**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

MOAHPERD

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

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| **Name** | Todd Faulkner | **Grade** | PK-2 | **Subject** | Physical Education/Health |
| **Week of** | May 24, 2021 | **Topic** | Physical Fitness/Food Energy | **Link to Tracker** |  |

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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. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| Students will know the benefits of healthy habits.  Students will know that healthy habits lead to good things in your life.  Recognize the signs associated with physical activity. (Perspiration, Heavy breathing, Increased heart rate)  Identify opportunities outside of school to participate in a variety of activities.  Identify a variety of activities that promote wellness. | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| The students will be able to recognize that a healthy lifestyle is achieved through healthy habits.    The students will be able to recognize what healthy habits benefit them.  The student will be able to tell what it means to be fit.  The students will learn several exercises during class that he or she can use later. | Students will be able to identify different healthy habits.  Students will show the positive effects of choosing healthy habits.  Students will begin to understand the concept of living a healthy-lifestyle through physical activity.  Students will use different exercises throughout the course of the week. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | The students will begin to understand that healthy habits are essential to leading a healthy lifestyle.  The students will understand the importance of exercise in their life. | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | **Healthy Habits-** Good **habits are routines that** include: **healthy** diet and exercise as well as **healthy** sleep **habits**.  **Exercise**- Physical excursion elevating the heart rate and breathing patterns.  **Healthy Lifestyle**- A way of living through a balanced diet and regular exercise. | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Through guided practice the students will become proficient in the aspect of living a healthy lifestyle.  Through verbal communication students will begin to understand that choosing the right foods is essential for a healthy lifestyle. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **Lesson 1**  **5/24/2021** | Students will understand that choosing healthy habits are a major component in leading a healthy lifestyle. | Microsoft Teams meeting where the students are taken through a series of exercises as well as explanation to the healthy lifestyle concepts. | <https://www.youtube.com/watch?v=G3yHotWsGy4>  <https://www.youtube.com/watch?v=oc4QS2USKmk> | Through teacher guidance the students will be assessed on their retention of the material presented. | 5/28//2021 |
| **Lesson 2**  **5/25/2021** | Students will understand that choosing healthy habits are a major component in leading a healthy lifestyle. | Microsoft Teams meeting where the students are taken through a series of exercises as well as explanation to the healthy lifestyle concepts. | <https://www.youtube.com/watch?v=G3yHotWsGy4>  <https://www.youtube.com/watch?v=oc4QS2USKmk> | Through teacher guidance the students will be assessed on their retention of the material presented. | 5/28/2021 |
| **Lesson 3**  **5/26/2021** | Students will understand that choosing healthy habits are a major component in leading a healthy lifestyle. | Microsoft Teams meeting where the students are taken through a series of exercises as well as explanation to the healthy lifestyle concepts. | <https://www.youtube.com/watch?v=G3yHotWsGy4>  <https://www.youtube.com/watch?v=oc4QS2USKmk> | Through teacher guidance the students will be assessed on their retention of the material presented. | 5/28/2021 |
| **Lesson 4**  **5/27/2021** | Students will understand that choosing healthy habits are a major component in leading a healthy lifestyle. | Microsoft Teams meeting where the students are taken through a series of exercises as well as explanation to the healthy lifestyle concepts. | <https://www.youtube.com/watch?v=G3yHotWsGy4>  <https://www.youtube.com/watch?v=oc4QS2USKmk> | Through teacher guidance the students will be assessed on their retention of the material presented. | 5/28/2021 |
| **Lesson 5**  **5/28/2021** | Students will understand that choosing healthy habits are a major component in leading a healthy lifestyle. | Microsoft Teams meeting where the students are taken through a series of exercises as well as explanation to the healthy lifestyle concepts. | <https://www.youtube.com/watch?v=G3yHotWsGy4>  <https://www.youtube.com/watch?v=oc4QS2USKmk> | Through teacher guidance the students will be assessed on their retention of the material presented. | 5/28/2021 |

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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.* |
| Differentiation of physical fitness activities recorded in the activity log. | Activity Log input | Activity Log |

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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time | Teams meeting 10:55-11:35 | Teams meeting 10:55-11:35 | Teams meeting 10:55-11:35 | Teams meeting 10:55-11:35 | Teams meeting 10:55-11:35 |
| Group/Time | Teams meeting 11:50-12:30 | Teams meeting 11:50-12:30 | Teams meeting 11:50-12:30 | Teams meeting 11:50-12:30 | Teams meeting 11:50-12:30 |
| Group/Time | Teams meeting 2:30-3:10 | Teams meeting 2:30-3:10 | Teams meeting 2:30-3:10 | Teams meeting 2:30-3:10 | Teams meeting 2:30-3:10 |
| Group/Time |  |  |  |  |  |