

The 2020-2021 academic year will require school systems to plan multiple scenarios for how to engage students in non-core coursework. Examples for possible lesson adaptations are provided below. The three scenarios address instances in which traditional, in-person learning is not an option.

Example 1: Hybrid Learning - 7th Grade Art

State Content Standard: VA-CE-M3: Use the elements and principles of design and art vocabulary to visually express and describe individual ideas

Time Allotment	Scenario: All teacher-led instruction happens similarly to traditional instruction, but students report in planned shifts. When students are not meeting for in-person instruction, they engage in independent learning activities.
5 min	<i>Introduction</i> Exploring Texture (in-class)
25 min	<i>Teacher-led, Whole Group Instruction/Modeling</i> The Element of Texture - notes, discussion, and examples (in-class)
25 min	<i>Group or Independent Practice</i> <ul style="list-style-type: none"> ● Group Work (in class): Actual Texture vs. Implied Texture index card sort ● Independent (in class): Actual Texture vs. Implied Texture worksheet ● Independent (at home): Actual Texture vs. Implied Texture - sketch pads
5 mins	<i>Closure</i> <ul style="list-style-type: none"> ● Share feedback timelines for sketchbooks ● Sketchbook homework: Texture

Example 2: Virtual Learning - 7th Grade Art

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Learning Format	Scenario: All learning takes place virtually and consists of synchronous and asynchronous components.
Asynchronous Learning	On Monday morning, the teacher will post the following in Google Classroom: <ul style="list-style-type: none"> ● 4-minute introductory video: <i>Textures for Kids</i> ● 15-minute video of the teacher introducing and modeling the Element of Texture ● Independent Assignment - Actual Texture vs. Implied Texture - student upload ● Sketchbook homework: Texture

Synchronous Learning	Class Meets from 8:00-8:45 AM on Google Meets on Tuesday. Teacher introduces texture and then presents the lesson on The Element of Texture. She interacts with the students in a whole group environment. Teacher utilizes the chat feature to discuss texture examples with students, and then assigns the independent assignment, Actual Texture vs. Implied Texture. Students will upload to Google Classroom once complete. Teacher assigns sketchbook homework for students to complete. Teacher sets a feedback schedule and reviews office hours.
Office Hours	Teacher holds Office Hours on Thursday and Friday mornings from 10:00-11:30. Students contact the teacher for assistance with asynchronous learning assignments as needed. Teacher provides feedback on students' independent assignments, Actual Texture vs. Implied Texture.

Example 3: Low-Tech/Analog Learning - 7th Grade Art

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Scenario: No teacher-led instruction is available in person and/or virtually due to limited access to technology and connectivity. Students learn independently at home and teachers support via telephone conferences.	
Materials Needed	Texture Learning Packet: introduction, examples, and worksheets; sketchbook; pencil
Description of Activity	Students will independently read the Texture Learning Packet and review the included examples. Then, students will complete the worksheet, Actual Texture vs. Implied Texture. Finally, students will complete the sketchbook assignments listed in the Texture Learning Packet. The Actual Texture vs. Implied Texture worksheet should be submitted to the school's drop-off site no later than [due date].
Feedback Opportunity	Teacher will call students on Wednesday from 2:45 - 4:30 PM to follow-up on student progress, answer questions, and provide feedback on submitted assignments.