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

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

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| **Name** | Brandon Saffel | | **Grade** | PreK-2nd | | **Subject** | | Physical Education |
| **Week of** | 8/30-9/3 | | **Topic** | **Class Procedures/ Movement** | | | | |
| **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. Fehrmann | | Ms. Hill | | | Ms. Hudson | | Ms. Hutchinson | |
| Ms. Locke | |  | | |  | |  | |

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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) | S1.E1: Locomotor: Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K), Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1), Skips using a mature pattern. (S1.E1.2)  S4.E1: Personal responsibility: Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K), Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) | |
| **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?.)* |
| The students will learn different ways they can move including running, skipping, galloping, walking, etc.  The students will also learn about rules and procedures that will be used in class. | Students will demonstrate each movement during class, during the moving the students will be given a que (whistle) to return to their yellow spots on the gym floor. Once they return to their spots, the scholars will be given another movement to complete. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plans) | Can you tell the difference between each movement?  What are ways you can move? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area Proficiency Scales) | Run, Jog, Skip, Hop, Leap | |
| **Assessment** | **Design a standards-based performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Students are assessed in class based on their performance of the movement that is given to them and how quickly they can move into that skill. They can also be given a short picture/movie review over each movement. This will give the scholars a visual viewing of the movement. They will then be asked to name that skill. | |

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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** |
| **Procedures/Movement** | At the end of the lesson, scholars will be able to understand rules and procedures that are in place for the year. They will also know about some of the activities & challenges that are planned. Scholars will be able to tell a difference between each move. | The teacher will need to explain how and why the rules and procedures are in place.  The teacher may also need to model/present the scholars on the different types of movements that will be worked on in class. | Scholars will use practice and reflection on both the rules/procedures and also the movement that are presented in class. | Scholars will show their work by being able to show how each movement works and will repeat the movement. Same for rules and procedures |  |  |

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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. |