**St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner**

**(Elementary K-5, Related Arts)**

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| **Name** | Brandon Saffel | | **Grade** | 3-6 | | **Subject** | | Physical Education |
| **Week of** | 8/30 | | **Topic** | **Procedures/Fitness Tests Explanation** | | | | |
| **Weekly Teacher Schedule of Synchronous Engagement Opportunities** (with links to Class Teams pages). Include date/time of in-person, live lessons and class meetings. | | | | | | | | |
| Ms. Kelsey | | Ms. Scurlock | | | Ms. Sutherlin | | Ms. McLoughlin | |
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| **Planning and Preparation** | | |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Missouri Learning Standard(s)** (with linked Proficiency Scale – can be copied/pasted from Curriculum Plans) | S3.E5: Assessment & Personal Development: Uses fitness assessments to set goals for achieving or maintaining healthy fitness levels (e.g. FITNESSGRAM)  Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) | |
| **Learning Target** | **Know** *(What is the learning target?) This comes directly from the unwrapped content standard in the Content Area Proficiency Scales.* | **Do** *(How will students demonstrate that they have met the learning target.)* |
| Scholars will be know the rules and procedures and be able to review those rules and procedures during the class.  Scholars will be learn how each fitness test from the fitnessgram will be ran during the class & how the class will be divided up for each one. | Scholars will be asked to repeat the rules and procedures that are set up for the class to succeed.  Scholars will demonstrate how each fitness test will work and work on each test before the scholars are tested for scores. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plans) | How is the pacer test given?  How can you use the fitnessgram to continually improve your own personal fitness? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area Proficiency Scales) | Fitnessgram, Pacer | |
| **Assessment** | **Design a standards-based performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Fitnessgram is an assessment to help improve the fitness levels of students. The fitness test will be given at least twice a year to show any improvement during the school year. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | | |
| **Synchronous Engagement /Live Instruction:** Facilitate instruction, collaboration, and support for students through in-person or virtual, face-to-face engagement.  **Asynchronous Instructional Playlist:** Organize tasks and resources aligned to a learning objective for students to work through independently. | | | | | | |
| **Lesson/Topic** | **Lesson Objective**  *What will students know or be able to do at the end of this lesson?* | **Instruction & Modeling**  *What do teachers need to explain, present, or model?* | **Activities**  *What instructional strategies will you use? What will students do to insure mastery of the standards based concepts or practice skills (practice, discussion, reflection, creation)?* | **Performance Tasks / Assessment**  *How will students demonstrate their learning? How will you know if they master concepts or can apply skills? Please provide links.* | **Multimedia Resources**  *What resources will students need to master this content or learn these skills (readings, videos, podcasts, models)? Please provide links.* | **Assignment**  **Due Date** |
| **Fitness Test/Procedures** | Scholars will be able to demonstrate how to do each fitness test works and the way the scores work.  Scholars will also be able to explain and repeat the rules/procedures | The teacher will need to explain, present and model each fitness tests to the scholars. | Scholars will be using practice to help understand how the fitnessgram testing will work during the class. | Scholars will show they are learning the rules by explaining them back to the teacher.  Scholars will also use practice times to help understand the fitnessgram testing |  |  |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
| Students will be able to work with the teacher or another scholar to help them get a better understanding on the activities | Students will work 50/50. 50% of the time alone and the other 50% with the teacher or a fellow scholar | Students will be able to work independently on the skills and activities that are presented to them. |