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

**(High School 9-12, Related Arts)**

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| **Name** | Lindell  | **Grade** | 6th-8th  | **Subject** | Phys Ed |
| **Week of** | August 31- September 4th  | **Topic** | **Introduction/ Team Building/Believe in You/ Health Related Fitness**Getting to know You. |
| **Weekly Teacher Schedule of Synchronous Engagement Opportunities** (with links to Class Teams pages). Include date/time of in-person, live lessons and class meetings. |
| Mondays, | Tuesdays, | Wednesdays, | Thursday, |
| Fridays,  |  |  |  |

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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 can access grade level curriculum and resources. |
|  **Missouri Learning Standard(s)**(with linked Proficiency Scale – can be copied/pasted from Curriculum Plans) | Student will attend physical education class, have fun, and stay heathly and safe.Student will be required to complete a personal pursuit worksheet and turn it in for evaluation by teacherStudent will be required to watch Season 1, Episode 3 of Believe in You (Dude Be Nice and Do the JournalStudent will Complete Weekly Physical Activity Log and be active every day for 60 minutes |
| **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?)* |
| * Students will be able to understand the rules and expectations in class
* Students will be able to identify other students in their class and something that they have done this summer
 | We will have a Nearpod lesson over the rules and expectationsStudents will complete a Nearpod quiz |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plans) | How can I succeed this school year in PE? |
| **Academic Vocabulary** (Can be copied/pasted from Content Area Proficiency Scales) | PE A, B, C, D’sA – Act safelyB – Be preparedC – CooperateD – Do your bestHave Fun – Work Hard - Learn |
| **Assessment** | **Design a standards-based performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** |
| Assessment will be at the end of the 3rd week unit on health and skill-related fitness.  It will be where students will need to create a board of 8 exercises that another student in class can complete in a 4-minute Fitness Circuit. |

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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**  |
| **Class introduction/ Classroom rules and expectations** | Students recognize the value of physical activity for physical, emotional, and mental health by analyzing the health benefits of self-selected physical activity and applying choices to personal fitness planning Students define and routinely applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle. Students discuss and defend social and ethical norms in order to promote a safe and encouraging learning environment.  | Teachers will explain the five characteristics that contribute to a person’s overall well-being.  Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility and bo \*Teachers will show students different health-related exercises that are used in the Tabata Dice Race. There are 4 stations per category (aerobic capacity, muscular fitness, body blast)  Teachers will show students how to complete each station for 20 seconds with a 10 second break between station. | Students will pick a random card from a deck and complete 20 seconds of an exercise in the health-related category assigned to the suit of card picked.  Heart- Aerobic Capacity Diamonds- Flexibility Clubs-Muscular Strength Spades- Muscular Endurance  \*Students will learn and complete the Tabata Dice Race Game in order to learn different exercises that coordinate with the different health-related fitness category | Students will demonstrate their learning when they can come up with their own exercises that are health-related and specific to one of the health-related characteristics.Students will also be asked questions about health related fitness that are listed above | Students will use their device to log in during their class time to learn and exercise with the class.  Students can record themselves completing their own Tabata Dice game and then teach the Tabata Dice game to someone in their family | 9/04/20 |

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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 can work together with the teacher to decipher which health-r S elated fitness area an exercise belongs in. | Students can work in pairs or groups to make their Tabata Dice Game with correct health related fitness areas | Students can make an easy, medium and difficult Dice game that students can use based on their fitness level.  |