAHSCR.CR.1(a,b), CR.2(a,c), CR.3(a,b,c,d,e), CR.4(a,b,c), CR.5(a,b,c), CF.6(a,b,c)	VAHSCR.CR.1(a,b), CF.4(a,b,c), CR.5(a,b)
	VAHSCR.PR.1(c)	VAHSCR.PR.1(b,c)	VAHSCR.PR.1(b,c)
	VAHSCR.RE.1(a,b), RE.2(a)	VAHSCR.RE.1(a,b), RE.2(a)	VAHSCR.RE.1(a,b), RE.2(a)
	VAHSCR.CN.1(a,b,c,d,e), CN.2(H), CN.3(a,b)	VAHSCR.CN.1(a,b,c,d,e), CN.2(a,b,c,d), CN.3(a,c)	VAHSCR.CN.1(a,b,c,e)
Key Concepts	History of Ceramics as visual record keeper	Qualities that define sculpture	Correct Pinch technique
	Cultural influences of clay	Qualities that define functional ware	Correct wall thickness
	Clay as a reflection of the society and time in which it was made	History of decorative objects	Control of opening
	Universal themes in clay	Understanding of the innate human need to decorate/design	Intentional Surface
	Basic make up of clay/glaze	Progression of clay from craft to fine art medium	Understanding and stages of dryness
	Stages of Dryness	The intersection of functional and sculptural objects	Understanding that influenced by cultural experiences
	Preparation and maintenance of clay		Types of forms made
	Surface techniques in clay		Limitations and possible techniques

Georgia Department of Education
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

Ceramics I: Unit 3 Pinch Techniques

Course:	UNIT 3:	PACING:
Ceramics 1	Pinch Techniques	4 Weeks
<p><i>Unit Focus: Introduces hand-building techniques in clay (pinch) through creating work based on specific design and construction criteria, and responding to work while connecting the world of art to other areas of learning and personal endeavors.</i></p>		
STANDARDS AND ELEMENTS		
CREATING		
<p>VAHSCR.CR.1 Visualize and generate ideas for creating works of art.</p> <p>a. Generate ceramic concepts through the sequential process of ideation, innovation, development, and actualization. b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional ceramic artists/works.</p> <p>VAHSCR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Document research, exploration, and problem solving to connect and express visual ideas. b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each. c. Research materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.</p> <p>VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</p> <p>a. Utilize traditional and contemporary methods for constructing ceramic works (e.g. pinch, coil, slab, wheel thrown, extruded, modeled, cast). b. Create ceramic works using various traditional and contemporary media. c. Apply surface techniques (e.g. <i>mishima</i>, <i>sgraffito</i>, burnishing, <i>slip</i> trailing, stamping, incising, applique). d. Apply a range of firing techniques (e.g. pit, barrel, <i>raku</i>, <i>saggar</i>, reduction, <i>oxidation</i>) e. Utilize technology (e.g. pottery wheel, extruder, three-dimensional modeling software, power tools, hand tools, kilns).</p> <p>VAHSCR.CR.4 Incorporate formal and informal components to create works of art.</p> <p>a. Apply compositional principles to create representational and non-objective ceramic works. b. Produce a variety of ceramic works that explore the concepts of form and function to create intended effect and communicate meaning. c. Demonstrate the successful application of formal qualities (elements and principles) in the production of ceramic works.</p> <p>VAHSCR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>a. Create ceramic works based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements. b. Consider multiple compositional options and make appropriate changes to ceramic works of art for desired outcomes. c. Reflect, modify, and adapt ceramic works as a response to design challenges and critiques.</p> <p>VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</p> <p>a. Make visual/verbal connections through recording artistic research, planning, and reflection. b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify ceramic works.</p>		



Georgia Department of Education
March 27, 2018 • Page 1 of 4

Ceramics I: Unit 3 Pinch Techniques

<p>c. Maintain notes and class information.</p>
PRESENTING
<p>VAHSCR.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</p> <p>a. Exhibit works of art with a written supporting statement that communicates process, purpose, and/or intent. b. Prepare personal ceramic works for exhibition. c. Analyze how the context and environment in which ceramic works are presented affects viewer perception.</p>
RESPONDING
<p>VAHSCR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Compare and contrast the influences of ceramic works of art from a wide range of contemporary and past ceramic artists. b. Identify and reflect on how personal experience and diverse community and global cultures inform the art making process.</p> <p>VAHSCR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>a. Self-assess ceramic works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process. b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</p> <p>VAHSCR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</p> <p>a. Formulate written and/or oral response to works of art through various approaches.</p>
CONNECTING
<p>VAHSCR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Discuss the intent of ceramic works in context to historical events. b. Examine universal themes that appear in ceramic works throughout various times and cultures. c. Analyze the way in which personal experiences affect understanding and appreciation of ceramic works. d. Investigate the role of ceramics as a visual record keeper. e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of ceramic works (e.g. chemistry, physics, math, history).</p> <p>VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p> <p>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects. b. Use creativity and imagination in planning and development of ceramic works. c. Use critical thinking and problem solving strategies to conceive of and develop ideas. d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</p> <p>VAHSCR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p> <p>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture). b. Identify various art related careers and post secondary options. c. Draw inspiration for works of art from around the world and resources outside the traditional classroom.</p>

Georgia Department of Education
March 27, 2018 • Page 2 of 4



Course: Ceramics 1		GRADE: High School	UNIT: 3	Lesson Plan: 1
LESSON TITLE: Combined Pinch Pot Lidded Form				
<p>ENDURING UNDERSTANDING: The influence of artists' culture, environment, and personal experiences is evident in the earliest examples of pinch ceramics.</p> <p>TECHNICAL FOCUS: Students will gain an understanding of the pinch technique with focus on correct wall thickness, control of form silhouette, and stages of dryness through the construction of a functional ceramic lidded form that demonstrates a design that is unified through surface, opening/lid, and handle.</p> <p>VISUAL ARTS GSE TO ADDRESS IN UNIT:</p>			<p>Sample(s) (Right click image to add pictures of student and teacher samples)</p>	
<p>CREATING</p> <p>VAHSCR.CR.1 Visualize and generate ideas for creating works of art. (<i>elements</i>)</p> <p>VAHSCR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</p> <p>VAHSCR.CR.4 Incorporate formal and informal components to create works of art.</p> <p>VAHSCR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</p>				
<p>RESPONDING</p> <p>VAHSCR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</p> <p>VAHSCR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</p>				
<p>CONNECTING</p> <p>VAHSCR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p> <p>VAHSCR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</p>				
<p>ASSESSMENTS: Link to each document with assessment examples with explanations</p>				
<p>DIAGNOSTIC</p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> One-on-one or group in-process critiques. Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). 	<p>FORMATIVE</p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> Critique of student work Visual checks for comprehension 	<p>SUMMATIVE</p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> U3LP1 Rubric Student Reflection 		

INSTRUCTIONAL RESOURCES

Ceramics I: Example Lesson Plan

MAJOR UNIT CONCEPTS AND VOCABULARY

FOUNDATIONAL INFORMATION:

Basic clay preparation and storage, safe and proper tool/material use, and basic understanding of the stages of dryness of clay for specific purposes.

CONCEPTS:

- Correct pinch construction technique focusing on wall thickness, form silhouette, scoring/slipping, intentional surface.
- Beginning understanding of the stages of dryness of clay for specific purposes including joining, smoothing, cutting a lid, and attaching a handle.
- Creating visual interest within a unified form.
- Form and function.

SURFACE TECHNIQUES:

Saggar fire.

VOCABULARY:

Pinch, plasticity, leather hard, bone dry, green ware, kiln, bisque (ware), score, slip, applique, paddle, fir.

LINKS

CU3L1 Assessments
CU3L1 Pinch Pots PPT
CU3L1 Student Instructions
Demonstration Video <https://youtu.be/YoMyC5cr7QQ>

DIFFERENTIATED LEARNING

INCREASED RIGOR:

Students needing an extra technical challenge can combine more than 2 pinch pots within a single form or make multiple combined forms. Those students needing a conceptual challenge can create multiples that interact or show a progression.

ADAPTED ASSIGNMENT:

Students requiring a simplification can focus on completing and refining a single pinch form or 2 refined pinch forms that are not joined and remain open. For an additional challenge, students can focus on both forms having a unified design (rim shape, attached foot).

MATERIALS

STUDENT SUPPLIES:

- Pencil/Eraser/Journal
- Tools: rib/scrapper, knife, paddle
- Clay/slip/water with brush
- Plastic bag
- Saggar materials-combustible organic materials, aluminum foil

TEACHER SUPPLIES:

- Handouts, PowerPoints and Video Presentations
- Journal sample
- Instructor generated project sample.
- Actual or photographed student exemplars showing a range from emerging to mastery



Lesson & Unit Plans





INSTRUCTIONAL RESOURCES

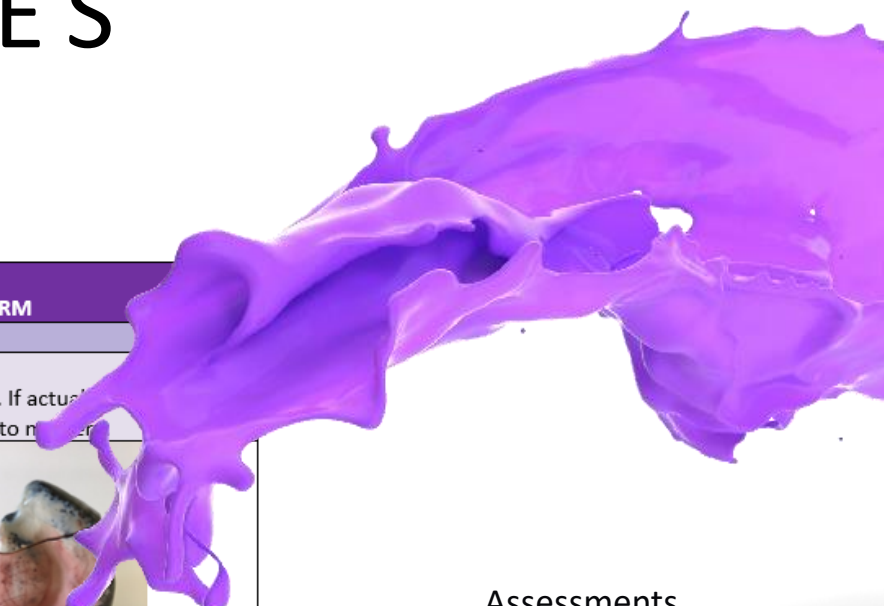
Lesson Plan 3 Step Process

<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the limitations/possibilities of using pinch construction? • What can ceramics tell us about the culture in which they were made? • What types of forms can be made using the pinch technique? <p>HOOK/INTRODUCTION ACTIVITY:</p> <ul style="list-style-type: none"> • Pinch Pot PowerPoint • Students examine a variety of lidded containers (product packaging, decorative, utilitarian) made from a variety of materials (paper, metal, glass, etc.) and discuss the purpose, design, and functionality of each.
<p>CREATING</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Mini Labs:</p> <ul style="list-style-type: none"> • Students make 2 small practice pinch pots and alter each by manipulating the surface using only their hands and/or paddles to create organic or geometric qualities and smooth texture. <p>Project instructions: Demonstrate correct pinch construction along with students, making 2 equal sized pinch pots focusing on correct wall thickness and form silhouette. Monitoring and working at correct stages of dryness, demonstrate joining forms at their rims (score and slip) and sealing the seam to create a single egg-shaped form. Continuing to monitor and work at correct stage of dryness, demonstrate smoothing the entire form, eliminating lumps and dents. After students have smoothed forms, demonstrate varying form surface using hands/paddles to create visual interest through the application of the elements and principles. At leather hard, demonstrate cutting a lid using a pumpkin cut. Lid should function with regard to size and interior access to the form. Attach handle if necessary. Have students cut lids. Form, surface, lid and handle should be cohesive. When their forms are complete, students should refine surface, sign work, and set aside to dry.</p> <p>Visual Verbal Journal assignments:</p> <ol style="list-style-type: none"> 1. Collect in visual/verbal journal ideas and sketches for pinch pots, design/surface plans and results, reflections, and unit information. 2. Research an artist who uses pinch technique and discuss how the artist has used the elements of art and principles of design to create visual interest in their forms. 3. Find work that reflects the artist's culture/environment and discuss how our personal experiences influence what we make. 4. Reflect on personal artwork, post-production.
<p>CLOSING</p>	<p>REVIEW: Students reflect on the quality of their work compared to criteria of the assignment. Students reflect on the study of ceramics and other art forms and how it can be beneficial in other areas (curiosity, empathy, emotional intelligence, abstract thinking, creative problem solving). Completion of summative assessment of project by instructor and/or student.</p>

INSTRUCTIONAL RESOURCES

COURSE: CERAMICS 1		UNIT 3: PINCH TECHNIQUE		LESSON 1: COMBINED PINCH POT LIDDED FORM	
SUMMATIVE ASSESSMENT RUBRIC					
Criteria	Proficient to Advanced Complexity Level 3-4	Emerging to Proficient Complexity Level 2-3	Unsatisfactory to Emerging Complexity Level 1-2		
Planning ____/10	Planning is evidence of real thought and effort. Work is well organized and complete (3 sketches). VAHSCR.CR.1(a), .2, .6(a) VAHSCR.CN.2(b,c) 7-10 Points	Planning is evidence of some thought and effort. Work is somewhat organized and complete. 4-6 Points	Planning shows no evidence of real thought or effort. Work is not well organized and incomplete. 0-3 Points		
Construction ____/30	Ceramic form is correctly constructed. Walls are even and correct thickness with no breaking or cracking. Lid works and functions properly. Form and lid are correct size. Form is stable. Basic awareness of stages of dryness is evident. VAHSCR.CR.3(a,b), .4 (b) VAHSCR.CN.1(e) 25-30 points	Form is correctly constructed. Walls are mostly even and correct thickness with little breaking or cracking. Lid is somewhat functional. Form and lid are nearly the correct size. Form is stable. 15-24 points	Form is not correctly constructed. Walls are not even or correct thickness with extensive breaking or cracking. 0-1		
Design ____/30	Form is visually interesting with variation in surface. Design is unique and well executed. Successful application of elements and principles is evident. Form shows evidence of creative problem solving. Form is functional. VAHSCR.CR.3(c,d), .4(a,c) VAHSCR.CN.2(d) 25-30 points	Form is somewhat interesting with some variation in surface. Somewhat successful application of Elements and Principles. Design is somewhat unique and well executed. Form has some evidence of creative problem solving. Form is functional. 15-24 points	Form is not visually interesting with little variation in surface. Design is not well executed. Successful application of elements and principles is not evident. Form shows little evidence of creative problem solving. Form is not functional. 0-1		
Craftsmanship ____/30	Form is well crafted. Surface is intentional. No evidence of nicks, scratches, lumps or dents. The artwork is outstanding and demonstrates a unique level of patience and focus. Surface treatment has been applied correctly and cleanly. VAHSCR.PR.1 (b) 25-30 points	Form is somewhat well crafted. Surface is mostly intentional. Some evidence of nicks, scratches, lumps or dents. Demonstrates some level of patience and focus. Surface treatment has been applied somewhat correctly and cleanly. 15-24 points	Form is not well crafted. Surface is not intentional. Evidence of nicks, scratches, lumps or dents. Demonstrates little level of patience and focus. Surface treatment has not been applied correctly and cleanly. 0-1		
____/100					



COURSE: CERAMICS 1		UNIT 3: PINCH TECHNIQUE		LESSON 1: COMBINED PINCH POT LIDDED FORM	
DIAGNOSTIC ASSESSMENT					
COMBINED PINCH POT LIDDED FORM CRITIQUE					
Divide class into groups of 4-8 students. Give each group an example of the project. If actual examples aren't available, use images. Examples should demonstrate a range from emerging to proficient.					
					
What is the object? What are the most prominent elements evident in the work (line, color, shape, form, space, texture, value)? List at least 2 and describe how they are used. Example-geometric shape, curved line					
How has the artist demonstrated the principles of design (movement, rhythm, emphasis, proportion, balance, unity, variety, pattern)? List at least 3 and describe how they are used. Example-negative space to create emphasis					
What was the artist trying to achieve? What's the story? What was the artist inspired by? What was he/she trying to communicate?					
Is this form successful? Explain. Consider construction, visual interest, craftsmanship, and functionality.					



Assessments

Student Reflections

INSTRUCTIONAL RESOURCES

COURSE:	UNIT 3:	LESSON 1:
CERAMICS 1	PINCH TECHNIQUE	COMBINED PINCH POT LIDDED FORM
COMBINED PINCH POT LIDDED FORM REFLECTION		
		
<ul style="list-style-type: none"> • Did you have to alter or change your plans in any way? Why and how? • What did you have the most difficulty with? What would you have done differently in approach and/or concept? • What is the most successful part of your form? • How did you create visual interest through the application of the elements of art and principles of design? Be specific. • What qualities should a well-crafted form demonstrate? How would you rate your craftsmanship? 		
ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"> • What are the limitations/possibilities of using pinch construction? • What can ceramics tell us about the culture in which they were made? • What types of forms can be made using the pinch technique? 		
ENDURING UNDERSTANDING		
<ul style="list-style-type: none"> • How can an artist's culture, environment, and personal experiences influence what they create? 		

CLAY TERMS

Wedging- kneading clay to remove air and make clay body consistent

Plasticity-characteristic of clay that allows it to retain its form

Porosity- characteristic of clay that allows it to absorb moisture

Vitrification- conversion of clay into a hard, glasslike substance

Leather hard- stage of dryness where clay becomes stiff yet still retains some moisture (like chocolate). This is the best stage to carve clay

Short- clay that is not plastic

Bone dry- stage of dryness clay must reach before it can be fired-Absence of visual or tactile moisture

Vocabulary

Bisque ware- ceramic pieces that have been fired once to make them rock hard

Green ware- ceramic pieces that have been made but not fired

Glaze ware- ceramic ware that has been glaze fired

Piercing- penetrating both the interior and exterior of the clay surface

Incising- carving into the surface of clay.

Stamping- pressing various objects into clay to create surface design

Relief- Surface design that projects from a flat surface

Dry foot- Leaving the bottom of a pot clean of glaze so it will not stick to the kiln shelf during firing

Metal oxides- substances that create color in glazes

Silica- glass forming ingredient in glaze

Mature- When clay has reached maximum non-porosity and hardness OR Firing point at which glaze ingredients have reached complete fusion.

Fit- Correct adjustment of a glaze to a clay body

Art, Culture, and
CELEBRATION

INSTRUCTIONAL
RESOURCES



INSTRUCTIONAL RESOURCES

All over the world and throughout history, people have created art as a form of cultural expression associated with celebrations, festivals, and holidays.



Handmade costume
in Brooklyn's annual
West Indian Day
Parade, which
celebrates
Caribbean culture.

Man in Costume, 2008

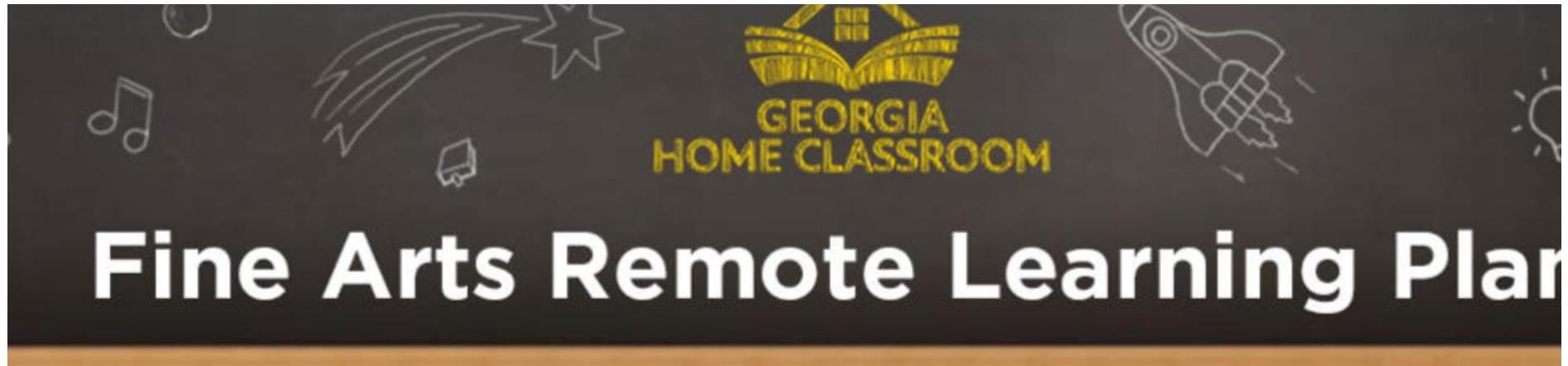
Photo by Fordmadoxfraud

https://commons.wikimedia.org/wiki/File:West_Indian_Day_Parade_2008-09-01_man_in_costume.jpg



Digital TEACHINGSUPPORTS

Digital TEACHING SUPPORTS



Fine Arts 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.

Digital TEACHING SUPPORTS

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.

Kindergarten: General Music

Big Idea/Topic: Steady beat. [Click to download.](#)

1st Grade: Visual Art

Big Idea/Topic: Line Creativity Lesson. [Click to download.](#)

1st - 3rd Grades: Theatre

Big Idea/Topic: Imaginative animal play. [Click to download.](#)

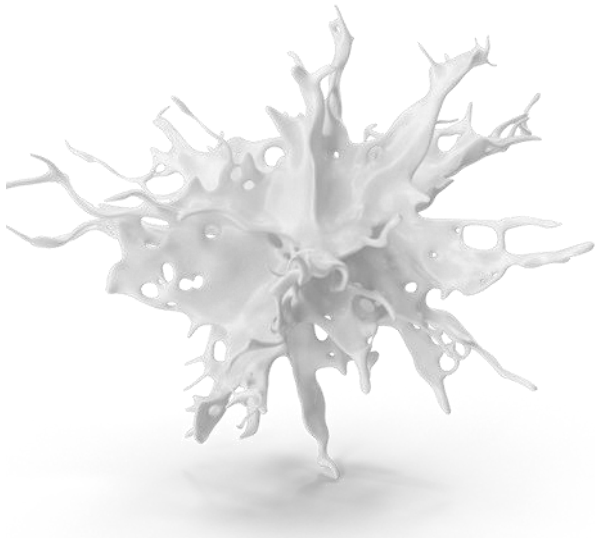
2nd Grade: General Music

Big Idea/Topic: Pitch and melody. [Click to download.](#)

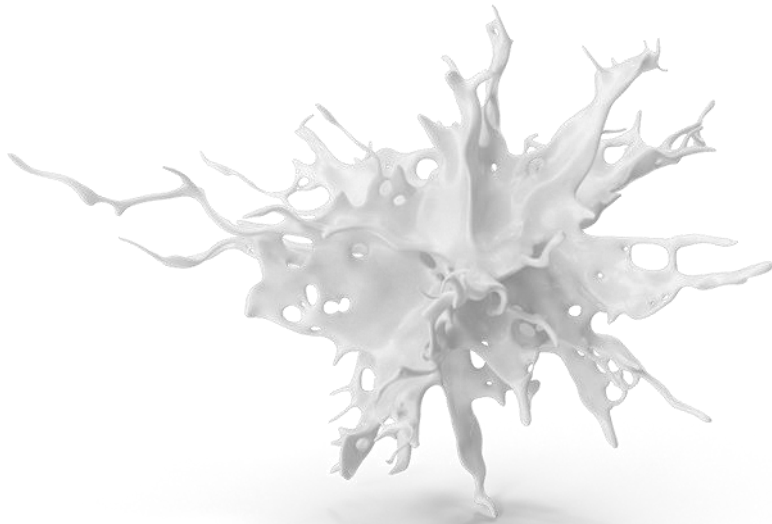
3rd Grade: Visual Art

Big Idea/Topic: My Neighborhood Collage. [Click to download.](#)

4th Grade: General Music



Digital TEACHING SUPPORTS



Ceramics I (HS)

Big Idea(s)/ Topic(s): Understanding the innate human need to decorate/design. Application of elements of art and principles of design in ceramics. Understanding surface intentionality, and experience in applying varied relief surface techniques to create design on clay. Keeping a visual/verbal record of work to help gain an understanding of ourselves as artists. [Click to download.](#)

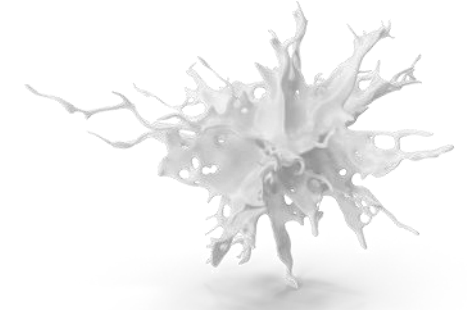
Drawing and Painting I (HS)

Big Idea(s)/ Topic(s): The experience of drawing a structure within a landscape increases perceptual awareness of how we see objects within space and how the atmosphere affects light. Students will gain an understanding of how to draw objects in linear perspective accurately and how to shade objects within an environment to create the illusion of depth on the picture plane. [Click to download.](#)

Visual Art Comprehensive I (HS)

Big Idea/ Topic: Sculpture is three-dimensional art that can be created using a variety of materials and techniques. Artists throughout time challenge and redefine “What is Art?”. Sculpture allows art to be accessible to the public. [Click to download.](#)

Digital TEACHING SUPPORTS



Sample Visual Art Learning Plan

Big Idea/ Topic

Understanding the innate human need to decorate/design.
Application of elements of art and principles of design in ceramic design.
Understanding surface intentionality, and experience in applying design on clay.
Keeping a visual/verbal record of work to help gain an understanding of the process.

Standard Alignment

CREATING

- VAHSCR.CR.1 Visualize and generate ideas for creating work.
- Generate ceramic concepts through the sequential process of design and actualization.
 - Investigate choice of themes, materials, and methods as well as traditional ceramic artists/works.

UNPLUGGED OPENING

Before beginning the lesson, establish unplugged remote learning norms. For students with little or no access to technology, establish a means of communication through email, phone calls, regular check-ins with counselors or other school personnel, etc. Expectations about participation and safe/responsible use of technology should be outlined for students. When using online resources that are not provided by your district, make sure you get approval from your administration prior to using with students. Click the link below for helpful information about digital teaching (there is a link for unplugged teaching).

[Digital Teaching & the Arts](#)

Make sure students have a clear understanding of what the focus standards of this lesson will be. This can be reinforced in the diagnostic assessment. Project instructions: standards-based rubric prior to start of the lesson. Creating a clear picture will guide student performance.

Project instructions:

Part 1: Critique of student examples

Students observe project examples and complete a critique. This can be formal or informal. Through critique, students should identify characteristics that demonstrate exemplary work. See example below as one possible approach.

Examine each set of pinch pots and address the following:



What are 3 requirements of the lesson?

Rate each set from most successful to least successful and explain your opinion.

Based on the set you feel is most successful, explain how the work is cohesive in both form and surface.

Which principles of design are evident and describe?

Explain what good craftsmanship means regarding ceramics.

Students access PowerPoint presentation via student packet. Students may be provided with pertinent vocabulary provided to help students better understand design everyday objects. Have students specifically beyond the functional aspect.

UNPLUGGED WORK SESSION

UNPLUGGED STUDENT AND TEACHER

Minilabs:

Digital TEACHINGS SUPPORTS



- **Current Courses**
- AP Art History
- AP Music Theory
- Beginning Music Theory and Composition
- Music Appreciation
- Visual Art Comprehensive I
- **In Development**
- Drawing I
- Photography I
- Dramatic Writing I

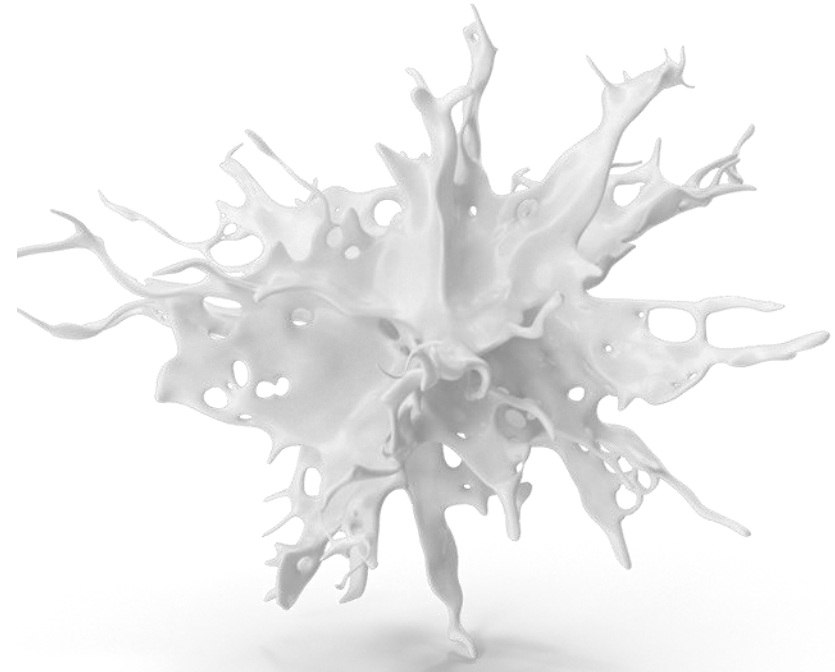


Let's Learn GA!

Get ready to learn with these video lessons that were created by Georgia teachers and aligned to Georgia Standards of Excellence for K-5.

[WATCH NOW](#)

Digital
TEACHING SUP
PORTS





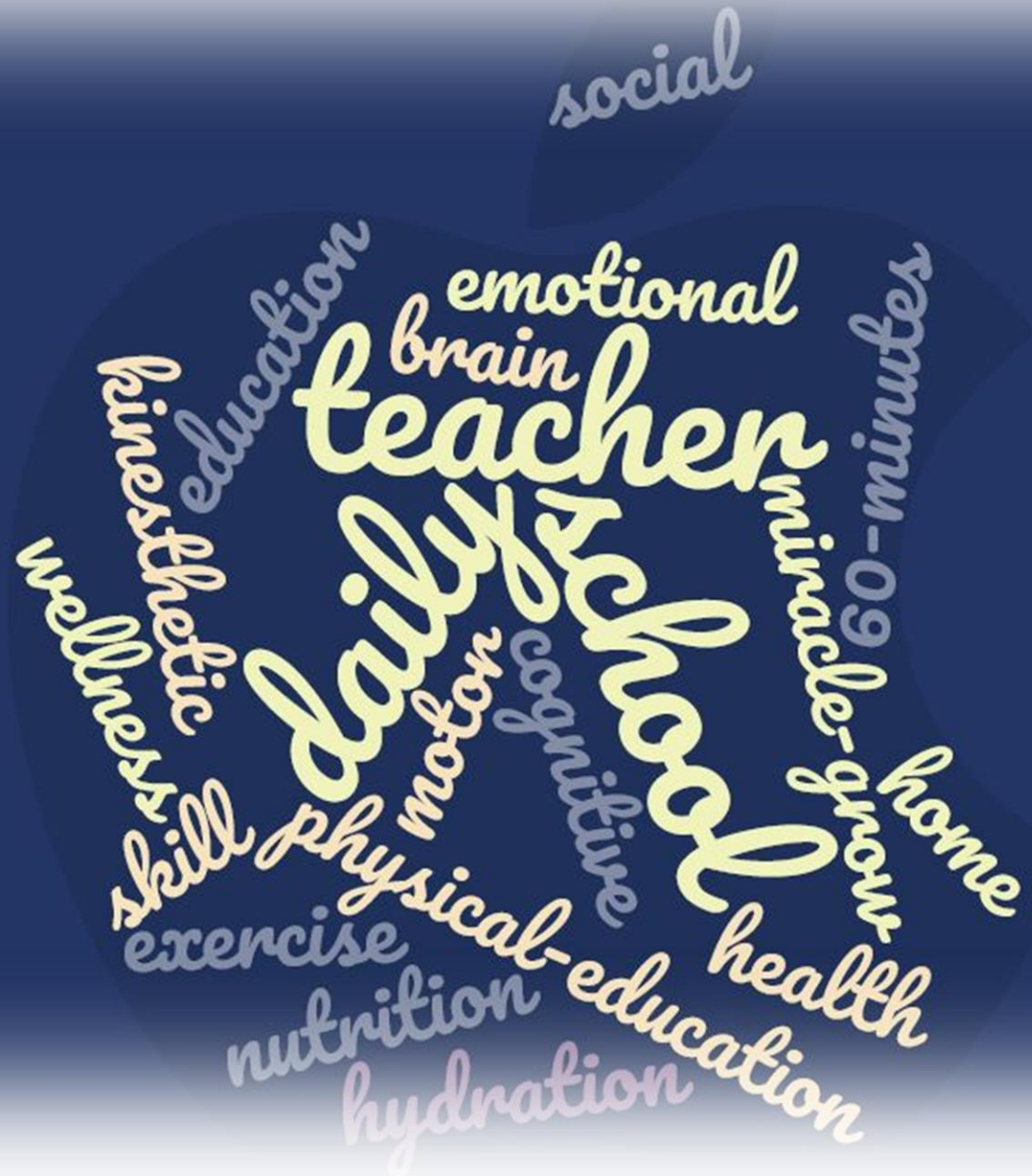
A high-speed photograph of a water splash, captured in a dynamic, mid-air pose. The water is clear and glistening, with numerous small droplets and bubbles scattered around the main splash. The splash originates from the bottom center and moves upwards and outwards, creating a sense of movement and energy. The background is a plain, light gray, which makes the water stand out prominently. The text 'THANK YOU' is centered over the splash, in a clean, black, sans-serif font.

THANK
YOU

Health and Physical Education Updates and Resources

Therese McGuire
Health & Physical Education Program Specialists
Georgia Department of Education





Academic Achievement

Academic performance

- Class grades
- Standardized tests
- Graduation rates

Education behavior

- Attendance
- Drop out rates
- Behavioral problems at school

Students' cognitive skills and attitudes

- Concentration
- Memory
- Mood

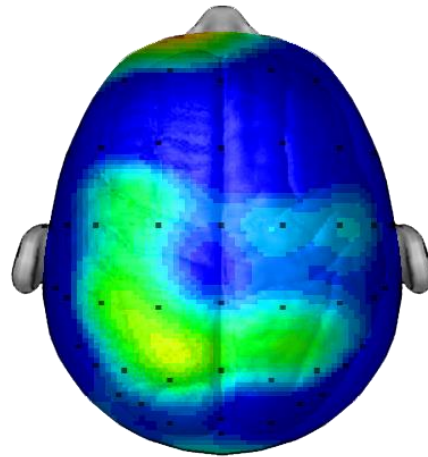
Physical Activity and Academic Achievement

Physical Activity Practice	Related Academic Achievement Outcomes
Students who are physically active	<ul style="list-style-type: none">• Have better grades, better school attendance, and better classroom behaviors
Increased physical activity and physical fitness levels	<ul style="list-style-type: none">• Improved cognitive performance
Increased participation in physical education class	<ul style="list-style-type: none">• Better grades, standardized test scores, and classroom behavior
Time spent in recess	<ul style="list-style-type: none">• Improved cognitive performance and classroom behaviors
Participation in brief classroom physical activity breaks	<ul style="list-style-type: none">• Improved cognitive performance, classroom behaviors, and education outcomes
Participation in extracurricular physical activities	<ul style="list-style-type: none">• Higher GPAs, lower drop-out rates, and fewer disciplinary problems

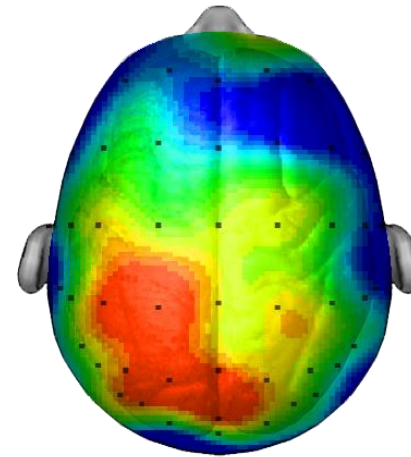
The Physical Activity and Learning Connection

Average Composite of 20 Students Taking Same Test

Research/Scan Dr. Chuck Hillman University of Illinois



Brain after sitting quietly



Brain after 20-minute walk

National Physical Activity Guidelines for Children (5–12 years)

FREQUENCY	Everyday
INTENSITY	Moderate to Vigorous
TIME	60 Minutes
TYPE	Variety

Strategies

Physical Education Virtual Delivery

- Address all Georgia physical education content standards. ([GSE PE](#))
- Develop connections: teacher <> student; student <> student.
- Get parents involved with their child's learning. (frequently communicate with families, conduct frequent check-ins with families, include surveys and two-way communication)
- Allow for student choice. (where, when and how to be physically active)

Strategies

- Promote independent learning.
- Balance screen time and physical activity time.
- Utilize technology to verify participation and support learning gains in physical activity with the goal of meeting the physical activity recommendations of 60 minute.
- Assess all state standards including both formative and summative assessments of moderate- to vigorous physical activity per day.

Strategies

- Assess your curriculum: How can you rework existing lessons for at home use?
 - Be sure to consider safety at home. (space, adult supervision, equipment needs)
- Create consistency: Think about your regular daily classroom routines and procedures and translate them into an online environment?
- Communicate expectations
 - Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can't find an assignment).
 - Make sure expectations are realistic for students. (equity, inclusion and accessibility)

RESOURCES

SHAPE AMERICA RESOURCE LIBRARY

Resource Library

Updated September 24, 2020

SHAPE America has created a collection of resources to help you continue to provide effective, standards-based lessons during the pandemic.

Adapt, repurpose or use the resources provided as you see fit to best meet the unique needs of your students.

Be sure to bookmark this page and come back as we will be adding content regularly.

[Disclaimer Notice](#)

Category Descriptions

Reentry Considerations

Offers considerations for mitigation strategies that teachers can use to help protect students and staff to slow the spread of COVID-19.

Instructional Tools & Resources

A variety of tools, resources, and lessons to support student learning in an in-person with physical distancing classroom or distance learning.

Professional Learning

Offers opportunities to learn best practices for in-person and distance learning instruction during the pandemic.

Instructional Videos

Offers tutorials for conducting effective Health Education and Physical Education instruction during the pandemic.

SEL/Trauma-Informed Practices

Offers resources and lessons to address social-emotional learning.

Self-Care

Information and strategies to address one's own physical, mental, and emotional health.

SHAPE America Health Literacy Month Calendar October 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Health Observances: <ul style="list-style-type: none"> National Health Literacy Month Emotional Wellness Month National Bullying Prevention Month Positive Attitude Month 5th - National Do Something Nice Day 10th - World Mental Health Day 20th - National Youth Confidence Day 		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury.				
4 Upward Crescent Moon Pose This pose targets the lower back and shoulders. Hold for 30-60 seconds release and repeat.	5 National Do Something Nice Day Send a free card to a sick child at St. Jude's.	6 Mindful Coloring Take some time and color a picture today.	7 Virtual Tour Take a virtual tour of San Diego Zoo .	8 Tweet Tweet this link http://bit.ly/2aEYvnsE to your friends and family so that they are aware of Health Literacy Month.	2 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	3 Get Cooking Create a new recipe at home.
11 Move Together Complete a home workout with family or friends.	12 Sudoku Play a game of Sudoku .	13 Device Detox Can you go without your phone, tablet, TV or internet? Try to go device free for 2 hours. But first check out this video!	14 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	15 Walk and Talk Take a walk with your parents or an adult who takes care of you about what to do if you are bullied or see someone being bullied.	9 Read & Move Listen to a free audiobook while you go for a walk, take a jog or clean up.	10 I'm Awesome! Write down three things about yourself you're proud of. World Mental Health Day
18 Mindful Snack When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	19 Just play! Hide-and-seek, tag, hopscotch, hula hoop, pogo stick, it's up to you!	20 Positive Talk Sunday Be sure to talk to yourself today like you would talk to someone you love.	21 Yoga Combo Practice stress management yoga with Adriene.	22 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!	16 Side Seated Angle Pose Hold for 30-60 seconds on each side to target the hamstrings and calves.	17 Try Something New Try something new today like origami . Was it challenging? Would you do it again? Why is it good to try new things?
25 Clap and Catch Throw a ball or soft object up into the air. See how many times you can clap before you catch it.	26 Compliment Someone Today give someone a genuine compliment. Examples: -I like your hairstyle today. -I like how you're helpful.	27 Tuesday Prep Do one thing today to help prepare you for tomorrow. Examples: -Pack your bookbag -Check your homework -Pick out your clothes	28 Look It Up What are benefits of practicing self-care or mindfulness skills? Find a valid website that gives accurate and reliable health information and share that information with your family and friends.	23 Create a Dance Make up a dance to your favorite song. Be sure to include a jump, a slide and a spin. Or try this Hip Hop dance routine .	24 Virtual Tour Take a virtual tour of Yosemite .	31 Finish Up Take today and finish a task that you have been procrastinating .

reproduced with permission from the Society of Health and Physical Educators (SHAPE America) <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>

Resource Finder

Select a category, filter or include document title in 'Search resources' box below to find the resources you need.

Search resources:

Categories: Filters:

Reentry Considerations	Instructional Tools & Resources	Professional Learning	Distance Learning	In-Person Learning	Health	PE
Instructional Videos	SEL/Trauma-Informed Practices	Self-Care	K-2	3-5	6-8	9-12

The Cooper Institute

COVID-19 Fitness & PE Resources



Staying active and fit is a critical part of staying healthy. Although many schools and businesses are sending people home, it doesn't mean that you and your family can't still be physically active.

TOPICS

Aerobics

Cardio

Communities

COVID-19

Families

FitnessGram

Health








Mental Health

NFL PLAY 60

Obesity

PhysEd

Strength

-  15-Minute Home Workout - Muscular Strength & Endurance
The Cooper Institute
-  15-Minute Workout - Cardio Circuit
The Cooper Institute
-  Dynamic Warm-up Strategies for Youth
The Cooper Institute
-  Creative Cardio Circuit Strategies for Youth - Part 1
The Cooper Institute
-  Creative Cardio Circuit Strategies for Youth Series Part 2
The Cooper Institute
-  Muscular Strength Strategies for Youth
The Cooper Institute
-  One Creative Exercise for the Whole Body
The Cooper Institute

Resources (Webinars)

[SHAPE AMERICA:](#)

Creating Online Learning in Health and Physical Education
Best Practices for Delivering Online and Hybrid Learning

[Teacher Talk:](#)

Each episode features tips and actionable resources from SHAPE America's National and District Teachers of the Year.

[Fitter. Smarter. Happier. :](#)

Resources for Physical Education and Health. Comprehensive free digital resources include content for structured exercise and physical activity, health, nutrition, and wellness. With tools available for all grade levels our partnerships with Discovery Education and PBS Learning Media offer videos, lesson plans, instructional strategies, and culminating activities.

[Take 30 \(Open Physical Education resources – all grade levels\)](#)

Curriculum resources for all physical education content. Includes lesson plans and assessments aligned to Physical Education GSE

[Take 30 \(HealthMPower Health and Physical Education Resources all grade levels\)](#)

Curriculum resources for all grade levels.

[Take 30 \(Physical Education virtual delivery and module example. \(geared middle and high school\)](#)

Physical Education virtual delivery and module example. (geared middle and high school)

[Modules](#)

[Presentation slides](#)

Resources (Documents and Web Pages)

[Online Physical Educational Guidance](#)

Includes appropriate practices, strategies, sample lesson models, tools and resources to enhance learning

[Mind and Body Activity Calendar \(October\)](#)

[Mind and Body Activity Calendar \(October\) – Spanish Version](#)

[Covid-19 Fitness and Physical Education Resources](#)

The Cooper Institute is compiling a list of free resources for physical education and physical activity for students, parents and teachers who are practicing social distancing during the coronavirus pandemic.

[Virtual Resources for Health and Physical Education SHAPE America](#)

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. Adapt, repurpose or use the resources provided as you see fit to best meet the unique needs of your students. Be sure to bookmark this page and come back as we will be adding content regularly.

[FitnessGram Online Learning](#)

Updates

[Georgia Remote Learning Plans](#)

Georgia Fitness Assessment Manual

Physical Education Curriculum Frameworks

- K-5
- 6-8
- Personal Fitness, Weight Training, Recreational Games and Body Sculpting
- Complete sample map for each course
- Complete sample unit plan and lesson plans

Heath GSE Pending Board Approval



www.gadoe.org



@georgiadeptofed

@gadoesde

@Gaimprovement



youtube.com/c/GeorgiaDepartmentofEducation

Therese McGuire

tmcguire@doe.k12.ga.us

Jessica Booth

jbooth@doe.k12.ga.us

Patrick Wallace

pwallace@doe.k12.ga.us



Georgia Department of Education

**EDUCATING
GEORGIA'S FUTURE**