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

**(Middle School 6-8, Related Arts)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | Catherine Waeltermann | | **Grade** | 6-8th | | **Subject** | | Art |
| **Week of** | August 31- September 42020 | | **Topic** | * **Welcome and Introduction** | | | | |
| **Weekly Teacher Schedule of Synchronous Engagement Opportunities** (with links to Class Teams pages). Include date/time of in-person, live lessons and class meetings. | | | | | | | | |
| Monday: 8:15-3:00  -Live meeting with teacher(30min)  -Teacher introduction and welcome in TEAMS  -Get to know your teacher and class ice breaker Q&A class talk time.  -Class Norms for Meetings (video, mic, chat, hands, Q&A, breaks, don’ts, preparation, help the teacher, etc.)  -Meetings:How to join, How to leave, How to view recorded sessions on Stream | | Tuesdays: 8:15-3:00  -Live meeting with teacher(30min)  -Re-Cap of Monday’s class discussion.  -How to navigate/use Art Class in TEAMS lead by teacher  -Practice and Q&A time  -Independent work time | | | Wednesdays: 8:15-3:00  -Re-cap of Tuesday’s class discussion  -Intro to Class Notebook on TEAMS  -How to contact teacher and classmates  -How to find, view, complete, and turn in assignments.  -Independent work time | | Thursday: 8:15-3:00  -Re-Cap  -What are CHANNELS, and how to use them?  What is NEARPOD, and how do I use it?  -First assignment posted in teams  -Independent work time | |
| Friday: 8:15-3:00  -Review and Q&A about TEAMS  -Class time to work on first assignment in NEARPOD. | | **Link to Team:**  <https://teams.microsoft.com/_?culture=en-us&country=US&lm=deeplink&lmsrc=homePageWeb&cmpid=WebSignIn#/school/conversations/General?threadId=19:8c888d9709d541f780f582f287f544b7@thread.tacv2&ctx=channel> | | |  | |  | |

|  |  |  |
| --- | --- | --- |
| **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) | Missouri Learning Standards applied this week:  1.A-Comprehend and Interpret Texts (Approaching Texts as a Reader)  Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | |
| **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 have a better understanding of how to use and navigate Microsoft Art Class Team and use appropriate etiquette. Join live class meetings, view recorded meetings, access material, email/chat with teacher, view and turn in weekly assignments. * Students will have a better understanding of art class expectations online. * Students will be able to view, complete, and turn in assignments. | 1. Students will successfully log on to art class Teams and join the class meeting and use appropriate live class etiquette, access class materials, email/chat with teacher, view and turn in assignments. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plans) | 1. How do I navigate and use art class Teams? 2. How do I mute/talk, raise hand in live video chat? 3. How can I access classroom materials and information? 4. How do I email or chat with my teacher? 5. Where do I find my art class assignments and how do I complete them and turn them in? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area Proficiency Scales) | 1. Microsoft Teams 2. Live Meetings 3. Online etiquette 4. Class Notebook 5. Nearpod | |
| **Assessment** | **Design a standards-based performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| -Students will complete a formative end of week assessment of covered class materials in Nearpod. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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/ Virtual classroom processes, rules and expectations** | * Students will have a better understanding of how to use and navigate Microsoft Art Class Team and use appropriate etiquette. Join live class meetings, view recorded meetings, access material, email/chat with teacher, view and turn in weekly assignments. * Students will have a better understanding of art class expectations online. * Students will be able to view, complete, and turn in assignments. | * For the first week of class, the teacher will demonstrate how to navigate Microsoft Teams. Students will receive presentations and explanations of how the class will work and what is expected of the student each day. | * Training and practice using technology tools (Microsoft Teams, Email) * Discussions on progress of using technology tools, discussions on expectations. * Using of Microsoft Teams. | * Students will be demonstrating their knowledge of Teams by successfully logging into live meeting and being present. * Students will demonstrate their knowledge of the expectations and Teams by answering questions in formative assessment in Nearpod. | * Teams * Nearpod | 9/4/20 |

|  |  |  |
| --- | --- | --- |
| **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.* |
|  |  |  |